

ESCAPE THE EXPERIMENT

TEACHER FACILITATION GUIDE

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! A Student-Led Facilitation guide is available to support older students to run the activity.

The activity takes about 60 minutes to complete, including a debrief discussion at the end. The game is part of a 3 lesson plan series and educators are encouraged to use these as well as the other resources available on NotAnExperiment.ca/educators so as many learning opportunities as possible are provided to students.

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**

Facilitator Role:

As the facilitator of the escape room activity, your role is to organize the game in advance so the players can learn about vaping and the industry that makes and markets these products, using an interactive and engaging approach. Once the game starts, you'll do a brief introduction, keep things running smoothly and check answers for each challenge. Don't worry you 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.
- Set up 4-5 stations around the room where the game will be played. Refer to Set-Up instructions.
- Arrange desks/tables into work team areas for each team.
- Arrange a simple prize for the winning team or for each student as teams complete the game (Optional).
- Organize pens, scissors, and glue/tape for each team.
- 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).

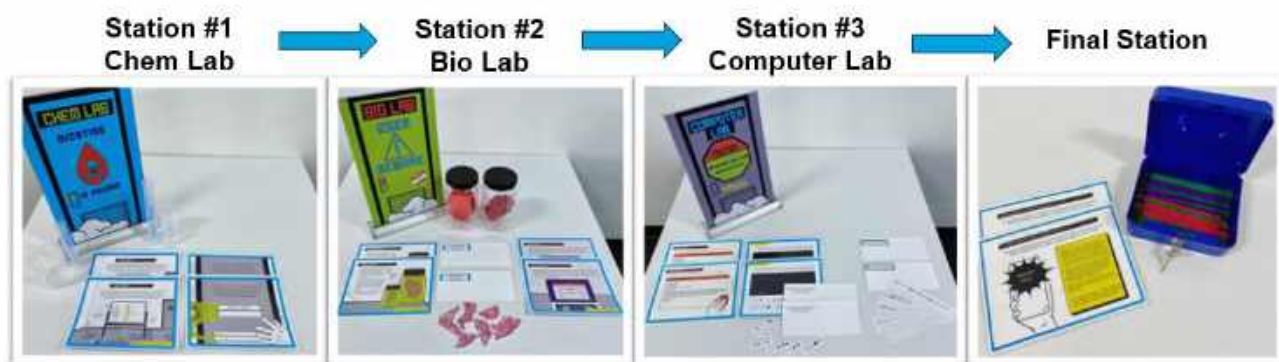
Set Up Instructions

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 team)
- 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



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

Explain to the players they will be participating in an escape room style game where they will be solving challenges in teams. You will work in teams of up to 3-5 players. "Today you will uncover the truth about vaping and the industry behind the products."

Describe how to play the game.

- Each team can appoint a leader and choose a team name (optional).
- Each team will be asked to solve several challenges.
- When a team solves a challenge, the team leader will bring answer back to the correct station so it can be checked. If the answer is correct, they will be given the next challenge.
- Teams can race to try and finish first, but it's important they read the challenges carefully or they will miss important information that will help them solve the challenges.
- Explain that teams will be given a set of 4 lab books that contain clues to help them solve each challenge. They will need all 4 books for each challenge.
- If teams are stuck, remind them to reread clues carefully and look at the lab books for hints. Provide hints if needed.

Start the game by giving each team their lab books, an Introduction card and instruct them to read it as a team and then take it to the Chem Lab, where they will get their first challenge.

"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?"

Now. Ready, set... go!"



TIP SHEET 2 - 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

Welcome students to the CHEMISTRY LAB and provide them with Challenge #1. Ask them to return to the CHEM LAB when they think they have an answer.

