



ESCAPE ROOM 4: TIME FOR PEACE!

Teacher's guide

General information

- **Topics covered:** History and origins of the EU, WWII, EU values.
- **Age group:** 13+
- **Timing:** Between 30 minutes and 1 hour
- **ER function:** This escape room can be used as a “practical exercise” after a theoretical lesson on these topics in class.
- **Learning objectives:** At the end of this ER, the pupils will be able to:
 - ✓ Know the origins, History and values of the EU
 - ✓ Distinguish the characteristics of democracy and autocracy (totalitarianism)
 - ✓ Distinguish the wartime of WWII and peacetime from treaties and accords

Material

In order to implement this escape room, you will need the following material :

<input type="checkbox"/> A string or thin chain and 27 pearls	/
<input type="checkbox"/> A black and white map of EU member countries (with names)	Annex 1
<input type="checkbox"/> A timeline of EU enlargements with each year in a different colour	Annex 2
<input type="checkbox"/> A set of 28 small stickers or post-its in 8 colours representing each enlargement year + 1 grey sticker with “2020”	Annex bonus
<input type="checkbox"/> 6 historical photos with numbers on each of them	Annex 3
<input type="checkbox"/> 3 articles with 2 missing numbers in each of them	Annex 4
<input type="checkbox"/> 5 documents with symbols and highlighted dates (day & month)	Annex 5
<input type="checkbox"/> A code sheet with Annex 5 symbols and 4-digit codes to fill	Annex 6
<input type="checkbox"/> A blank map of Berlin with the Berlin Wall and informative text	Annex 7
<input type="checkbox"/> 8 documents about left-wing or right-wing topics	Annex 8
<input type="checkbox"/> The “Time to burst the bubble” quiz + a pen or pencil	Annex 9

Detailed scenario

Introduction: The pupils are stuck in a room, preferably decorated with clocks or elements related to time travel or History, to set the mood. The teacher or Game Master tells them:

“Welcome, mortals! I am Chronos, Greek God of Time, and I have summoned you here in a bubble where different time periods are mixed together. The only way for you to escape is to help me meet a demand that Zeus, leader of the Gods, has asked me to fulfil.

He wishes to gift a magic necklace to Princess Europa to seduce her, but the pearls got lost throughout various time periods of Human History. I need you to find and give me bits of time from European History as an offering, so I can use my power to recreate the necklace for Princess Europa.

If you are not able to collect the information and summon the pearls soon enough, Zeus will be angry with me, and I will not bother using more of my power to free you. You will thus be trapped in this bubble forever. Therefore, I advise you to explore, think and organise yourselves wisely. Good luck!”

The students may explore and solve the steps in any order, in separate groups or together. You may also guide them to solve the steps in the order indicated below depending on their previous knowledge of these topics or their organisational skills.

You should have a string or thin chain and a set of 27 pearls on you that you should add one by one to the string or chain as students find the correct information, displaying it so they can track their progress. You may choose to give them the string and allow them to assemble the necklace themselves throughout the adventure if you believe they will be able to track and keep it properly. That is not advised if they work in separate groups.

Step 1: Colour me united (< 1992 >)

There is a large map of Europe on the wall, with countries not members of the EU in grey and EU member countries in white, except for the UK, with their names and a short explanation about the Maastricht treaty at the top (See **Annex 1**). Under the map, there is a timeline of the EU enlargements with a colour for each year and the corresponding country names, with the UK in grey as well (See **Annex 2**).

In a box or on a table near the map, there are 28 small stickers or post-its in 8 different colours corresponding to the ones on the timeline, with the concerned year on each coloured sticker (See **Annex bonus**). For instance, there would be 6 pink stickers with “1958”, 3 red stickers with “1973”, etc. There should also be a grey sticker with “2020” on it, relating to the departure of the UK from the EU due to Brexit.

The students must place the stickers or post-its on the map so that each country has the colour and year corresponding to the time they joined the EU. They should place 2 stickers on the EU, the red “1973” one and the grey “2020” one.

Once they have completed the map with all the stickers, the Game Master (Chronos) can create one pearl per correctly placed year, so 8 pearls should be added to the necklace.

