



#### Kit of the pedagogical Escape Game "Escape Your Stereotypes" English version

"Escape Your Stereotypes" is a partnership project supported by the Erasmus+ programme, from September 2019 to February 2022. The project is led by <u>Association Odyssée</u> in France, in partnership with <u>Leeds Trinity</u> <u>University</u>, in the United-Kingdom, and with <u>Kūrybos ir inovacijų laboratorija</u>, in Lithuania. During the project duration, two productions are created: a methodology to design pedagogical escape games with an intercultural approach, and a pedagogical escape game to fight against stereotypes and prejudices. We make available this kit that allows any gamemaster to implement and run the escape game created by the "Escape Your Stereotypes" partnership.

The game is for youngsters aged from 15 to 25 years old. One group of 5 to 7 participants can play. The game lasts about one hour and is followed by a 45-minutes debriefing.

In this kit you will find:

- 1. Index (this document)
- 2. Game flow : the Game Flow document explains the context of the game, introduces the objectives and specifies all steps and the flow of the game (page 2).
- 3. List of material: with all the necessary materials (padlocks, containers, etc.) (page 25).
- 4. Access to the online part of the game: the access to the English version of the online game is on the project website (page 26):

https://escapeyourstereotypes.eu/escape-your-stereotyes-english-version/

- 5. Puzzles: the elements and puzzles of the game to print and install:
  - 5.1 Article beginning (page 27)
  - 5.2 Puzzle Perspective (page 28)
  - 5.3 Puzzle People and Symbols (page 42)
  - 5.4 Puzzle Timeline (page 62)
  - 5.5 Puzzle EuroCafé Menu (page 81)
  - 5.6 Puzzle Worldmap (page 91)
  - 5.7 Article end of the game (page 96)
  - 5.8 Newspaper (page 98)
- 6. Game's instructions (page 105).
- 7. Debriefing : guidelines to debrief the game after they played. It also includes the pedagogical content for each puzzle (page 106).

We invite you to read the methodology on the design of a pedagogical escape game, written during this project, that indicates all the necessary steps to design, create, run and evaluate a game. The presentation of the game flow and the puzzles of this kit follows the methodology. This methodology is available on our website.



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Setting



The escape game takes place in a room which looks like an office. Some tables, chairs, one computer, pictures and posters on the wall, cubboard with books and maps and some decorative items...

This room is meant to be the laboratory of Dr Z back in time; in the meantime this office was used by others. 5-7 players find themselves in the room, together with the lab assistant. He/she gives them a newspaper with the following message :

Now apocalypse for human kind arrived – People cannot communicate anymore with each other, there is misunderstanding and frustration, exclusion and fear – and there is discrimination and violence. War and destruction are ruling the world now.

An expert was speaking to one of our journalists in an enigmatic way, he said :"Act... to make a change !" - find out more on our website.

The lab assistant can stay in the room and support the team, or can walk out of the room and check the room with a camera (camera connected to the lab assistant's smartphone for instance).







Story



The players receive a message from Dr Z explaining that Dr Z is calling from 2050. When Dr Z was younger, Dr Z invented an artefact (communication box) but decided not to reveal it to the world as Dr Z thought the world wasn't ready for it, so the artefact was hidden in the office. In 2050, Dr Z realised that the world really needs this artefact because the world is a mess! So Dr Z contacts the players: they have to find the artefact and activate it. Dr Z cannot time-travel, but can contact people in the past via the lab assistant.

Before Dr Z contacts the players, there is no information about the time available: they have all the time they need. But once they activate the computer and watch the video sent by Dr Z, the countdown starts with 55 minutes (the lab assistant can active a countdown in the room, or on a smartphone and give time information regularly).

MISSION OF THE PLAYERS: Dr Z trapped the office so if you want to find the artefact, there are some "steps" to pass or "puzzles" to solve, linked to stereotypes and prejudices. According to Dr Z, only tolerant people can finally reach the artefact, so non-tolerant people cannot access the artefact (a way to protect it). As the players must find the artefact to make the world better, they must go to the office to find the artefact.







Social



#### COLLABORATION AMONG THE PLAYERS

Several puzzles give the players a chance to work collaboratively: the players must work together at the same time to solve a puzzle (Puzzle Perspective, EuroCafé Menu...). Other chains of puzzles are linear which allows the participants to follow all that happens a one place (Puzzle Running, Worldmap...). Other puzzles can be solved simultaneously (puzzle Timeline, People and Symbols...), but their solving process is, at the end, linear.

#### INTERACTIONS WITH NON-PLAYER CHARACTERS

- Lab assistant : the lab assistant is in contact with Dr Z via mobile phone. When the players are stuck, the lab assistant pretends to receive a phone call from Dr Z who gives hints to the players.
- Dr Z : Dr Z contacts the players via video on the computer (available on the project's website), after solving a puzzle, and at the end of the game.





# Skills and Self



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Our escape game focused on personal competences and soft skills:

- Cooperation skills and team work
- Observation
- Connecting different information
- Connecting information from various supports (audio, visual, physical...)
- Reading skills
- Oral comprehension

The game is dealing with a specific topic: intercultural learning and the fight against stereotypes. Throughout the game and the debriefing, the following intercultural skills are mobilised:

- Ability to change perspective and to consider a problem with a different angle
- Ability to understand the point of views of people victims of prejudices and discriminations
- Ability to communicate in different languages (optional)
- Be aware of stereotypes and the possible consequences of prejudices (discriminations)
- Initiate a reflection on "living together"
- Realise that different visions, perspectives and values surround us





# Strategy



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Different strategies are planned in the game:

- individual work: one player can be responsible for one action. This can value the personal abilities and competences of the player.
- peer work: two players can collaborate to perform a task, to solve a puzzle.
- group work: the players can have different tasks to perform at the same time in order to solve the puzzle. This allow the players to mobilise various and complementary skills.















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# Learning objectives



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Puzzle perspectives	<ul> <li>&gt; Understand the concept of tolerance of ambiguity.</li> <li>&gt; Understand that two different perspectives can be correct and acceptable</li> <li>&gt; To be aware of the importance that being in an unclear situation won't be a major problem.</li> </ul>		
Puzzle Timeline	<ul> <li>&gt; To know that stereotypes are linked to a special period in history and embedded in a social-political-economical context.</li> <li>&gt; To know that negative stereotypes about other people(s) modify and / or maintain structures of power of the leading group.</li> <li>&gt; Understand that stereotypes are a generalization with sometimes a true root in history</li> </ul>		
Puzzle People & Symbols	<ul> <li>&gt; To know that having stereotypes is a normal mental process of the brain to categorize and organise the "unknown world"</li> <li>&gt; Question their way of thinking on the first ideas on people</li> <li>&gt; to be aware of how we make up/fill the gaps in our knowledge</li> </ul>		
Running 1	<ul> <li>&gt; Question their manner of thinking</li> <li>&gt; Realise that a first presumption can be wrong</li> <li>&gt; Understand the importance of non-judgment</li> <li>&gt; Realise the gaps of our knowledge</li> </ul>		









# Learning objectives

Running 2	<ul> <li>Experience a testimony where the person faces stereotypes</li> <li>State that stereotype have impacts on interactions between people</li> <li>Identify some consequences of stereotypes on people victims of stereotypes</li> <li>State that stereotypes can have a negative influence on a person or a group - person are excluded by discriminating actions from the dominant group</li> </ul>
Euro Café Menu	<ul> <li>Challenge participant's stereotypes and prejudices about other people and "cultures"</li> <li>To know that stereotypes are a social, political and cultural construction.</li> <li>To understand that stereotypes also aimed at defining our own membership groups, to value our qualities by under-estimating the others' ones</li> </ul>
Worldmap	<ul> <li>&gt; To know that stereotypes are a social, political and cultural construction.</li> <li>&gt; To understand that stereotypes also aimed at defining our own membership groups, to value our qualities by under-estimating the others' ones</li> <li>&gt; To know that negative stereotypes about other people(s) also maintain structures of power of the leading group.</li> </ul>







## Prepare and set the game



Digital elements:

- prepare the computer (with internet connexion and sound) and open the link to the online part of the game:

https://escapeyourstereotypes.eu/escape-your-stereotyes-english-version/

#### Physical elements and containers:

- article of the beginning of the game <u>5.1</u> : on a table or brought by the lab assistant
- key: fixed under a table
- container 1: opens with the key, contains Dr Z notebook (useful for puzzle Perspective <u>5.2</u>)
- container 2: opens with the code 0343 (get during puzzle Perspectives <u>5.2</u>), contains 9 symbols (useful for puzzle People and Symbols <u>5.3</u>) and 9 cards (useful for puzzle Timeline <u>5.4</u>)
- container 3: opens with the code 5829 (get during puzzle Timeline <u>5.4</u>), contains Dr Z archives including 10 portraits of citizens of the year (useful for puzzle People and Symbols <u>5.3</u>) and a newspaper (useful for puzzles Running, EuroCafé Menu <u>5.5</u>, Worldmap <u>5.6</u>)

