

INTELLECTUAL OUTPUT 2

# TRAINING MODULE: ESCAPE ROOM SCENARIO 3: “MASTIC MYSTERY”

Project Number: 2020-2-CY02-KA205-001870



## PARTNERS

**Citizens In Power (CIP)** is an independent non-profit, non-governmental organization. CIP aims at the development of different ramifications of entrepreneurship, education and democratic dialogue in Cyprus and abroad. To achieve those targets CIP has established an ongoing collaboration with the majority of Cypriot leading universities, NGOs and research organizations in Cyprus and abroad, especially for the development of innovative projects and international trainings or seminars as well as for the deployment of pedagogical educational material, by primarily using web platforms and other technological innovations.

**Website:** <https://www.citizensinpower.org/>



**CITIZENS  
IN POWER**

**Challedu** pioneers new models of learning, inclusion and engagement. Its team consists of educators, teachers, experts, game designers and designs playful experiences and games with the aim to transform every activity into an irresistible experience. The scope is to unlock the transformative power of people as seekers and solvers of complex problems, risk-takers, inventors and visionaries. Our work also empowers creativity, fantasy, inclusion and empathy.

**Website:** <http://challedu.com/>

**challedu**  
inclusion | games | education

**The Polish Farm Advisory and Training Centre not-for-profit Sp. z o.o.** is a private not-for-profit company (in the process of becoming an NGO) dedicated to providing farm advisory services, enhancing the entrepreneurial spirit in rural areas and fostering rural development in general. The company's main goal is to improve the livelihoods of rural inhabitants by offering them the best and most professional and personalised advice in the field of agriculture as well as a variety of training courses and materials relevant to rural actors in the subjects of environment protection, sustainability, food safety, green growth, permaculture, social farming, etc.

**Website:** <https://farm-advisory.eu/en/>



**DRAMBLYS** is a non-profit organisation located in Spain that works for the promotion of social innovation. In DRAMBLYS we combine sociological imagination & inquiry with social creativity and design to approach, explore, and innovate solutions to contribute to sustainable development. Our main programmes and areas of expertise include the following: programmes design and evaluation, data visualization and social innovation design, development and management. In DRAMBLYS the aim is to facilitate creative dialogues and co-create sustainable alternatives and so, to inspire new social entrepreneurs and community leaders & promote sustainable ways of living.

**Website:** <https://dramblys.org/>



**FOR MORE INFO ON OUR  
PROJECT PLEASE VISIT**

<http://agroedugames.com/>





# Escape Room Scenario 3:

Escape Room N° 1: “**Mastic Mystery**”

## Table of Contents

Table of Contents .....	1
Introduction.....	2
Context: .....	2
Objectives of the Escape Games .....	2
Target Group.....	2
Step1: The Concept of the Escape Room .....	3
Scenario .....	3
Gameplay .....	3
A short story on mastic and production.....	3
STEP 2: Preparing the Material .....	4
Room Layout.....	4
Set design .....	4
Installation and Reset: .....	5
How to set up an Escape Room.....	6
1st Task: .....	6
2 <sup>nd</sup> Task:.....	6
3 <sup>rd</sup> Task: .....	8
ENDING:.....	10
The Necessary Material: .....	10
Material that has to be printed: .....	10
Material that has to be added: .....	10
Set/restart the game: .....	10
STEP 3: Playing the Game .....	12
The Game Master .....	12
Introduction to the Game: .....	12
Duration of the game .....	12
Hints:.....	12
The end .....	13
Debriefing Questions:.....	13
Evaluation questions: .....	13





## Introduction

### Context:

The Agro\_EduGames project aims to create innovative educational tools in the field of agro-entrepreneurship using mainly a wide variety of game-based learning (GBL) methodologies such as Escape rooms, and escape board games.

Escape Rooms are a popular means of recreation among young people. Nowadays, there is an increasing interest in using them as an educational tool in various fields. According to Martina and Göksen, escape rooms as a tool in entrepreneurial education might be promising since they offer the opportunity of experiential learning (Martina & Göksen, 2020). With the use of this tool, educators can formulate their educational goals in an enjoyable and effective manner.

### Objectives of the Escape Games

The purpose of this escape room scenario is to promote the cultivation of mastic trees as well as other PDO products, to engage young entrepreneurs to follow this cultivation, to promote contemporary application of mastic products e.g. in medicine cosmetics etc.