Step 2: The numbers of war (1920 >)

There are 6 pictures on a table or desk in a random order, depicting WWII and its aftermath, with a number or year on each of them preceded by a # (See **Annex 3**). On the same desk or table are 3 articles where some numbers and years are missing, with a # too next to the scribbled-out information as a hint (See **Annex 4**). The students must match the photos and numbers with the articles in the right order:

- “The Nazi regime and traits of totalitarianism” > **1920 & 1984**
- “The victims of the Holocaust” > **6 million & 22 million**
- “The end of World War II and its ugly truth” > **1945 & 40 million**

Once they have correctly associated 2 photos with each article by placing them accordingly next to each other on the table, the Game Master (Chronos) can create one pearl per correctly placed number or year, so 6 pearls should be added to the necklace.

Step 3: Stronger together (1951 > 1986)

On a different table or desk are 5 documents, each of them with a symbol and highlighted dates in blue (day and month, not year - See **Annex 5**). Near them is a piece of paper with each symbol next to a 4-digit code that students need to fill in (See **Annex 6**). There is a blue clock next to each empty code as a hint to show students that they must complete the paper with the dates, as in the day and month, of the events on each document corresponding to the symbol.

- Eiffel tower > **1804**
- Dove of peace > **0309**
- Laurel crown > **2503**
- European Parliament logo > **1903**
- Luxembourg city flag (lion) > **1702**

Once they have correctly completed the code sheet, the Game Master (Chronos) can create one pearl per correct date, so 5 pearls should be added to the necklace.

Step 4: Two sides of the coin (1913 > 2023)

On a desk or table is a large blank map of Berlin, with a compass or wind rose at the top, the city cut in half by a line representing the Berlin Wall, with a short text explaining its meaning (See **Annex 7**). Placed in folders or stacks near the map, in random order, are 8 documents about political regimes, events or figures (See **Annex 8**).

Each document displays the same compass or wind rose as the map, with question marks on the West and East side indicating that students must place the documents on the left or right side of the Berlin Wall depending on their political position (left-wing vs right-wing, democratic vs totalitarian or communist).

Left side / West

“Democracy in the European Union”

“Willy Brandt (1913-1992)”

“Elections to the European Parliament”

“Treaty of Lisbon (2007)”



Right side / East

“Totalitarianism in the European Union”

“Hans Modrow (1928-2023)”

“Italian Social Movement (1946-1995)”

“Elections in the Soviet Union”

Once they have correctly placed them on each side of the map, the Game Master (Chronos) can create one pearl per correct placement, so 8 pearls should be added to the necklace.

Final step: Time to burst the bubble

Depending on the time spent by students to gather the 27 pearls or on their previous knowledge and organisational skills, you may provide the final quiz paper and a pen or pencil (See **Annex 9**), or you may decide to skip the quiz and give the final speech as soon as the necklace has been fully assembled.

If you choose to provide the quiz, specify to the students that the necklace requires a formula or spell for its magic to be activated and that they may go back to previous steps to complete the paper with some of the information they have gathered during their exploration.

Once they have completed the quiz and/or the necklace, the game ends as the Game Master (Chronos) tells them:

“Congratulations, you have gathered all the pearls and assembled the necklace! Thanks to your help, I can now provide what Zeus asked me so he may offer this necklace to Princess Europa and seduce her! She will most likely adore this gift composed of bits of European History. Good job! You are now free from this time bubble and may go back to your era.”

Tips and tricks

MATERIAL

- ✓ You can find in the Annexes a printable version of the set of stickers or post-its needed for Step 1 and may print them out on sticking paper in order to have the proper colours matching the Annex 2 timeline.

IMPLEMENTATION

- ✓ In order to implement this escape game, you will need a full classroom, including a wall for Step 1 to display the map and timeline, and at least 4 tables or desks.
- ✓ Considering that the steps are numerous, do not need to be followed in a specific order and can be done simultaneously, you may decide to play this escape room with a **large group of students**, which could separate into smaller groups that would each solve a different step at the same time in order to put the gathered pearls together in a quicker and more efficient manner.
- ✓ If you follow the previous advice and some groups solve their step quicker than others, you can ask them to **help the other smaller groups** to gain time. Note that some steps (such as step 4) require more reading than others.