- container 4: opens with the code 1457 (get during puzzle Running), contains the menu (useful for Puzzle EuroCafé Menu <u>5.5)</u>
- container 5: opens with 11138 (get during puzzle EuroCafé menu <u>5.5</u>), contains the worldmap (useful for puzzle Worldmap <u>5.6</u>)
- container 6: opens with 4136 (get during Puzzle Worldmap <u>5.6</u>),
   contains a mirror on which is written "WHO is the solution?" and
   blank sheets, pencils...
- Article of the end of the game <u>5.7</u>: brought by the lab assistant
- frames of the puzzle Perspectives <u>5.2</u>: fixed on the walls
- 10 portraits and 1 associated symbol of puzzle Peoples & symbols
- 5.3: portraits fixed in the room, symbol fixed but removable
- 12 frames of the puzzle Timeline <u>5.4</u>: fixed in the room, 3 contain their card
- one map of Europe with numbers and stereotypes for the puzzle EuroCafé Menu <u>5.5</u>: fixed on the wall, numbers fixed, stereotypes removable
- worldmap frame <u>5.6</u>: fixed on the wall







## Game flow



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#### START OF THE GAME

#### HOST (lab assistant): When entering the room with the newspaper page, she/he says:

"Hello I'm so glad that you're here! I need your help! I just received this newspaper, I don't understand anything! Apparently it's the end of the world in 2050 - this newspaper comes from the futur. I don't know what to do next ? The world seems in trouble..."

The players have to dress up as scientifics to work in the lab !

and gives the newspaper to the participants. It launches the start of the game.







## 1. Calendar puzzle





The players receive an extract of a newspaper <u>5.1</u> given by the lab assistant who asks them, in panic, to help as s/he doesn't understand what is happening in the future. Players read the newspaper and are guided to the computer.

The website is open. On the screen is written : "Act ... to make a change!"



The players need to enter "**now**" as password to open the next web page.

A video message comes.







## 2. DR Z video message



"I don't have much time – only 55 minutes – that's the maximum window of communication.

I am one of the scientists, my name is Dr. Z, I'm a specialist in "interhuman communication" – I'm speaking to you from the future. The world here in 2050 is in trouble – we need your help before it's too late. Listen very carefully. You can change today to make a better future for the next generations.

Back in the days in 2021 we've invented a "communication box" which could actually solve the world from war and destruction. But we decided not to reveal it to the world as we thought the world wasn't ready for it and human beings could find a solution on their own. So the communication box was hidden in the office.

Now apocalypse for human kind arrived – People cannot communicate anymore with each other, there is misunderstanding and frustration – there is exclusion and fear – and there is discrimination and violence. War and destruction are ruling the world now.

You have to find and activate the communication box before it's too late. I was afraid it might get lost in wrong hands so I hide it well, so only tolerant and open minded people can find it and activate it. I know you can do it!

But be quick – in 55 minutes my window of communication will be over and the communication box will be deactivated forever.

I can just help you with messages, I cannot change things in the past because this intervention would disturb ordinary rhythm of time. A good advice : **Try to change perspective !**"







## 3. Perspectives puzzle 5.2



A message stays on the screen at the end of the video: find th key under a table. The key opens a container in which there is Dr Z notebook. Several sentences are written with a symbol attached:

I SAW A MAN ON A MOUNTAIN WITH A TELESCOPE 🛔

THE WOMAN HIT THE MAN WITH AN UMBRELLA 🖈

I SHOT AN ELEPHANT IN MY PYJAMAS  $\mathcal{H}$ 

SARAH GAVE A BATH TO HER CAT WEARING A PINK T-SHIRT 🕁

In the room, there are 8 posters spread all over the place. One player cannot see all of them at the same time, so several players must work together and communicate.





By identifying the pictures corresponding to each sentence, they will find symbols (1 specific symbol per picture and per sentence). They will use the wheel code in which they will enter the three symbols. It will give as input one or two letters. The order is indicated by the numbers written on the images in the room. The password is TOL3R4NC3. They put <u>0343</u> in the 4-digits-padlock and open the container.







## 4. Timeline puzzle 5.4



With TOL3R4NC3, the players open one container and find :

- 9 Symbols for the People and Symbols Puzzle and
- 9 Cards for the Timeline Puzzle

The players have to split to do the "People and symbols" puzzle 5.3 and the "Timeline" puzzle 5.4 at the same time. But "People & symbols" puzzle cannot be solved before the code of the "timeline" puzzle is found, so players try according to their own stereotypes to put the symbols next to the portraits fixed on the wall.

When Timeline puzzle is solved, players will get a 4 digits code.

With the code 5829 they open the next padlock and a box which contains archives of Dr Z, including portraits of citizens of the year and a newspaper.







## 5. People and symbols puzzle 5.3

The players have to read the information on the citizens of the year to solve "People & Symbols" Puzzle. It gives the solution to the symbols and the portraits on the wall.



By ordering the right symbols to the portraits the players get the password: **TIMEFIXERS** 

To be entered on the website.

















Association



## **6. Running Puzzle**



<text><text><text><section-header><text><text><text><text><text><text>



By reading the newspaper, the players find that the crime and codeword is **RUNNING**.

TIMEFIXERS has to be put in the keyboard and the next step of the escape game pops up.

On the computer, the players look at comics in which they can see someone shooting another

The computer asks the question: "what is the crime done by the man who has been shot?"

contains an article on a man in the streets of New York whose crime is *running*.

The players have to come back to the first article of the newspaper found in the former container. It





person with a firegun.



## 7. Running Puzzle n°2





They put **RUNNING as password.** 

They can watch a documentary about the fact that running can be considered as a crime: black people who are running are sometimes seen as criminals and as dangerous (referring to the newspaper).





At the end of the video, an article about a runner is available and the players identify the four numbers : 1457



Association



## 8. Euro Café Menu Puzzle 5.5



the four numbers **1457** have to be entered in a **padlock** 

They open a box with the 4 number code and find a menu. Menu contains starter, main dish and dessert and a sentence "choose one starter, one main course and one dessert".

Players have to find **5 numbers** related to the map of Europe and to the Euro Café Menu.











## 8. Euro Café Menu Puzzle 5.5



Example of a map



They find a map of Europe in the room with the characters' police as the Euro Café menu.

There are numbers on the countries of Europe and aside of some, there are stereotypes. Some stereotypes are missing. The players find an envelope next to the map with stereotypes inside. They have to put the "matching" stereotype next to the number on the according country. For example: potatoes on Ireland. Players find historical information about those stereotypes in the newspaper.

On the menu and on the map there are 3 identical items to find:

- potatoes
- pizza
- vodka

Players must order the numbers by referring to the order of the menu (1st : starter with potatoes, 2nd : main dishes with pizza, 3rd : dessert with vodka).

### Players put the code **11138** in a **5 number Padlock**







## 9. World Map Puzzle 5.6



The container opens and players find the worldmap.

Players have to find the second part of the world map puzzle in the room and put the world map inside and turn it in order to find the right sentence and code. The start of the code is given by the beginning of the sentence.

Code **4136** has to be put in a **padlock** to find the communication box







## **10. Communication Box**



The final code **4136** has to be put at the last padlock which opens a box with different things inside (for final message) and a final enigma written on a mirror :

### "WHO IS THE SOLUTION ?"

The players put the password on the computer : "we".

A video starts with a mechanical voice saying : "communication box activated". Then there are 1000 of voices in different languages. Dr Z final video starts with the last message:

"Well done. Thank you. You solved all the puzzles and you activated the communication box. I can feel things changing here. The communication box is just a machine, and YOU are the content ! You are the solution for a peaceful, tolerant, open minded world! So please use the communication box now to leave your message for a better tomorrow! Use the following QR code to leave the world a creative message: record it, video, audio, write it or draw it. Use the items to do so. Goodbye, and thank you!"







## **10. Communication Box**



Co-funded by the Erasmus+ Programme of the European Union

A QR code stays on the screen. They scan the QR code on the screen with their smartphones and come directly to the Facebook group Escape Your Stereotypes where they post their own message.

https://www.facebook.com/groups/443 061294135387

Lab assistant gives them the newspaper sent by Dr Z from the future from the same day in 2050 (with the pictures of the players on).













# Debriefing

#### **Collective general feedback**

Start by collecting comments of the participants in a collective way.

#### **Puzzle debriefing**

Put A3 blank paper close to each meaningful puzzle and rotate from one puzzle to the other during the debriefing. Ask the participants what was the purpose of each puzzle and ask them to write down the key elements on the paper.