This Escape Room aims to familiarize the participants with the topic of mastic cultivation and its contemporary application.



It should not be forgotten that the objectives of an Escape Room are above all **fun**. However, Escape Rooms can also be used on an educational level. In this case, the tasks and puzzles during an Escape Room can help the participants to raise their curiosity and interest around a subject, such as agricultural entrepreneurship. Therefore, **a debriefing time** with the participants is essential to discuss the content and the pedagogy of the game.

### Target Group

AGE: 18-35 years old

Group Size: 2-5 participants

Occupation or Current level of employment: mastic cultivation, young entrepreneurs in this industry.



## Step1: The Concept of the Escape Room

### Scenario

Our story begins with you and your siblings who go for holidays in the Island of Chios. In Chios lives the sister of your grandma with her family. All of her family are mastic producers. Mastic is a resin-like droplet obtained from the mastic tree, also known as "tears of Chios", being traditionally produced on the island. As you enter your aunt's house, you realize that she is absent. On the table you can see her pill case closed and you assume that she had not taken her medication. Next to her pill case, you find a note from her daughter. Start reading and the countdown for your quest begins!

### Gameplay

In our escape room, participants are a group of relatives visiting their old grandmother in the island of Chios. They must associate certain clues in the room in order to find where their grandmother is and give her medication. Otherwise, the grandma is in danger.

### A short story on mastic and production

Chios Mastic (resin) is one of the famous Greek protected designations of origin (PDO) product growing mainly in the island of Chios and having form culinary product as well as for pharmaceutical ones ("Μαστίχα η Π.Ο.Π.", n.d.).

Although Pistacia lentiscus is cultivated throughout the Mediterranean region spanning from the Iberian Peninsula to Turkey and Israel, a special variety of schinos (Pistacia lentiscus var. Chia), from which the natural resin or mastic is extracted, is cultivated in the island of Chios, though, and more specifically in its southern part.

Its cultivation has many stages at a yearly basis. The process starts in January with the pruning of bushes and care and lasts until June. Afterwards, the soil near the trunk is cleaned and farmers lay white soil which will hold the resin tears when dripping from the bushes. During July, mastic growers perform the "embroidery" of the tree, a technique performed twice a week for five to six weeks in a row. It is a traditional technique during which farmer carve the trunk and branches of the bush using a sharp tool named "kentos". to release resin tears. The carvings are about 1.5 cm long and 0.5 cm deep. The embroidering procedure starts from the base of the trunk up to each branch). The tears drip down the trunk, solidify and are collected after 15-20 days by using a specific tool called "timitiri". Then, are stored in dry places firstly at the farms of the producers and the cleaning of solidified resins begin. After sieving, farmers clean mastic granules with water and soap. Then farmers clean each granule with a technique named "tsimpima" removing any remaining objects. The cleaning process is completed in premises of The Association of Mastic Producers, with the support of mechanical means. Finally, mastic is classified into different qualities by using color sorters.

Since 2014 UNESCO has placed this traditional harvesting and production procedure of mastic on its Lists of Intangible Cultural Heritage ("UNESCO - Know-how of cultivating mastic on the island of Chios", n.d.). Also, on 2015 Chios mastic products were voted unanimously from Committee for Herbal Medicinal Products (HPMC) of the European Medicines Agency (EMA) as a traditional herbal medicine for coping gastric problems (gastrointestinal disorders eg Crohn's disease, gastritis, ulcers, indigestion eliminating Helicobacter pylori) and for inflammations and treatment of skin wounds ("Mastic Museum", n.d.) ("Mastic Museum", n.d.) (European Union herbal monograph on Pistacia



lentiscus L., resin (mastix), 2015) (Zavos, 2020). Diachronically it has been used also to improve high blood pressure, to regulate blood glucose and have a positive impact in HDL cholesterol and total LDL cholesterol and triglycerides levels. Also, mastic oil can also be used as an ingredient in nutrition supplements ("H Μαστιχα Χίου - Chios Travel Guide", n.d.).