- ✓ If you play with a **small group of students**, you may need to give them more time to solve each step one by one and possibly skip the final quiz to avoid an overwhelming amount of information in a short period of time for each participant.
- ✓ If an hour passes and the students have not yet earned all of the pearls and if you don't wish to end the activity in a failure, you may decide to either give them **more time** to figure out the steps, or you may **provide hints** to help guide them.

Annexes

The following pages show the visuals of each document. You can click the links below to download and print them.

Annex 1	Step 1: EU map	Download here
Annex 2	Step 1: EU enlargements timeline	Download here
Bonus	Step 1: EU enlargement years stickers	Download here
Annex 3	Step 2: Historical photos with numbers (6)	Download here
Annex 4	Step 2: Articles with missing numbers (3)	Download here
Annex 5	Step 3: Documents with symbols and dates (5)	Download here
Annex 6	Step 3: Code sheet with symbols	Download here
Annex 7	Step 4: Berlin Wall map with info	Download here
Annex 8	Step 4: Documents on opposing political positions (8)	Download here
Annex 9	Final step: "Time to burst the bubble" Final quiz	Download here

References

- European Parliament, “Fact Sheets on the European Union”, <https://www.europarl.europa.eu/factsheets/en/home>
- Britannica, <https://www.britannica.com/>
- United States Holocaust Memorial Museum, “Documenting Numbers of Victims of the Holocaust and Nazi Persecution”, Holocaust Encyclopedia, <https://encyclopedia.ushmm.org/content/en/article/documenting-numbers-of-victims-of-the-holocaust-and-nazi-persecution>, accessed on 31st March 2023
- TimeToast, “The History of European Integration”, <https://www.timetoast.com/timelines/the-history-of-european-integration-7186a0ae-0326-4722-be38-6fb527f80e87>, accessed on 31st March 2023
- Washington Post’ Associated Press, “Hans Modrow, last communist leader of East Germany, dies at 95”, <https://www.washingtonpost.com/obituaries/2023/02/11/hans-modrow-east-germany-dies/>, accessed on 31st March 2023

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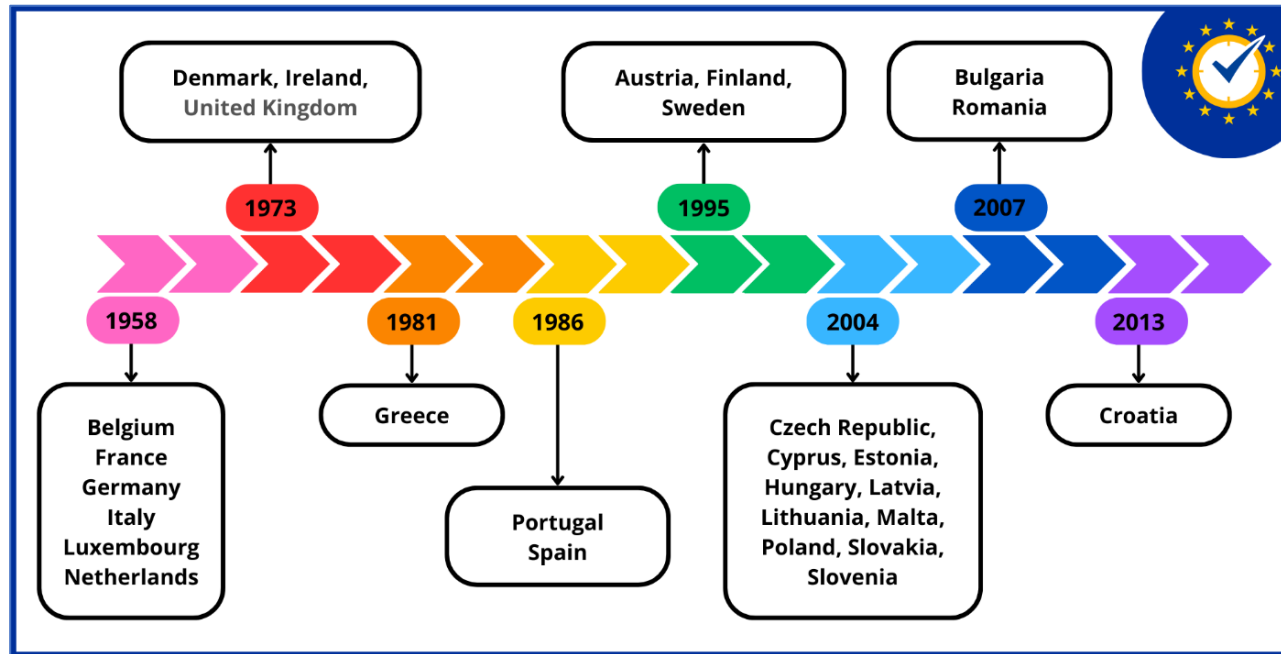
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ANNEX 1