#### Individual and anonymous feedback

Ask the players to put positive feedback on a green paper and suggestions for improvements and negative feedback on a red paper. They put the papers on a "voting box".

#### **Certificates of participation**

To conclude, certificates of participation are given to the players.









#### List of the material Escape Your Stereotypes

- → Lock 4 numbers for the puzzle "perspectives"
- → Lock 4 numbers for the puzzle "timeline"
- → Lock 4 numbers for the puzzle "running"
- → Lock 4 numbers for the puzzle "world map"
- → Lock 5 numbers for the puzzle "Euro Café menu"
- → 6 boxes or suitcases including one that opens with a key
- → one computer open on the website Escape Your Stereotypes with the game in English : <u>https://escapeyourstereotypes.eu/escape-your-stereotypes-english-version/</u>
- → 8 white coats and one badge "Lab assistant"
- → accessories for the final message on Facebook (sheets, pencils, pictures, symbols...)
- → a big map of Europe with countries listed
- $\rightarrow$  the needed material for each puzzles is detailed in the puzzles' documents (5.X)









#### Access to the online part of the game

A part of the game "Escape Your Stereotypes" is online.

Access to the English version: https://escapeyourstereotypes.eu/escape-your-stereotyes-english-version/





### 2050 DECEMBER 10



### **BREAKING NEWS**

## THE END IS... NEAR?

### DO WE HAVE ANY SOLUTIONS LEFT?

No more diplomacy between countries - 2 Scientists are warning from climate breakdown - 3

#### WORLD



## SATELITE CRASHES ON UTOPIA CITY



Now apocalypse for human kind arrived – People cannot communicate anymore with each other, there is misunderstanding and frustration, exclusion and fear – and there is discrimination and violence. War and destruction are ruling the world now.

An expert was speaking to one of our journalists in an enigmatic way, he said : "Act... to make a change !" - find out more on our website.



### <u>Perspective Puzzle</u>



<u>Learning objectives:</u>

Understanding the concept of tolerance towards ambiguity See that two different points of view can be "right" and acceptable Be aware that being in an unclear situation is not problematic

Learning Outcomes: Give an example of an ambiguous sentence and the two pictures (or meanings) it can represent

Padlock type: 4-digit padlock

Solution: 0343

<u>Container:</u> Container for the 9 symbols (puzzle People & Symbols) and the 9 cards (puzzle Timeline)

<u>Elements:</u> a code wheel (volvelle), the 4 ambiguous sentences with symbols in a notebook, 8 images with symbols to print and put in the room's wall

<u>Methodology</u>: the players find a notebook of Dr. Z with 4 sentences and symbols next to them (thanks to a hint given at the end of the previous video, that stays on the computer ("find the key under a table"). The players read the sentences and see the corresponding pictures in the room. There are always two images that correspond to one sentence - the ambiguity of the sentence is shown by the pictures. Players must use the code wheel and put it in the correct position to collect letters and numbers (see next page). The correct position is obtained when the players put the three symbols of two images and the corresponding sentence at the same time on the wheel.



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	Pic 1/2	Pic 2/2	Phrase
то	1	ø	\$
L3	8	2	Ж
R4N	3	У	Ň
C3	m,	4	न्ने

<u>Methodology (next)</u>: players use the code wheel and with 3 symbols, they find two or three letters and numbers. By combining them all, they find the password "T0L3R4ANC3". They put "0343" in the padlock and will open the next box.

<u>Hinting</u>: Dr Z gives a hint at the end of the video so that the players can find the key that leads to the notebook. If the players can't figure out how to use the code wheel, give as a hint that always three items must go together to reveal part of the password.

When players are stuck, give as a hint "did you use all elements ?"

#### Min and Max time for resolution: 10 - 20 min

<u>Variations:</u> the symbols can change. It is possible to put letters in different languages, to raise the awareness on language diversity.









### Setting up the puzzle

- Download the perspectives puzzle
- Print the code wheel and the 8 images
- Laminate the three elements of the wheel (or print them on card stock)
- Cut out the items marked on the wheels in order to have the holes to see the password
- Put the three elements of the code wheel on one another (from the largest to the smallest) and fix them with a brass fastener in the middle. The three elements must be able to rotate !
- Put the images in frames and hang the images on the wall at your convenience
- Write down the 4 sentences and the corresponding symbol in a notebook Dr. Z's notebook and lock it with a key in a cupboard, container or other.
- Stick the key with scotch under a table









## 4 ambiguous sentences:

## I SAW A MAN ON A MOUNTAIN WITH A TELESCOPE

## THE WOMAN HIT THE MAN WITH AN UMBRELLA

## I SHOT AN ELEPHANT IN MY PYJAMAS $\mathcal H$

SARAH GAVE A BATH TO HER CAT WEARING A PINK T-SHIRT 🛧




































#### Learning objectives:

> to know that having stereotypes is a normal mental process of the brain to categorize and organise the "unknown world"
> The players have to question their manner of thinking: Realise that a first presumption can be wrong, Understand the importance of non-judgment, Understand the importance of questioning our own opinions, convictions
> to be aware of how we make up/fill the gaps in our knowledge

#### Learning outcomes:

> players can define the word stereotypes briefly

> players can name at least three stereotypes

Lock type: Password









#### Solution: TIMEFIXERS

<u>Container:</u> the escape game continues on the computer

Elements: 10 portraits of random persons, 10 symbols with letters on it

<u>Methodology:</u> Players find symbols in a box and because of one symbol which is already next to a portrait of a person on the wall the players will try to match with the other symbols in putting them next to the portraits. In the first time they will try to match according to their beliefs and thoughts - their stereotypses, but they cannot find a password. The other group of players when having resolved the timeline puzzle will open a box with 10 diplomas of the citizen of the year that will allow to match portraits with symbols.





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Those diplomas with little stories on specific persons are the clue to resolve the people and symbols puzzle. They will find the password "TIMEFIXERS" to be entered into the computer.

<u>Hints:</u> When they get upset because of not finding the password, mentionne that maybe they need another element to find the solution, so they can go on the Timeline Puzzle.

Min to max solve time: 10 - 20 min

<u>Variations</u>: it is possible to adapt the portraits to specific topics you would like to reflect on in terms of stereotypes (for instance about gender identity, handicap...)









#### <u>Set up the puzzle :</u>

- Print the portraits, symbols and diplomas of the citizens of the year
- Laminate and cut out the ten portraits and ten symbols
- Mark the correct numbers from 1 10 on the back of the portraits according to the explanation (next page).
- Stick the portraits on a wall vertically or horizontally they cannot be changed later. Align them so that the password can be read easily later.
- Hide the symbols in the box that opens with the previous puzzle, except for one that you put next to a portrait (not the right one!).
- Hide the 10 diplomas in a container that opens with the timeline puzzle that is played in parallel.











How to put the symbols in order to obtain the password





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FOR

# Miss Robinson

for their inspiring ideas, jobs or life projects : Miss Robinson integrated a shooting club when she turned 70. "I have eagle eyes" she loves to tell, and "shooting makes me feel young and powerful". She is officially the oldest woman in the Boston northern shooting club but one of the best shooters! She was recently admitted to the regional championships and is representing our city.

Marie (un

Marie Curie Directress of citizen committee



FOR

Mister Dragaj

for their inspiring ideas, jobs or life projects : Mister Dragaj recently won the Boston literary award for his poems. Born in Roumania, Mister Dragaj is a writer with a lot of sensibility and a special view on old eastern Europe. Always wearing a black hat this poet has something enigmatic.

Marie ('uppi

Marie Curie Directress of citizen committee



Dr Z

FOR

Mister Rodrigez

for their inspiring ideas, jobs or life projects : Mister Rodrigez realized his dream and became designer of female underware. He worked in a clothes store for over 30 years and created his own business recently with his wife. "I work a lot, but I life my dream" he told us during the interview. This elegant man likes to smoke cuban cigarres and he also sells them.

Marie ('uppi

Marie Curie Directress of citizen committee



Dr Z

FOR

# Mister Wilson

for their inspiring ideas, jobs or life projects : Mister Wilson saves lives reguarly. Looking like a business man in ordinary life, Mister Wilson is in reality one of the most experienced bomb disposal technicians in the world. He identified and made safe over a 100 explosive devices.

Marie (uppi

Marie Curie Directress of citizen committee



Dr Z

"CITIZEN OF THE YEAR"

FOR

Mister Jing

## for their inspiring ideas, jobs or life projects :

Mister Jing saves our city from drug-trafficking and organized crime. Mister Jing is working for the FBI since over 20 years now He is specialized in the fight against organised crime and drug-trafficking organisations. Not always a save job but Mister Jing learned to fight and overcome obstacles after an accident he is sitting in a wheelchair since 15 years. "I can't run, but the criminals can't hide" he tells us laughing out loud.