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:

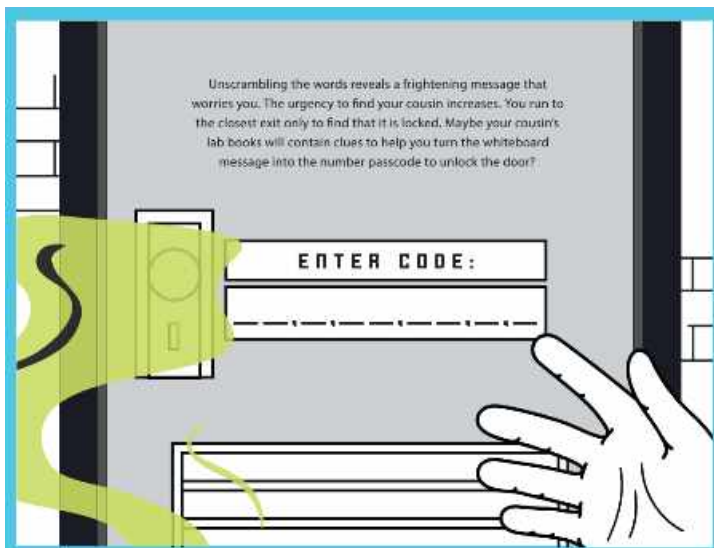
- Pictures of each scrambled word can be found in the lab books.
- All lab books will be used to find clues.
- The words and pictures are e-liquid flavours (i.e., cookie, strawberry, etc.)



Answer Key:



Once the team has the correct answer, provide them with the Door Passcode challenge and ask them to report to the BIOLOGY LAB.



TIP SHEET 3 - THE BIOLOGY LAB STATION

Welcome students to the BIOLOGY LAB. Ask them to provide the door lock passcode so they can enter.

SAMPLE SCRIPT

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

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

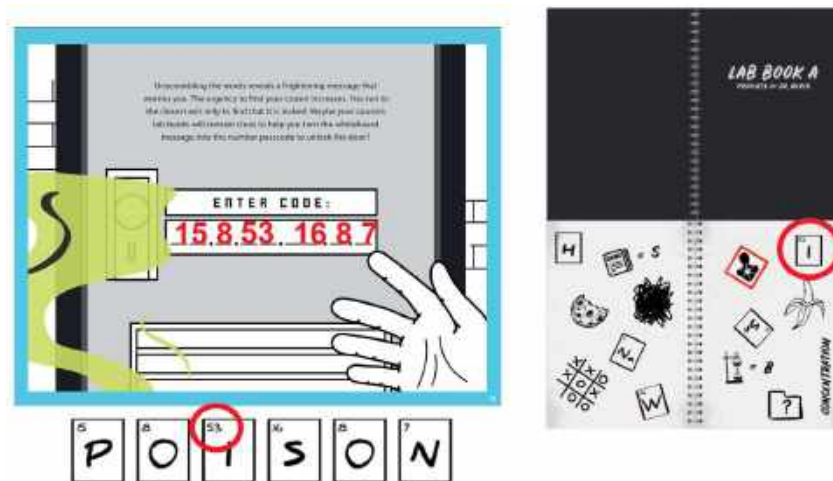
Hints to help stuck students:

- 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:



"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:

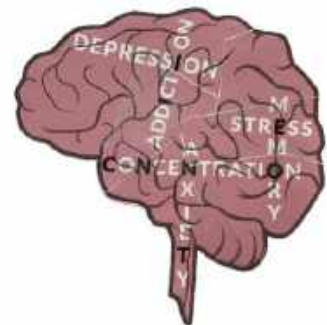
- Cut the brain puzzle pieces out and put them together to reveal a brain.
- Tape or glue the pieces in place so the assembled puzzle can be used to solve the next challenge. If using glue, students will need a sheet of paper to glue onto.
- If tape or glue is not available, student facilitators will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



Answer Key:

Hints for stuck students:

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



Once students have shown their brain put together correctly, give them Challenge 3A: THE COMPUTER LAB. Direct them to go to the COMPUTER LAB when they think they have solved it.