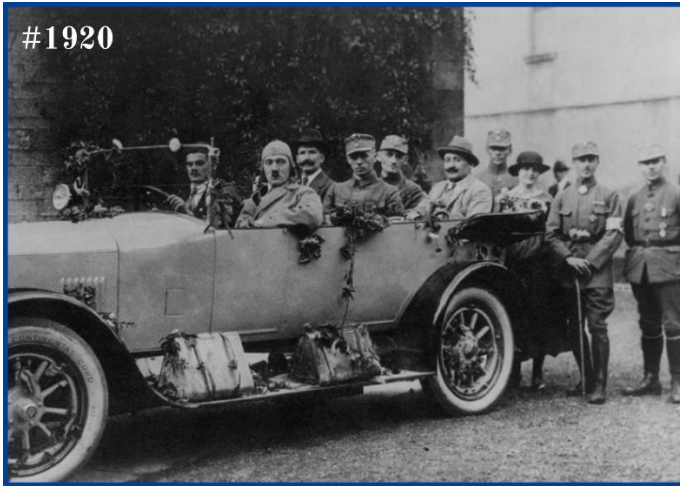
ANNEX 2



ANNEX bonus

1958	1973	1995	2004	2004
1958	1973	1995	2004	2007
1958	1973	1995	2004	2007
1958	1981	2004	2004	2013
1958	1986	2004	2004	2020
1958	1986	2004	2004	

ANNEX 3





ANNEX 4

EUROPEAN MIRROR

THE NAZI REGIME AND TRAITS OF TOTALITARIANISM

After fighting in World War I, Adolf Hitler joined the Nazi Party and became its leader in # [REDACTED] before being named chancellor in 1933. With the help of propaganda and brutal police forces, Nazism rose to power as a totalitarian regime led by a dictator.

They defended racial superiority, enforced the "right of the strong to rule the weak", eliminated "undesirables", and maintained control over citizens through threats of violence, nationalism and the perception of a single unified movement, "us against them".

Another example of totalitarianism is in George Orwell's dystopian novel titled "# [REDACTED]" published in 1949, in which a dictatorial leader, created by the sole institution in power called "the Party", constantly watches all citizens through a system of surveillance cameras, while the Thought Police controls, limits and condemns people's freedom of expression, thought and privacy.

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THE VICTIMS OF THE HOLOCAUST

The term "Holocaust" is commonly used to refer to the genocide perpetrated by Nazi Germany during World War II, which killed approximately # [REDACTED] Jewish people, of which 1.5 million were children.

But they unfortunately weren't the only victims of the Nazi regime and its allies. While numbers vary depending on the source, it is estimated that well over 10 million Chinese and Soviet civilians were killed, and up to 3 million ethnic Polish citizens, along with several other minorities, such as Romani, disabled and gay people.

The number of victims of the Holocaust has been estimated between 11 and # [REDACTED] people of various religions, ethnic groups and identities, growing with each discovery of forgotten or hidden records, without counting military forces or the countless wounded and traumatised survivors.

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EUROPEAN MIRROR

THE END OF WORLD WAR II AND ITS UGLY TRUTH

After years of violence, when the German army finally surrendered, many people worldwide quickly took to the streets to celebrate the end of the war. That day, 8th May # [REDACTED], was called V-E day, for "Victory of Europe".

At the time, most people didn't realise the level of cruelty that had occurred, as the number of victims and the details of their mistreatment hadn't been fully reported yet: experiments, torture, executions, forced labour, famine and disease due to occupation...

The truth started to come out, and the numbers grew overtime, considering some estimations excluded or missed certain reports. The total amount of victims of World War II, including military deaths, reached at least # [REDACTED], although some sources claim that up to 85 million deaths were caused by the war.