Marie ('uppi

Marie Curie DIRECTRESS OF CITIZEN COMMITTEE



FOR

# Miss Stanton

for their inspiring ideas, jobs or life projects : When seeing Miss Stanton with her long blond hair you would never imagine her dark past. As a Teenager she was an active member of satanism and a forbidden organisation in Boston. Fortunately a friend opened her eyes and helped her out of this harmful and violent group. She now helps teenagers to find their way in life in working on personal development enhancing self esteem and self confidence.

Marie ('upp

Marie Curie Directress of citizen committee



FOR

Mister Jackson

## for their inspiring ideas, jobs or life projects :

Mister Jackson recently won an award for the creative newcomer in architecture of the year. Especially the design of skyscrappers convinced the jury. Who would believe that his young man, always wearing a cap, from the suburbs of Boston would be one of the most promising architects of the future. Congratulations!

Marie ('uppi

Marie Curie Directress of citizen committee



Dr Z

FOR

Mister Alami

## for their inspiring ideas, jobs or life projects :

Mister Alami made the american dream a reality. He moved to the states from Tunisia 40 years ago. The beginnings were hard until the moment he had the idea of an "american souk" . A souk is an Arabic market with a lot of wonderful oriental stuff to buy. Mister Muhammad, always wearing a Taqiyah became a successful business man and can pass on his dream to his children and grand children

Marie (uppi

Marie Curie DIRECTRESS OF CITIZEN COMMITTEE



Dr Z

FOR

# Miss Darkwater

## for their inspiring ideas, jobs or life projects :

Miss Darkwater surprised our jury with her sustainable solution for local transport of fruits and vegetables. A big fan of horses, the young woman, fan of gothic style, had the idea to associate the manager of the South Boston horse club and the sellers of the local market. The sellers let their cars outside of the city and fruit and vegetables are brought by horse carriage to the market. Local organic slow food transported in a sustainable way and on the top, joy and laughter for the children on the market. Big Bravo for this young entrepreneur.

Marie ('urr

Marie Curie DIRECTRESS OF CITIZEN COMMITTEE



Dr Z

FOR

# Miss Tannenbaum

## for their inspiring ideas, jobs or life projects :

Miss Tannenbaum opened a book store for visually impaired and blind people - yes this is possible. The books she is selling are in braille or special big caracters. She regularly organises conferences and invites authors to read their novels and stories.

Marie ('urri

Marie Curie DIRECTRESS OF CITIZEN COMMITTEE



Dr Z





















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## Timeline puzzle

#### Learning objectives:

> To know that stereotypes are linked to an epoche - to a special passage in history and embedded in a social-political-economical context.

> To know that negative stereotypes about other people(s) modify and / or maintain structures of power of the leading group.

> To know that stereotypes are a generalization with sometimes a true root in history (in ordnung - allemand).

#### Learning outcomes:

> Name several (3 minimum) stereotypes and relate them to their historical context.

Locker type : 4-digits padlock

Solution : 5829

University

<u>Container:</u> a box in which are archives of Dr Z including 10 diplomas and the newspaper.

#### Elements :

- 12 frames including 1 red, 1 yellow, 1 blue, 1 green
- 12 cards with historical information





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#### <u>Methodology:</u>

Players find 9 cards when solving the Perspective puzzle. In the room, the frames are already fixed and the players can identify 3 cards already there (the first, the seventh and the last one). Players read the information and have to understand that they have a chronological sense. They have to classify the cards by posting them on the frames according to their chronology. In order to be sure that the cards are correctly ordered, the players can look at the coloured borders (they form a coloured continuation). Then, the players look at the back of the cards whose frames are red, blue, yellow and green and can identify the numbers with the same colors to open the padlock. The order of the numbers corresponds to the chronological order of the cards.

Hints: Do you see the timeline ? Check the coloured frames on each cards!

#### Min and Max solving time : 15 to 20 minutes

<u>Variations</u>: It is possible to simplify the puzzle by providing the players with less cards. In this case, the borders of the cards must be adjusted so the chronological order is maintained.









# <u>Set up the puzzle:</u>

- Print the 12 cards in color and double-side so the numbers are on the back of the cards, cut the cards by following the black lines.
- Print the frames: one red, one blue, one green, one yellow, 8 grey.
- Cut the frames and position them in the room according to the drawing in the next page. The frames must be fixed (with scotch on the wall or on a whiteboard, with o cord...) and players shouldn't be able to move them.
- Fix the first card on the first frame, the seventh card on the seventh frame, and the final card on the final frame. The players shouldn't be able to move them.
- Put the remaining 9 cards on the container that opens during the previous puzzle. The players will find there 9 cards and will have to order them chronologically by putting them on the frames (with Blu-Tack for example)
- The coloured frames indicate the color of the number that is on the back of the card. Chronologically ordered, the numbers are the code to open the padlock.







Project n°2018-3-FR02-KA205-015240

Leeds Trinity University

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"The Scythians take kannabis seed, creep in under the felts, and throw it on the red-hot stones...The Scythians howl with joy in these vapor-baths, which serve them instead of bathing, for they never wash their bodies with water." ~ Herodotus

Herodotus is known both as the Father of History and the Father of Lies. After all, history is what the story-tellers say it is.



Pliny the Elder who wrote the world's first encyclopaedia -"Natural History" – reports the Blemmyae tribe of North Africa as "[having] no heads, their mouths and eyes being seated in their breasts."

This stereotype became myth, and then a meme, but not until long after the Middle Ages.



The Rosetta Stone was discovered by Napoleon's soldiers in Egypt. For 15 centuries scholars had believed that all knowledge began with the Greeks. The translation of Egyptian hieroglyphs for the first time proved that Africans had a sophisticated culture and knowledge that pre-dated the Greeks. The success of modern Europe was built upon colonisation and African slavery, and the people of Europe had to rethink. They were not bringing civilisation to barbarians by enslaving them, far from it. Intellectual culture had in fact started with the Ancient Egyptians.

Chinese workers in California were thought of as good workers, docile, and respectful of the law... when they were building the railroads.

But when economic crisis struck, the stereotype changed...

The Chinese became known as strange people, criminal and miserable.

# 

 When Wagner staged his "Der Ring des Nibelungen" opera cycle, costume designer Carl Emil Doepler created horned helmets and an enduring stereotype was born. There is no archaeological evidence of winged helms for Vikings. That image we all have in our heads of what a Viking looked like

was dreamed up by a costume designer who didn't do his research.

#### "Shadow Catcher"

At the beginning of the 20th century, Edward S. Curtis worked in the belief that he was in a desperate race against time to document the North American Indian before white expansion and the federal government destroyed what remained of their natives' way of life.

He took over 40,000 photographs, but his habit of photographing his subjects unsmiling led to the stereotype of stoic serious Indians which in turn fuelled their portrayal as silent and sinister in Hollywood Westerns.



6 green 8

The term "stereotype" was first used in 1922 to describe a social group's perceived characteristics.

A stereotype refers to a commonly held mental picture that represents an oversimplified opinion, a prejudiced attitude, or an unconsidered judgment about someone or something.

The word comes from printing where a stereotype was a fixed plate made of metal that never changed. After World War 2 Germans were seen as authoritarian, aggressive and as enemies from the Western European countries' point of view. Today Germans are seen as well organized, good working, trustful and modern people.

The phrase 'Vorsprung Durch Technik' has been used as a strapline in adverts for Audi cars for over 30 years, capitalising on the German reputation for technical expertise.

Are all stereotypes bad?

#### 7 (fixed)

8 blue 2




8 blue 2

7

#### The Rise of the Afro

With the Civil Rights Movement, came the rise of the natural hair movement that encouraged black communities to accept their hair and turn away from damaging products in the quest to conform to white European standards.

Sporting these natural styles was its own form of activism, and seen as a statement in reclaiming their roots.

For black women "good hair" was no longer straight hair.

#### "Mate, how did you know I was from the UK?"



"All British people have bad teeth" – perpetuated in films such as Austin Powers: International Man of Mystery, cartoons and memes.



#### 10 vellow 9



10 yellow 9

9

"From Russia with Love" was the second James Bond film released starring Sean Connery. Bond went on to defeat a total of six stereotypical Russian villains.

"These Russians are just superficially created, mainly by giving them Russian names and... drinking vodka straight from the bottle in some remote Russian village," said Senator Roman Kovalyov. In the early 21<sup>st</sup> century, a group of nationalist senators, proposed a bill restricting the number of US movies allowed to play in Russian cinemas.

"Something needs to be done about films in which everything connected with Russia, with Russian culture, is openly demonized or vulgarized in stupefyingly primitive ways." The ScyFy channel recently delivered the third series of space opera "Dark Matter". The premise of which is that six people wake up on a space-ship knowing nothing about their lives, themselves, or their skills before that moment. Each character is put into situations where they discover their skill sets. When the only Asian character enters what looks like a doju on the spaceship, he instantly discovers he is a martial arts master.