Mastic has also a variety of uses in the food and beverage industry. It is used in alcoholic beverages (mastic liqueur and mastic-flavored ouzo called mastichato) and in non-alcoholic beverages too. Mastic powder is an ingredient in several confectionery and cooking products eg Turkish delights, chewing gums, candies, ice cream sweets, pastries, buns, cookies, ice cream, bread etc ("H Μαστιχα Χίου - Chios Travel Guide", n.d.).

Mastic is also used in the perfume and cosmetics industry (shampoos, soaps, creams shower gels etc). Finally, mastic oil can be used as a paint disperser or coating for varnishes.

## STEP 2: Preparing the Material

### Room Layout

The escape room might be divided into two smaller spaces. The one closest to the entrance is a living room having a table with 2 chairs in its center and a library where the players may see some books and a chest. The second space is a kitchen.



Figure 1 3D view of the room

### Set design

The action takes in a traditional house in Chios, in 2021.



The room must include:

- a table
- two chairs
- a diary
- a note
- a photo album
- a wooden chest
  - two envelopes (to be placed inside the chest)
    - notes on the envelopes
- a smaller wooden chest
- two padlocks with pin in order to lock the chest
- a bookshelf
- kitchen cabinet (it could be an illustration of it)
- 2 products (or illustrations of them)

The idea is for participants to enter the living room of a traditional Chios house and to look around the furniture for clues.

The game begins when all the participants- groups of people enter the house in a typical living room. On the table they may find a note, some photos scattered from the album and a diary. There participants will find a tidy space arranged like a typical office (it will be very good to add basic items such as pens, pencils, folders). They may also find some other house equipment e.g., chairs.

### Installation and Reset:

A preparation time (approx. 30 minutes) and reset time (approx. 30 minutes) is necessary

at the beginning and end of the game to install and then store all the equipment.

The room organization and clue distribution plan can help the game master in the carrying

out of these steps.<sup>1</sup>



<sup>1</sup> Attention!

It is important to check the number of items at the end of the game so that another group can play the game. If necessary, replace broken/destroyed/missing pieces.



## How to set up an Escape Room

### 1st Task:

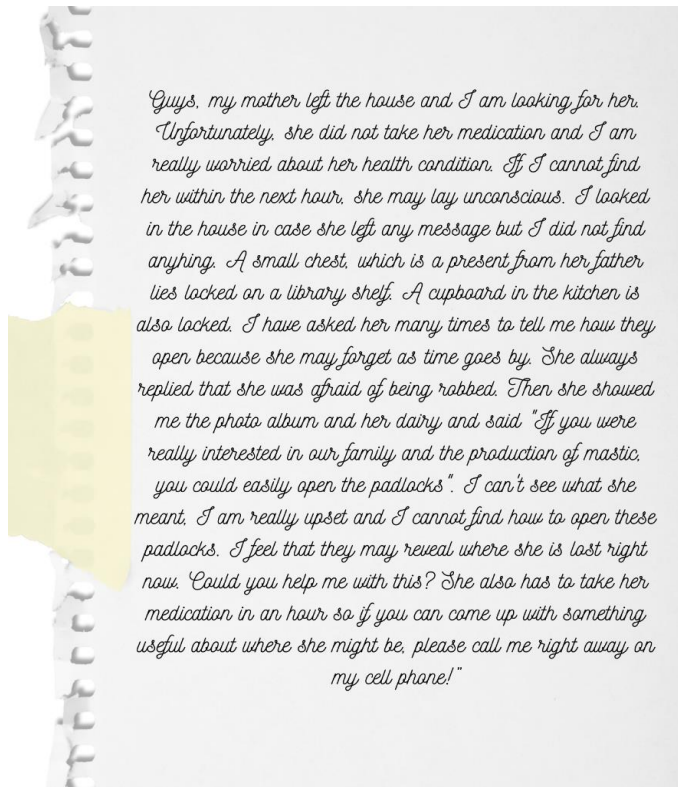


Figure 3 Note that mother has left the house



Figure 4 Sieving the mastic resins

We place the diary, the note and the album on the table in a random position. Next to the table we place the chair(s).

Players must read the diary and to get to know the procedures of mastic production depicted in the photos and associate them with the respective months these procedures take place. After having read the diary of the grandmother, they have to find the right photos and put them in the right order (chronological order). In each photo, the number of the month in which this photo was taken is highlighted so as the players to realize that these number must be related to the chest that unlocks the chest in the library (PIN 137). When they unlock the chest, they may proceed to the next task.