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ANNEX 5



The European Coal and Steel Community (ECSC) signing the Treaty of Paris, 18 April 1951

This treaty birthed the ECSC which brought together 6 countries (Belgium, Germany, France, Italy, Luxembourg and the Netherlands) to organise the free movement of coal and steel, free up access to sources of production, supervise the market and ensure price transparency.



European Convention on Human Rights Effective from 3 September 1953

- Article 1 - Obligation to respect human rights
- Article 2 - Right to life
- Article 3 - Prohibition of torture
- Article 4 - Prohibition of slavery and forced labour
- Article 5 - Right to liberty and security
- Article 6 - Right to a fair trial
- Article 7 - No punishment without law
- Article 8 - Right to respect for private and family life
- Article 9 - Freedom of thought, conscience and religion
- Article 10 - Freedom of expression
- Article 11 - Freedom of assembly and association
- Article 12 - Right to marry
- Article 13 - Right to an effective remedy
- Article 14 - Prohibition of discrimination
- Article 15 - Derogation in time of emergency
- Article 16 - Restrictions on political activity of aliens
- Article 17 - Prohibition of abuse of rights
- Article 18 - Limitation on use of restrictions of rights
- Article 19 to 51 - European Court of Human Rights
- Article 34 - Individual applications
- Article 52 - Inquiries by the Secretary General



The European Coal and Steel Community signing the Treaties of Rome, 25 March 1957

Officially called the Treaty establishing the European Economic Community (EEC), the first treaty aimed towards integration and economic growth, through trade. It created a common market based on the free movement of: goods, people, services and capital. It was signed in parallel with a second treaty which set up the European Atomic Energy Community (Euratom).




The Birth of the European Parliament First meeting: 9 March 1958

The European Coal and Steel Community (ECSC) was expanded to cover the European Economic Community and the European Atomic Energy Community.

With 142 Members, the new assembly met for the first time in Strasbourg, France, then calling itself the European Parliamentary Assembly, with Robert Schuman elected as its President. It later changed its name to the European Parliament on 30 March 1962.

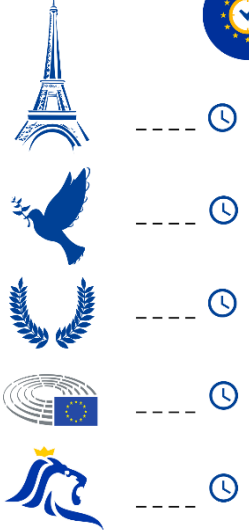
Before the introduction of direct elections in 1979, Members of the European Parliament (MEPs) were appointed by each of the Member States' national parliaments. Over time, the institution has undergone profound changes, now recognised as a political agenda-setter of the European Union.