Learning objectives :

> Challenge participant's stereotypes and prejudices about other people and "cultures"

> To know that stereotypes sometimes have true roots in history

> To understand that stereotypes also aimed at defining our own membership groups, to value our qualities by under-estimating the others' ones

#### <u>Learning outcomes :</u>

To know at least three stereotypes about other European countries, know their background information and how to question them.

Locker type : Padlock 5 numbers

<u>Solution: 11138</u>

Container: Box with world map inside









<u>Elements :</u> Menu Euro Café, big map of europe, 17 cards with stereotypes, 17 numbers, the map of Europe, the title for the map, the newspaper with all informations on the stereotypes

#### Methodology:

Players open the box with the 4-digit code and find a menu. The menu contains starters, main courses, desserts and the phrase "choose a starter, a main course and a dessert".

They find a map of Europe in the room with the same font style as the euro café menu.

There are numbers on the countries of Europe and next to some of them there are stereotypes. Some stereotypes are missing.









<u>Puzzle part 1:</u> Players find an envelope next to the map with stereotypes inside. They have to put the 'matching' stereotypes next to the number associated with a country. For example, Potatoes on Ireland.

<u>Part 2 of the puzzle:</u> The players have to make the connection between the map of Europe and the Euro café menu. On the menu and on the map of Europe there are 3 identical items to find:

potatoes (number 11), pizza (number 13), vodka (number 8)

The players have to order the numbers according to the order of the menu (1st: potatoes as a starter, 2nd: pizza for the main course, 3rd: dessert with vodka).

The players find 5 numbers associated with the map of Europe and the Euro Café Menu <u>11138</u> and are able to open the 5 number padlock.









<u>Hints:</u> in order to be able to put the "fitting" stereotypes next to the "good" number, the players can use the newspaper (last article) to complete the map.

A hint to link the menu to the map of Europe could be : "Do you see any elements in common between the menu and the map of Europe?"

#### Min and Max time for solving: between 10 and 20 min

<u>Variations</u>: The game master can make the task easier by putting a lot of stereotypes next to the right numbers or make it harder by leaving only the numbers on the map of Europe.









### Setting up the puzzle

- print and laminate all the printable parts of the file
- cut out the stereotypes and numbers
- with the help of a paste fix, glue the numbers on the right places on the map of Europe (see example down)
- with the fix paste, stick some of the stereotypes next to the numbers and put the rest of the cards in an envelope next to the map of Europe









11	Potatoes	Ireland	5	Vikings	Scandinavian countries
13	Pizza	Italy	25	Tall and blond	Danmark
8	Vodka	Russia		people	
19	Corrida	Spain	9	Saunas	Sweden
12	Wine drinkers	France	16	Vampires	Romania
10	Chocolate	Belgium	3	Absinthe	Czech republic
23	Rich people with skies	Switzerland	6	Goulasch	Hungary
2	Deutsche Qualität	Germany	35	Nuclear wasteland	Ukraine
7	Bike bike bike	Netherlands	24	Baltic tribes	Latvia, Lithuania





C)

Korubos ir inovociji LABORATORIJA

Project n°2018-3-FR02-KA205-015240

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Lithuania,

Estonia



### HÔTEL EUROPE EURO CAFÉ MENU

Welcome to our famous Euro Café **Restaurant in the Hotel Europe - our** dishes are homemade and inspired by traditional dishes from all over Europe no stereotypes guarantee

Choose one starter, one main dish and one dessert for 25€

### starters

- Smoked kipper pâté with melba Prawn tom yum soup toasts
- Beetroot with herby tzatziki
- Potatoe Salad from the north
- Prawn cocktail

- Chilli and lime whitebait
- Pint of prawns
- Charred leek and goat's cheese tartlets



### hôtel europe EURO CAFÉ MENU

# main dishes

- Schnitzel with salade
- Boeuf Bourginon
- Pizza from the stoneoven
- Sherperd's Pie

- Paella with chicken and shrimps
- Moussaka
- Salmon Filet with carrots
- Sausages with Sauerkraut

### desserts

- Margaritha cupcakes
- Tarte de citron meringuée
- Brownie with vanilla ice cream
- Applepie with homemade chantilly
- Banana pudding
- Strawberry tarte
- Vodka flambé with citron and raspberry
- Cheesecake with blueberry jam





# Map of stereotypes Mr 2







Co-funded by the Erasmus+ Programme of the European Union

# <u>Puzzle Worldmap</u>

### <u>Learning objectives :</u>

- To know that stereotypes are a social, political and cultural construction.
- To understand that stereotypes also aim to define our own groups, to value our own qualities by underestimating those of others
- To know that negative stereotyping of others maintains, among other things, power structures of the ruling group.

### <u>Learning outcomes :</u>

Know two visual versions of the 2D map representation of the earth (Peters version vs Mercator version).

Type of lock: 4-digit lock

### <u>Solution:</u> 4136

<u>Container : a suitcase with utensils to dress up with items, sheets, markers and a mirror taped to the inside of the lid with the final question: Who is the solution?</u>

<u>Elements:</u> one frame with lines (see example below) One world map with lines around it (see example below)

<u>Methodology:</u> The players find the world map with "weird" lines around it. In the room they see a frame with similar lines. They try to put the picture in the frame and see that some of the lines form letters. The players turn the picture until they get a sentence and at the same time four numbers.







When they have found the four numbers, they have to put them in the right order following the direction of the sentence. The code can then be entered into the lock.

<u>Hints:</u> If the players don't know which number to start with, you can give a hint: "Where does the sentence start?

Min and Max time to solve: between 5min and 10min

Variations: it is possible to change the sentence.

### <u>Setting up the puzzle</u>

- Print the map with the border (the lines)
- Print the frame with the lines
- Make sure the picture fits exactly into the frame and that the lines form a sentence and 4 numbers
- Laminate the frame and the picture or stick them on wood, cardboard etc. to make it easier to put the two parts together.
- Put the frame in the room and put the worlmap in the box
- Print the question "Who is the solution?" and fix it on the miror and put them in the final box





# 









<u>Click here</u> to access to the editable version of the article of the end of the game: you can put a picture of the group taken during the escape game and put it above the frame.

Print this article discreetly during the game, while the players are playing, so the lab assistant will bring this article once the communication box will be activated.

If this is not possible, you'll find the "neutral" article on next page.





2050 DECEMBER 10



### **BREAKING NEWS**

### **GOOD NEWS FOR TODAY**

### CHINA AND USA Working Together

Fair economical trade laws for enterprises and workers - 2 Innovative climate politics - 3

### WORLD



### DODO COMING BACK To Mauritius

Thanks to worldwide collaboration of scientists and good climate politics the dodo is back - 5



A Secret group of scientists activated a communication box more than 20 years ago. We are celebrating today the 90 anniversaries of Dr Z, the representative of the group. Specialists are convinced that in activating this communication box human kind lives in peace and mutual understanding today. What would have been the consequences without this precious machine?

We are celebrating Dr Z and the courageous and committed team – thank you!

### The Brussels Weekly

VOL. 3145 | 2021

### **DISCOVER THIS WEEK**

RUNNING IS A CRIME ?! COFFREY FROM BROOKLYN NY EXPLAINS

BOSTON PUBLIC SCHOOLS TELLS US HOW TO SEE THE WORLD

WHERE ARE STEREOTYPES COMING FROM?

A SPECIAL ARTICLE ON SCIENCES TODAY - ASTRONOMY

AND ALL ESSENTIAL NEWS BY NANCY DOOLITTLE

### **DISCOVER THIS WEEK**

### WHY RUNNING IS A CRIME - COFFREY FROM BROOKLYN NY EXPLAINS

#### **Coffrey from Brooklyn**

"Outside I'm a over target and a threat ... because I'm a black man" states Coffrey, artist, actor, activist and runner from Brooklyn, NY. Coffrey runs regularly in the city center of New York. That's his favourite sport - at day time and night time. People seem to be afraid when he passes by running. They may think he's a criminal, a thief, etc. And here we're not just talking about the feeling of Coffrey.

In 2012 Trayvon Martin was shot on the street because he was ... running. George Zimmerman shot Trayvon Martin the evening of the 26 February in the city of Sanford. Trayvon wasn't armed and the excuse of Mister Zimmerman was the fact that the behaviour of Trayvon seemed doubtful.

Running at night and being a black man even scares people more. Coffrey regularly gets stopped by the police when running at night. "What are you doing?" they would ask him. Probably to know what he's doing in the neighbourhoods or to test him.

When Coffrey goes running at night he put himself in danger.

But Coffrey states a change since 2020, since the movement "black life matters" became more and more important. Black lifes matter more and more, even to white people, he observes . He first observed the movement "Black Life matters" and then joined the protests on the streets.