### 2<sup>nd</sup> Task:

Inside the locked chest players may find two envelopes. They must carefully read the note inside and understand that they measure the scratches using a ruler and notice that they have different lengths. Then they will notice that those that are 10 or 15 millimeters have next to the number 6 which is also the first number for the padlock.

Then they will open a second envelope where they will distinguish the clues depicting the foreign materials/dirt from those that depict pure mastic. They will notice that those with mastic have the number 8 on the back which is the second number for the padlock. Finally, they have to notice in the note that the number 2 is highlighted associating with the third number of this padlock's PIN (PIN 682)





We place notes on the envelopes. More specifically, per envelope we follow the following steps:

→ Envelope 1

Inside the envelope, we place a photograph with the tool used for embroidering (figure 4) and a ruler marked at 5,10,15 and 20mm (figure 5). We also have an illustration of a mastic tree where engravings are depicted with some of them marked with numbers



Figure 5 Timitiria embroidery tools

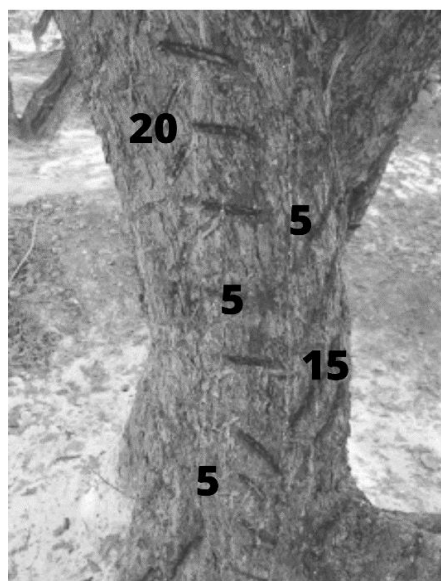


Figure 6 Embroidering

→ Envelope 2

A photo with a sieve is included (figure 7). Moreover, there are 5 smaller two-sided photos, two of which depict dirt (figure 9) and are marked with number 5 on the back side and the rest of three depict mastic resin (figure 8) and are marked with number 8 on the back side.



Figure 7 Mastic sieving



Figure 8 Mastic Resin



Figure 9 Dirt removed from the resin

After having sealed both envelopes we place them into the chest. We lock the chest with a 3-digit padlock (PIN 682) and place it on the bookshelf.

### 3<sup>rd</sup> Task:

Inside the small kitchen organizer fitting 2 jars, the players will find only one 1 jar of mastic with one. On the lid of the first jar, it says "gift for the producer who has been supporting us for so many years". Next to the jar, players will also find a note and after reading it they will understand that the grandmother has taken the jar from the missing position to give it as a gift to that producer. On the missing spot of the organizer there is a catalogue and on it there is a small box with a padlock. The catalogue includes products from both producers. The players must recognize the products of the second producer and sum the price of his products. The result is the pin opening the box (PIN: 131). Inside the box players will find a card writing "we are happy for our new collaboration; I am writing you the phone number and the address where you can find us". That's where the game ends as the players found the phone number and the location of the grandma.

They exit the room to immediately call their aunt.



Figure 10 Kitchen cabinet with two vases with contemporary mastic products



Figure 11 Product Catalogue



### ENDING:

When the participants have solved all the three riddles, they will find where their grandmother is and a phone number to contact this place (and the room will open to let us go and meet the grandma).

### The Necessary Material:

#### Material that has to be printed:

Please check the [Google Drive folder](#) for the material to be printed

- Album photos
  - Photo 1 – pruning
  - Photo 2 – digging
  - Photo 3 picnic with family
  - Photo 4 embroidering
  - Photo 5 mastic liquor
  - Photo 6 tool for embroidering (timitiri)
  - Photo 7 sieve
  - Photo 8 mastic tree
- Kitchen cabinet
- Diary pages
- Note for missing grandma
- Note inside the chest with the envelopes
- Note for task 3

#### Material that has to be added:

- chair
- table
- chest
- lock
- envelopes
- ruler
- vases with mastic
- kitchen organizer with 2 cases
- books (at least 3-4)

#### Set/restart the game:

The diary, the photo album and the note are placed again on the table.

We place correctly the right elements into the two folders, seal them and place them in the chest.