The Single European Act First signed: 17 February 1986

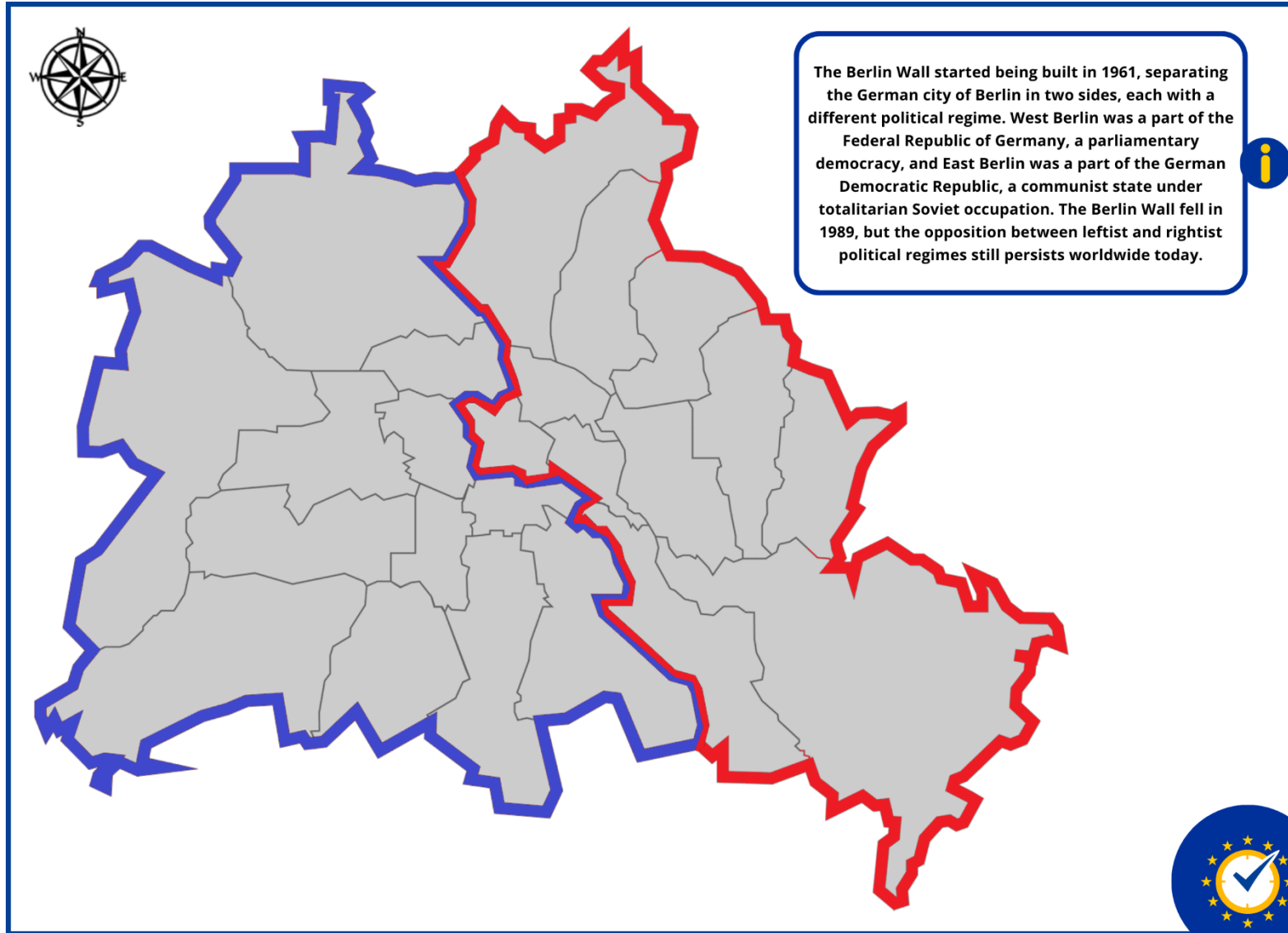
The Single European Act (SEA) was the first major revision of the Treaty of Rome. The Act gave the European Community an objective of establishing a single market by 31 December 1992, by committing its member countries to a timetable for their economic merger and the establishment of a single European currency and common foreign and domestic policies.

The amending treaty was signed at Luxembourg City (LU) on 17 February 1986 and at The Hague (NL) on 28 February 1986. It came into effect on 1st July 1987. Once the Single European Act entered into force, the title "European Parliament", which the Assembly had used since 1962, was finally made official.



ANNEX 6

ANNEX 7



ANNEX 8



DEMOCRACY IN THE EUROPEAN UNION



Democracy is a system of governance in which people have the opportunity to fully exercise their human rights, such as the right to vote.

The EU is governed by three democratic principles:

- **Equality** – all citizens must be treated fairly by the EU institutions .
- **Representation** – the role of the European Parliament and the position of national parliaments will be strengthened. The members of the European Parliament are elected by direct public ballot.
- **Participation** – the citizens have the right to take part in EU's decision making and receive information on all the activities of the European Union. The citizens are given the possibility of making citizens' initiatives. Efforts are made to develop the dialogue between the citizens and the EU.




WILLY BRANDT (1913-1992)





Born Herbert Ernst Karl Frahm, he later changed his name to Willy Brandt and became an internationally renowned politician and statesman.

After being the leader of the Social Democratic Party of Germany and being forced to flee the country to escape the Gestapo, he was elected as chancellor in 1969 and created the Ostpolitik policy, among other acts aimed at reconciliation between West Germany and the countries of the Soviet bloc.

In 1971, he won a Nobel Peace Prize for his work in improving relations with East Germany, Poland, and the Soviet Union. Brandt negotiated a peace treaty with Poland, and agreements on the boundaries between the two countries, signifying the official and long-delayed end of World War II.




ELECTIONS TO THE EUROPEAN PARLIAMENT




EP elections take place every five years by universal adult suffrage; with more than 400 million people eligible to vote, they are considered the second largest democratic elections in the world. Following them, the Parliament votes to elect the new head of the European Commission and to approve the full team of commissioners.