"I have a small voice in the runners community" Coffrey says, but he's using it. He launched a runners movement against discrimination, with the aim to enhance acceptance, tolerance and mutual understanding. In the beginning 40 to 60 runners participated at the movement and now up to 1500 people joined. They come from all ethnic and cultural backgrounds and make this runners movement a powerful message in the world of sport.

RUNNER'S WORLD

### **DISCOVER THIS WEEK**

## BOSTON PUBLIC SCHOOLS TELLS US HOW TO SEE THE WORLD

Boston public schools recently announced that they will shift to using world maps based on the Peters projection, reportedly the first time a US public school district has done so.

Why? Because the Peters projection accurately shows different countries' relative sizes. Although it distorts countries' shapes, this way of drawing a world map avoids exaggerating the size of developed nations in Europe and North America and reducing the size of less developed countries in Asia, Africa and South America.

This is what happens with the more commonly used Mercator projection, which exaggerates the size of the Earth around the poles and shrinks it around the equator. So the developed "global North" appears bigger than reality, and equatorial regions, which tend to be less developed, appear smaller. It's especially problematic given that the first world maps based on the Mercator projection were produced by European colonialists.

Why does this problem occur? Simply put, **the world is round and a map is flat**. Imagine drawing a world map on an orange, peeling the skin to leave a single piece and then flattening it. It would, of course, rip. But imagine you could stretch it. As you did so, the map drawn on its surface would distort.

The distortions this introduces are massive. And different projections distort maps in different ways. The Mercator projection depicts Greenland as larger than Africa. But, **in reality, Africa is 14 times the size of Greenland.** It alters the way you see the size – and, some people argue, the way you see the importance – of different parts of the world. So this isn't just a cartographer's dilemma – **it's a political problem.** 







WHERE DO THEY COME FROM AND WHY ARE THEY STILL PRESENT?

Stereotypes emerge at a time: they are linked to a specific moment in history and embedded in a socio-political-economic context. This often allows the dominant group to maintain power. A stereotype is born in connection with a specific event and a specific person. For example, when a man hurts a young woman and it turns out that he is from an Arab country and an asylum seeker, the media reports this in different ways, scaring some, and then people generalise and emotionally charge the event. This leads to a stereotype: all asylum seekers are potentially dangerous criminals.

Sometimes elements of a stereotype have a historical basis. For example, Germans are said to be well organised, very structured and punctual. In German, to say "OK" you can say "In ordnung" - which literally means that everything is well organised. But this does not mean that all Germans are well organised!

Stereotypes can be positive and of course negative. They are often used for fun (Austrian women wear "dirndl" and dance in the mountains) and are often ridiculous or absurd, without affecting the people or group concerned.

WHERE DO THEY COME FROM AND WHY ARE THEY STILL PRESENT?

**POTATOES**- Potatoes is an Ireland's main staple food. It's in almost all Irish gastronomic specialties. Potatoes were an essential food for the Irish peasantry and the modest classes. During "The Great Famine" (1845-1848), all potato production in Ireland was affected by a parasite, the mildew, which cause the inevitable decay of the tuber.

Irish's people can't survive and died massively

**CORRIDA**- We often think that the Corrida, a Spanish tradition which consist to make run and fight a bull and a man, is appreciated by all the Spanish. Even if it's a popular practice, it's not appreciated by all. The public is largely composed of tourists.

**VINE DRINKERS**- French wine is internationally renowned. As a result, many people think that wine is central in French's habits.

**CHOCOLATE**- The reputation of Belgium chocolate was built with the cocoa beans used in Belgium. These cocoa beans are high quality because of the origin of the place of the harvest and the manner to work them.

Swiss chocolate is renowned for its creamy and pure milk chocolate. Swiss people are the first consumer of chocolate. They are at the originof the chocolate bar, and milk chocolate

**RICH PEOPLEWITH SKIS** - Switzerland is famous for its mountain landscapes (Swiss Alps) but also for its high salaries. For examples, some french people go to Switzerland for working. But, let's not forget that the standard of living is also higher.

WHERE DO THEY COME FROM AND WHY ARE THEY STILL PRESENT?

**PIZZA**- Pizza is an Italian culinary specialty from Napoli which has been globalized. The colors of the Italian flag are often present (on the front of the restaurant, on the menu...)

**DEUTSCHE QUALITÄT** - Advertising slogan of the Volkswagen brand promoting German efficiency in quality, not limited to the automobile... This perpetuates the idea that Germans are organized and efficient.

**BIKESBIKESBIKES**- Holland is considered as the country of cycling ! Indeed, bike is a popular sport in this country. Spacial planning is suitable for cyclists. There are many comfortable roads and bike paths. The First World War marked a turning point in the practices of the Dutch. Netherlands are subject to the blockade of Germany by the English and deprived of fuel. With the cars stationary, the interest of the bike is obvious and a cycle industry is developing.

**VIKINGS**- These mysterious explorers come from Scandinavian countries. They have been stereotyped in films, video games, which has influenced the representation of Vikings.

**TALL AND BLOND PEOPLE**- This vision is reductive because the population is not homogeneous in Denmark or elsewhere. If it's true that the proportion of blond with blue eyes is higher in this part of Europe, it's tends to wearoff, particularly with the meeting of populations, the interbreeding.

**SAUNAS** - Sauna is a part of the culture of the Nordic countries. It's a common and popular practice in Sweden. This tradition can be found in songs, mythology, tales... Sauna is a social event. It allows to exchange, to relax, It is also a place where political and trade decisions are made.

**VAMPIRES** - Dracula refers to "Vlad the Impaler" who lived in Romania in the 15th century and was prince of Wallachia. However, Dracula is only a fictional character created by the Irish writer Bram Stooker who has no roots in Romanian folklore or Romanian literature.

WHERE DO THEY COME FROM AND WHY ARE THEY STILL PRESENT?

**VODKA** - Vodka is a cultural symbol of Russia. Vodka was invented in Russia. It is a popular, inexpensive drink. But the alcoholic drinks are not limited to vodka! ABSINTHE - During a period of prohibition in Europe in the 1910s, the Czech Republic was the only country to not banned the consumption of absinthe. Since, absinthe has been omnipresent in the souvenir shops and bars of downtown Prague.

**GOULASCH** - The goulash is originally a Hungarian soup very widespread in Central Europe. It is a rural soup made with beef, various vegetables and aromatics.

**NUCLEAR WASTELAND**- Since the nuclear disaster in Chernobyl in Ukraine, the residents have deserted, the city has been abandoned.

**BALTIC TRIBES**- We tend to reduce Latvia, Lithuania and Estonia to the Baltic countries, which are close to the Baltic Sea. Due to lack of knowledge, we think they share the same culture and regroup them under the same name.





### Game's instruction

### To be given to the players before starting the game

- Work in team! It is the only way to find solutions to the puzzles and achieve your mission.
- You don't need to break, use force on any items. Don't force the locks!
- Don't leave the room.
- You have physical padlocks, and numerical passwords on the computer. You can have numbers or letters.
- You can move items.
- You can ask for advice from the lab assistant.
- Don't write on any game's documents or equipment. Please use the blank sheets made available for you, you can take notes.
- Pay attention to the computer: it is a real one!
- You are going to play the escape game for about one hour, then we will have a debriefing.









#### Short guide for the gamemaster on how to debrief the game with theoretical contents

This guide should help the game master to do the debriefing of the escape game in leading the youngsters in their reflections. You can find instructions on the debriefing, tips while debriefing, theoretical background and follow up activities in this guide.

The goal of the Escape Your Stereotypes project is to create an educational escape game focused on interculturality and the fight against prejudices and stereotypes. This debriefing comes along with the ready-to-play Escape Game.

In our view, intercultural learning can not be taught, it should be something that someone experiences. Indeed, it is by encountering and exchanging with others that we become aware of stereotypes. Being challenged on our beliefs and forced to change perspective represents a way to break down stereotypes and prejudices. In order to offer adequate intercultural learning support, we are convinced that it should be based on the principle of "Learning by doing" in a playful way. It also should be challenging on personal values, beliefs and perspectives. This escape game represents one exemple in game based learning and joins the movement of Meaningful Games.

#### **Debriefing implementation**

Duration : 45 minutes

#### a. General debriefing :

- how are you?
- how was it? -
- as a group?
- how do you feel after this activity?
- what did you like most? what bothered you?

#### b. Debriefing on the core topic of the game

Use the room where the game happened to put keywords on paper (chalk board, whiteboard, blank papers) to conclude a specific puzzle (so the participants can visualize the reflections extracted from the game experienced directly in the place). The facilitator can give theoretical highlights when appropriate.