TIP SHEET 4 - THE COMPUTER LAB STATION

"Welcome to the Computer Lab! What is the password to the computer and the addictive drug in vapes?" **[Answer: NICOTINE]**

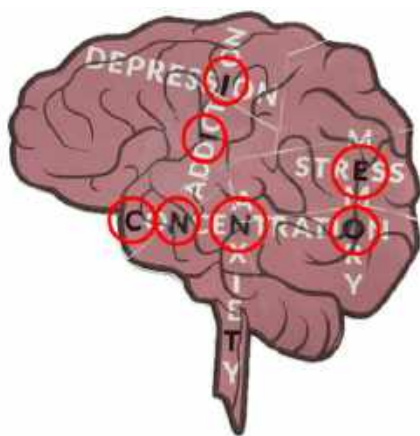
Hints for stuck students:

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

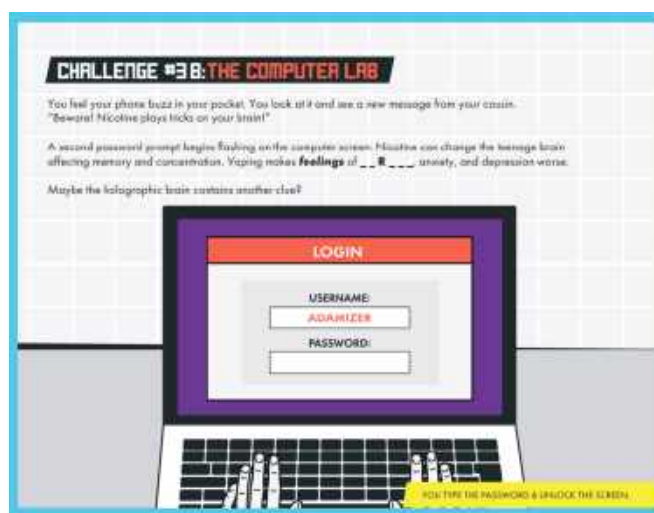
How to solve:

- 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:



When the students show the correct password, let them know that the computer is protected by a 2-step password code and provide them with Challenge #3B – the second COMPUTER LAB challenge. Tell students to return to the COMPUTER LAB when they think they have solved it.

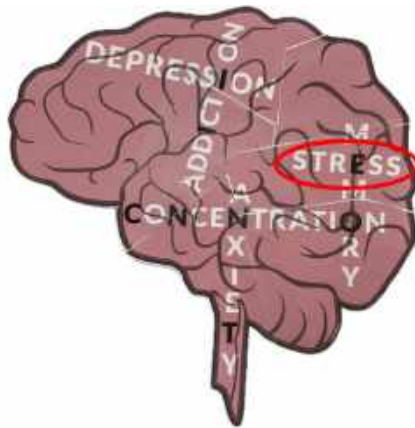


Answer Key:

[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.



When students have the correct answer, congratulate them for cracking the code and opening the computer.

Provide them with the next challenge, Challenge #4 – CODE BREAKER, EMAILS 1 & 2, KEYBOARD PAGE, and DECODER PAGES 1 & 2.

Ask them to go as a team to the FINAL STATION when they think they have the correct answer.



TIP SHEET #5 – THE FINAL STATION

SAMPLE SCRIPT

"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, teams can receive all 5 messages, or the facilitator can provide groups with 1 message each.
- Have each team member read a sentence to you.

Answer Key:



THE / 行业 / 目标 / 青少年 / 糖果 / 水果 / 调味 / 电子烟 / 别 / 被 / 骗 / 电子烟 / 有 / 长期 / 健康 / 影响 / 大多数 / 电子烟 / 含有 / 尼古丁 / 尼古丁 / 是 / 高度 / 成瘾 / 的

Nicotine can alter the teenage brain and affect memory and concentration.

IF / YOU / 使用 / 电子烟 / 你 / 可能 / 更 / 容易 / 开始 / 吸烟 / 香烟

If you vape you may be more likely to start smoking cigarettes.

WVING / MAKES / 感觉 / 压力 / 焦虑 / 和 / 抑郁 / 更 / 严重 / 使用 / 电子烟 / 使 / 感觉 / 压力 / 焦虑 / 和 / 抑郁 / 更 / 严重

Vaping makes feelings of stress, anxiety and depression worse.

Congratulate the team for escaping the experiment!

Provide the team with the FINAL MESSAGE card. Ask them to go and read it as a team and come back to the FINAL STATION.



Collect the card from the students. Optional: provide each student with a small prize for completing the game.

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.