The number of members elected in each country depends on the size of the population. It currently ranges from six for Malta, Luxembourg and Cyprus to 96 for Germany.

The European Union has a multi-party system involving a number of ideologically diverse European parties. As no one party has ever gained power alone, their affiliated parliamentary groups must work with each other to pass legislation.




TREATY OF LISBON (2007)



The purpose of the treaty was to simplify and clarify decision making in the EU. It changed the roles, duties and composition of EU institutions to better respond to its needs. It also included important administrative and policy reforms, such as the Charter of Fundamental Rights defining the EU's objectives, principles and values:

- **Human dignity:** Constitutes the basis of fundamental rights
- **Freedom:** Of movement, privacy, thought, religion, assembly, expression and information
- **Democracy:** Every citizen has rights as a candidate or voter
- **Equality:** All citizens are equal before the law in all areas
- **Rule of law:** Law and justice in treaties must be upheld
- **Human Rights:** Right to be free from discrimination on the basis of sex, racial or ethnic origin, religion or belief, disability, age or sexual orientation, right to protection of personal data and right to access to justice




TOTALITARIANISM IN THE EUROPEAN UNION





Totalitarianism is characterized by the concentration of power in a single centre, such as a dictator, a committee or a party leadership, that attempts to control and direct all aspects of individual life through coercion and repression, suppressing opposition and individual rights.

Nazi Germany and the Soviet Union were the first examples of decentralized totalitarianism, in which the state achieved overwhelming popular support for its leadership. That support depended on a charismatic leader.

Totalitarianism is often distinguished from dictatorship, despotism, or tyranny by its replacement of all political institutions and its sweeping away of all legal, social, and political traditions. The state pursues a special goal, such as industrialization, conquest or exclusion of all others.





HANS MODROW (1928-2023)

Known as the last communist premier of East Germany, he was awarded the Patriotic Order of Merit in 1975 and the Order of Karl Marx in 1978.

After paving the way to the first and only free elections in East Germany, at the end of Communist rule and reunification of Germany, he was convicted of electoral fraud and perjury in 1995.

He is well-known for his extremist views, for defending the construction of the Berlin wall and for ordering brutal suppression of opposing demonstrators in 1989. Later in life, he served the Left party but was criticised for maintaining contacts with Neo-Stalinist groups.

ELECTIONS IN THE SOVIET UNION

The Soviet Union voting would be held every 4 years and was claimed to be secret and direct with universal suffrage. However, in practice, before 1989, any candidate had to be preselected by the Communist Party, and there would only be a single candidate on the ballot. Citizens could only vote against them by spoiling their ballots, as even blank ballots would be considered votes for the candidate.

The reasoning for a single candidate was to make sure the people saw the party unified with no hint of party instability. The election process was only meant to legitimize the chosen leader and prove that the people had faith in the system.

Activists and dissenters were persecuted or arrested, and opposition was considered treason, until protests and coups led to the collapse of the Soviet Union.




ITALIAN SOCIAL MOVEMENT (1946-1995)

The Italian Social Movement was a neo-fascist and anti-communist party formed by supporters of former dictator Benito Mussolini. Its policies focused on traditional values, law and order, and hostility towards revolution. It particularly advocated a centralised state with a presidential system of government, and no devolution of powers to regions.

Defending Italy's fascist legacy, they later condemned it but still saw some good things in fascism that they wanted to reinstate, moving towards national conservatism, classicism and nationalism.

Becoming the fourth largest party in Italy by the early 1960s, the movement is the roots of the Brothers of Italy party, which won the most votes in the 2022 national election.

FINAL QUIZ

Time to burst the bubble



- How many pearls is the finished necklace composed of?

It is composed of _____ pearls.

1
- Why does Europa's necklace have that number of pearls?

Each pearl represents one of the _____ of the European Union.

2
- Why would different countries unite as the European Union?

They are politically, economically and culturally stronger _____.

3
- Why were the elections under the Soviet Union not considered democratic?

Citizens were only allowed to vote _____ or against a single preselected candidate.

4
- Why did different countries sign treaties and accords?

They signed treaties to end wars or conflicts and create _____ and unity.

5



Unite your answers and speak the sentence to activate the magic of Europa's necklace