For one category of puzzles or for each puzzle, ask the participants:

- what have you experienced ? (facts)
- how did you feel about this situation? (feelings)
- were there any surprises? what did you most like? what did bother you? (feelings)
- what do you understand from this experience? (analysis)
- what did this activity reveal about ourselves? (analysis)









- what would you like to keep with you from this experience? what is the link with real life? (transformation, conclusion)

#### c. Learning objectives per puzzle

Every puzzle has it's own learning objective for the game which can be used for the debriefing to question the players about their knowledge and opinions and to bring in more theoretical contents on stereotypes and discrimination.

For the game master we recommend reading the theoretical outline on stereotypes and prejudices to be able to give theoretical input when participants have difficulties understanding or explaining a situation.

#### Stereotypes - prejudices - dicrimination



**Categorization** is an elementary and universal mechanism of human perception, which consists in dividing the surrounding world into categories based on characteristic traits. This process is automatic and involuntary: it makes it possible to identify social groups or individuals, to find one's bearings and to position oneself in society. Categorisation saves time in processing information, satisfies the need to understand and predict actions and makes people feel better about themselves (since usually they think their group is better than other groups)<sup>1</sup>.

A **stereotype** is a belief shared by one group about another group, positive and negative and neutral. A stereotype is not a category, but a fixed idea or belief about that category, a cognitive representation of a social group and its members. They result in oversimplified, often erroneous opinions and lead to a set of beliefs about the characteristics of a group (eg:

"women are more gentle than men", "men are made to lead "). They constitute the basis on which prejudices and subsequently discriminatory behavior can be based<sup>2</sup>.

**Prejudices (bias)** are judgments, preconceived emotions without previous experience about a subject or a group. Those judgments are leading to attitudes - for example I change the sidewalk when seeing a man with a beard, a long tunik and a



prayer cap, because I'm afraid. Those preconceived ideas against a group of people are attributing to them characteristics or behaviors that can't be generalized or are just not based on reality .





<sup>&</sup>lt;sup>1</sup> T-KIT 4 « intercultural learning » second edition, Council of Europe and European Commission, 2018, p23 <sup>2</sup> Defenseurs des Droits, April 2021

https://www.defenseurdesdroits.fr/sites/default/files/atoms/files/ddd\_fic\_stereotypes\_prejuges.pdf





Those emotions leading to judgments are instilled in us during the socialization process and are therefore very difficult to change or remove, so it is important to be aware of them.

#### In the Game :

Puzzle	Learning Objective Game and Debriefing
Puzzle perspectives	<ul> <li>&gt; Understand the concept of tolerance of ambiguity.</li> <li>&gt; To see that two different perspectives can be "right" and acceptable</li> <li>&gt; To be aware of the importance that being in an unclear situation won't harm you.</li> </ul>

Tolerance of ambiguity is an intercultural competence (attitude) which is the ability to accept ambiguity and lack of clarity and to be able to deal with it constructively. This means being able to grasp the ideas, feelings and intentions of other people, accepting that there can be multiple perspectives on and interpretations of any given situation, but also showing real interest in what other people feel and how they perceive situations. It's needed, when for example, you have a different perspective than the person you're dealing with - you don't see and/or understand the same thing even if for you it's obvious. This competence helps you as well in situations where you don't understand new rules/ new etiquettes (in a foreign country) and don't know how to react. It also helps you when you have to communicate with different communication codes without knowing if the other

gets you right.

When people who are intolerant of uncertainty or ambiguity, face new situations, they are exposed to feelings ranging from simple worry, over stress to anxiety. As a result, they implement a set of strategies to get away from, avoid, or eliminate the uncertainty.

Tolerance of ambiguity is as every competence, gradually applied by a person depending on the specific situation.

Puzzle timeline	<ul> <li>To know that stereotypes are linked to an epoche - to a special passage in history and embedded in a social-political-economical context.</li> <li>To know that negative stereotypes about other people(s) modify and / or maintain structures of power of the leading group.</li> </ul>
	<ul> <li>Stereotypes are a generalization with sometimes a true root in history (in ordnung - allemand). Beware of generalization!</li> </ul>

**Stereotypes are always linked to an epoque.** Just after the second world war, Germans were seen as aggressive and autoritaire. Chinese people in the states had a quite positif image until the economic crisis.

What do you think of women wearing a headscarf? A group of men having a beard and wearing long tunics and prayer caps ?

Stereotypes come along with an epoche - they are linked to a special passage in history and embedded in a social-political-economical context, oftenly to permit the dominant group to keep the power. Sometimes linked to a specific event with a specific person - a









stereotype is born. For example an asylum seeker (man and from an arabic country) harmed a young woman - the media report in different ways on this fact, some in making fear - people generalize and charge the event with emotion - Stereotype : all asylum seekers are dangerous and potential criminals.

**Sometimes some details of a stereotype have a true point in history.** For example, we say that Germans are well organised, very structured and punctual. In German if you want to say O.K. you say "In ordnung" - which means everything is well organized. What doesn't mean that all germans are well organized - there are loads of chaotic germans as well ;)

Puzzle	<ul> <li>&gt; to know that having stereotypes is a normal mental process of the brain</li></ul>
people &	to categorize and organise the "unknown world" <li>&gt; The players have to question their manner of thinking:</li>
symbols	Realise that a first presumption can be wrong
	Understand the importance of non-judgment Understand the importance of questioning our own opinions, convictions > to be aware of how we make up/fill the gaps in our knowledge

**Categorization** is an elementary and universal mechanism of human perception, which consists in dividing the surrounding world into categories based on characteristic traits. This process is automatic and involuntary: it makes it possible to identify social groups or individuals, to find one's bearings and to position oneself in society.

A **stereotype** is a belief shared by one group about another group, positive and negative and neutral. A stereotype is not a category, but a fixed idea or belief about that category, a cognitive representation of a social group and its members. They result in oversimplified, often erroneous opinions and lead to a set of beliefs about the characteristics of a group Youngsters when 12 to 13 years old already have integrated stereotypes linked to different nations (the Italians speak loud and with their hands, the English are...) without ever being in the specific country or have met a person from this country<sup>3</sup>.

It may be linked to this puzzle: the Mexican - a drug dealer, the Arabic man - an extremist ...

Stereotypes can constitute the basis on which prejudices and subsequently discriminatory behavior can be based<sup>4</sup>.

The gradual progression from a stereotype to discriminatory behavior can be schematized in a simplified manner as follows:

- Categorization
- Stereotypes
- Préjudices
- Stigma





<sup>&</sup>lt;sup>3</sup> DELOUVEE Sylvain, Psychosociologue, Stéréotypes, préjugés et discriimination. DUNOD, 3.ième édition. 2021 <sup>4</sup> Defenseurs des Droits, April 2021 https://www.defenseurgedenits.fr/citeg/defeult/fileg/atemp/fileg/ddd\_file\_atemp/fileg/ddd\_file\_atemp/fileg/ddd\_file\_atemp/fileg/ddd\_file\_atemp/fileg/ddd\_file\_atemp/fileg/ddd\_file\_atemp/fileg/ddd\_file\_atemp/fileg/ddd\_file\_atemp/fileg/ddd\_file\_atemp/fileg/ddd\_file\_atemp/fileg/ddd\_file\_atemp/fileg/ddd\_file\_atemp/fileg/ddd\_file\_atemp/fileg/ddd\_file\_atemp/fileg/ddd\_file\_atemp/fileg/ddd\_file\_atemp/fileg/ddd\_file\_atemp/fileg/ddd\_file\_atemp/fileg/ddd\_file\_atemp/fileg/ddd\_file\_atemp/fileg/ddd\_file\_atemp/fileg/ddd\_file\_atemp/fileg/ddd\_file\_atemp/fileg/ddd\_file\_atemp/fileg/ddd\_file\_atemp/fileg/ddd\_file\_atemp/fileg/ddd\_file\_atemp/fileg/ddd\_file\_atemp/fileg/ddd\_file\_atemp/fileg/ddd\_file\_atemp/fileg/ddd\_file\_atemp/fileg/ddd\_file\_atemp/fileg/ddd\_file\_atemp/fileg/ddd\_file\_atemp/fileg/ddd\_file\_atemp/fileg/ddd\_file\_atemp/fileg/ddd\_file\_atemp/fileg/ddd\_file\_atemp/fileg/ddd\_file\_atemp/fileg/dd\_file\_atemp/fileg/dd\_file\_atemp/fileg/dd\_file\_atemp/fileg/dd\_file\_atemp/fileg/dd\_file\_atemp/fileg/dd\_file\_atemp/fileg/dd\_file\_atemp/fileg/dd\_file\_atemp/fileg/dd\_file\_atemp/fileg/dd\_file\_atemp/fileg/dd\_file\_atemp/fileg/dd\_file\_atemp/fileg/dd\_file\_atemp/fileg/dd\_file\_atemp/fileg/dd\_file\_atemp/fileg/dd\_file\_atemp/fileg/dd\_file\_atemp/fileg/dd\_file\_atemp/fileg/dd\_file\_atemp/fileg/dd\_file\_atemp/fileg/dd\_file\_atemp/fileg/dd\_file\_atemp/fileg/dd\_file\_atemp/fileg/dd\_file\_atemp/fileg/dd\_file\_atemp/fileg/dd\_file\_atemp/fileg/dd\_file\_atemp/fileg/dd\_file\_atemp/fileg/dd\_file\_atemp/fileg/dd\_file\_atemp/fileg/dd\_file\_atemp/fileg/dd\_file\_atemp/fileg/dd\_file\_atemp/fileg/dd\_file\_atemp/fileg/dd\_file\_atemp/fileg/dd\_file\_atemp/fileg/dd\_file\_atemp/fileg/dd\_file\_atemp/fileg/dd\_file\_atemp/fileg/dd\_file\_atemp/fileg/dd\_file\_atemp/fileg/dd\_file\_atemp/fileg/dd\_file\_atemp/fileg/dd\_file\_atemp/fileg/dd\_file\_atemp/fileg/dd\_file\_atemp/fileg/dd\_file\_atemp/fileg/dd\_file\_atemp/fileg/dd\_file\_atemp/fileg/dd\_file\_atemp/fileg/dd\_file\_atem