Then we lock the chest.

Lastly, we place the vases onto the kitchen cabinet (illustrations).



TIPS



- We recommend providing two printed versions of all the game supports.
- We recommend to use a desk, a laptop, a smartphone, a hanger with a coat on it and a drawer that you already have. No need to buy new ones just for the game.
- All clues have been designed to be printed in colour.
- The dimensions of the supports are also important. Above all, print well in A4, by choosing the parameter "Actual size" and NOT "Adjust". Some clues may need to be cut, folded...
- The documents can possibly be laminated to guarantee their lifespan between escape game sessions. However, the rendering will be less realistic.
- Attention, when you install the game zone: make sure you remember the location of every clue! This will allow you to follow the progress of the participants during their game and give them the right clues.
- It can be entertaining for players to get confused about certain objects and think that they are clues. Nevertheless, it is advisable to remove books with bookmarks that sticks out to prevent them from disturbing them (annotations, bookmarks, etc.). If this is too constraining, the game master can also alert the players as the game progresses and as they should not touch. Be aware that repeated interruptions may compromise the immersion of the players.
- Players should not have to move heavy loads, it is possible to use light pieces of furniture, trolleys, pouffes, small chairs, fabric...



## STEP 3: Playing the Game

### The Game Master

The Game Master is responsible for the proper implementation of the Escape Rooms. More specifically, s/he is responsible to prepare/restart properly the Escape Room so as for players to be able to start the game. S/he welcomes the players upon entry and immerses them into the game's imaginary world. The Game Master has to follow the players throughout the whole game, assist them, provide hints and advice to them. When the countdown ends, the gamemaster is responsible for debriefing the overall experience of the players and discussing with them the learning goals of their mission.

### Introduction to the Game:

Before entering the escape room, Game Master introduces her/himself to the players and explain her/his role on the game. This person must also provide information about the scenario of the game, answer any relevant questions (without providing any clues) and remain alert in case help is needed.

In case some pf the players have never played in an escae room, game master is responsible to provide information on the scope and function of the escape room such as

- Players have to remain in the room for a given amount of time or less (if they manage to solve the riddle)
- Players must cooperate to solve the riddles. After all escape rooms are fun! The can however if needed divide given tasks.
- Players should be attentive and cause no physical harm

The game master has to confirm that all the participants have understood the scope of the game. Then, s/he lets the fun begin!

### Duration of the game




- ▶ The game master must set the timer for 45 minutes.

### Hints:

1. Every step has to be on a certain month
2. Stitches are 10-15 mm long
3. Discard the dirt from the mastic resin.
4. How many are the suppliers?
5. Check the other chest.
6. Our aunt claimed that mastic is a medicine.
7. Should I stick to contemporary mastic products or more traditional ones?

The end <sup>2</sup>

 <p>When players win</p> <p>Thank God! Take the pill case and run to the supplier! We will call to ask for grandma to wait for you there!</p>	 <p>When players lose</p> <p>Oh my God, we must try again to look for hints in the house where grandma is.</p>
--	---

## Debriefing Questions:

- Did you understand the meaning behind the sequence of numbers that let you unlock the chest (procedure of cultivating mastic)?
- Which are the steps and conditions for mastic cultivation?
- Did you know the applications of mastic resin from antiquity until now?
- Are you aware about ago coops?
- Did you elarn anything new about the coops?

## Evaluation questions:

1. Which of the puzzles were the most obvious or difficult to solve?
2. Did you find that certain association of clues had any sense?
3. Have you ever visited again other escape room?
4. Di you feel confident or stressed during the escape rooms?
5. Do you consider all the team had equal participation to the game? How would you evaluate your contribution on it?
6. Do you find our escape room interesting? Please elaborate on your answer
7. Please suggest any changes or improvements

At this point, the Game Master is encouraged to go through all the riddles and explain their learning objectives, if needed.

The debriefing session should last no longer than one hour.

## References

Martina, R., & Göksen, S. (2020). Developing Educational Escape Rooms for Experiential Entrepreneurship Education. *Entrepreneurship Education and Pedagogy*, 251512742096995. doi: 10.1177/2515127420969957

## Images:

All images were retrieved from unsplash.com or canva.com

---

<sup>2</sup> Attention!

Now the Game Master can explain all tasks and eventually discuss the solutions.