https://www.defenseurdesdroits.fr/sites/default/files/atoms/files/ddd\_fic\_stereotypes\_prejuges.pdf





- discriminatory stereotypes
- Discriminatory acts and behavior
- Racism, sexism, xenophobia, homophobia

Puzzle	> The players have to question their manner of thinking:
Running 1	Realize that a first presumption can be wrong
_	Understand the importance of non-judgment
	Realize the gaps of our knowledge

Decisions are often made on the basis of limited information (gap in the knowledge ). Sometimes we just know one fact of a person or a group of persons but our brain wants to build up the whole story to understand the reality. So we have interpretations and hypotheses which could be held as true. It's not quite sure that the information we have is suffisant to see the whole picture.

If we see the Mexican man and the drugs, we easily think that this person can be involved in drug traffic based on our stereotypes. If we know more about the person (portrait in the newspaper) we start to see the whole picture. Gap of Knowledge is in line with the specific situation and the group of persons. The story of a black man running but we don't know why: people have interpreted the situation based on their stereotypes. In people and symbols we are led to connect portraits of people with symbols representing stereotypes we make assumptions and interpretations based on our preconceived ideas without knowing the person.

Be aware of the gap of our knowledge and to acknowledge that facts can be explained in different ways.

Puzzle Running 2	<ul> <li>&gt; Experience a testimony where the person faces stereotypes</li> <li>&gt; State that stereotype have impacts on interactions between people</li> <li>&gt; Identify some consequences of stereotypes on people victims of stereotypes</li> <li>&gt; State that stereotypes can have a negative influence on a person or a group - person are excluded by discriminating actions from the dominant group</li> </ul>
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Stereotypes and subsequently connected prejudices can harm and "hurt" those affected. They can constitute a source of inequalities :

#### Stereotypes and prejudices can have a double impact<sup>5</sup>:

- stereotypes are often internalized by the people who are targeted and are sources of self-censorship. They are leading to less self confidence and auto devaluation. This sociological effect is called *stereotype threat* (Steele & Aronson, 1995)<sup>6</sup> and is referring to





<sup>&</sup>lt;sup>5</sup> Defenseurs des Droits, April 2021

https://www.defenseurdesdroits.fr/sites/default/files/atoms/files/ddd\_fic\_stereotypes\_prejuges.pdf

<sup>&</sup>lt;sup>6</sup> Steele, C. M., & Aronson, J. (1995). Stereotype threat and the intellectual test performance of African Americans. *Journal of Personality and Social Psychology*, *69*(5), 797–811.

http://mrnas.pbworks.com/f/claude%20steele%20stereotype%20threat%201995.pdf





the fear and threat a person who is belonging to a negatively stereotyped group feels. This person experiences fear and subsequently stress when he/she risks confirming, through his/her performance or behavior, the negative stereotype. This threat, in turn, leads him/her unwittingly to confirm the stereotype<sup>7</sup>. Reflecting the pressure of his/her vulnerability, the person will statistically underperform in relation to the other group. The negatif stress factor makes the person underperform - in conditions where the stereotype threat is absent, this person is able to do the same performance as the other group.



- stereotypes influence the decisions of a person because he/she will legitimize his/her ideas and actions based on the attributes linked to a special category of people. (Example: An eldery woman has a job interview and is doing quite well, but the persons deciding think that she probably can't stand the rhythm in work, is less adaptatif and flexible and needs more breaks, etc. linked to her age) (Example game)<sup>8</sup>

Puzzle Euro<br/>Café Menu> Challenge participant's stereotypes and prejudices about other people<br/>and "cultures"<br/>> To know that stereotypes are a social, political and cultural construction.<br/>> To understand that stereotypes also aimed at defining our own<br/>membership groups, to value our qualities by under-estimating the others'<br/>ones



Stereotypes can be positive (Norwegians are all rich and well educated) and of course negative (black mens smell strong). They are often used for fun (Austrian women wear "dirndl" and dance on the mountains) and remain ridiculous (absurd), without affecting the people (the group) concerned.

**Stereotypes are often negatif** ... not consequently. It's easier for us to memorize the faults of other people(s) than their qualities. It's at the same time a process which makes us feel

better than the others. We are valorising our own group and are polishing our individual and collective identity, which is a very natural psychological process. Negative stereotypes about other people(s) also maintain structures of power of the leading group.

Puzzle

> To know that stereotypes are a social, political and cultural construction.





 <sup>&</sup>lt;sup>7</sup> Racky Ka-Sy, Docteur in Psychology, specialized in the work of stereotypes and racism <u>https://rackykapsy.com/</u>
 <sup>8</sup> Defenseurs des Droits, April 2021

https://www.defenseurdesdroits.fr/sites/default/files/atoms/files/ddd\_fic\_stereotypes\_prejuges.pdf





Worldmap	> To understand that stereotypes also aimed at defining our own membership groups, to value our qualities by under-estimating the others'
	ones > To know that negative stereotypes about other people(s) also maintain structures of power of the leading group.

The worldmap puzzles show us two different versions of a world map. The Mercator projection is the map we usually see and Peter's projection represents the more realistic view on our planet.

Mercator projection, which is more commonly used, exaggerates the size of the Earth around the poles and shrinks it around the equator. So the developed "global North" appears bigger than reality, and equatorial regions, which tend to be less developed, appear smaller.

It's especially problematic given that the first world maps based on the Mercator projection were produced by European colonialists.

When talking about global north and global south the geographic North and South is relative - the planet turns around itself and around the sun - in space there is no up or down. It is a political construction to categorize different countries and different peoples. As for example the term third world countries for low income countries. We probably see different pictures when we think of third world countries or low income countries - but they design the same countries.

Be aware that negative or condescending stereotypes about other people(s) also maintain structures of power of the leading group.

There is also the term **self-stereotyping**, it means to auto attribute characteristics to one's own designed group. The aim is to create a commun group identity which can be linked to the city, nation, tribe, club, etc. Where can this common group identity lead to?

#### d. More material to work on stereotypes and discrimination

Education Pack "all different - all equal" - Ideas, resources, methods and activities for non-formal intercultural education with young people and adults

https://book.coe.int/fr/droits-de-l-homme-citoyennete-democratique-et-interculturalisme/7234 -education-pack-all-different-all-equal-ideas-resources-methods-and-activities-for-non-formal -intercultural-education-with-young-people-and-adults-3rd-edition.html

Playing cards against discriminations (in French)

http://www.keski.fr/fr/wp-content/uploads/2015/05/DossierPre%CC%81sentJeuCartesDISCR IMINABLES-KESKI.ppt.pdf

Newspaper for facilitator (in French)

23 ressources to fight against prejudices and stereotypes

https://www.jdanimation.fr/actualites/23-ressources-pour-combattre-les-prejuges-et-les-discriminations

"Annoncer la couleur" (in French)

Books for young people to fight against stereotypes and discriminations <u>https://www.annoncerlacouleur.be/taxonomy/term/170?page=1</u>









Pedagogical guide (in French) Awareness activities <u>https://www.ritimo.org/IMG/pdf/guide\_ssi\_pre\_juge\_s\_version\_ritimo-5\_-\_copie.pdf</u>

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#### Education Pack "all different - all equal"

Ideas, resources, methods and activities for non-formal intercultural education with young people and adults

https://book.coe.int/fr/droits-de-l-homme-citoyennete-democratique-et-interculturalisme/7234 -education-pack-all-different-all-equal-ideas-resources-methods-and-activities-for-non-formal -intercultural-education-with-young-people-and-adults-3rd-edition.html



