

# ESCAPE THE CLASS

## *The consequences of Human activities in our ecosystem*

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*The creation of a Pedagogical Bag for:* **The Resource Centre of Mataró (CRM)**

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Tots els materials estan disponibles per ser descarregats dins de l’apartat de mediateca del web del Servei Educatiu de Mataró: <https://sites.google.com/a/xtec.cat/se-mataro/recursos-1>

Hi ha un exemplar físic a la Mediateca del CRP Maresme I.

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## **1. INTRODUCTION**

As a student from Blanquerna I have realized my Practicum. But, considering that I am teaching in a school, my timetable did not allow me to stay in a concrete school, and that was the reason why the challenge of a pedagogical bag had been proposed to me. Besides, this article presents the result of my Practicum, which is an Escape the Class for Centre de Recursos de Mataró (CRM).

Nowadays, Escape Rooms are a famous distraction of our daily lives for lots of friends and families. Taking into account that I was totally free when selecting the topic of my pedagogical bag, I decided to create an Escape the class for students of fifth and sixth grade, regarding the importance of gamification in the class and reflecting on the consequences of human activities in our ecosystem, which is the topic of my Escape.

As everybody knows, an Escape Room is a game where the players solve problems while using clues. In addition, players are given a set time limit, in this case one hour, to unveil the secret, finding solutions for the consequences of human activities. In addition, this Escape the Class offers a plot and it has a short video introduction, where two girls explain that they have been kidnaped for a company when they were working on their new project of "Solving the Ecosystem". Thus, that is the reason why students need to find clues and interact with the objects to progress. As the most of the Escapes, stages are needed to be cleared in order to continue with the plot.

Moreover, this article also presents the contents and the methodology of the Escape and finally my opinion about this project.

## 2. A PEDAGOGICAL BAG: ESCAPE THE CLASSROOM

### 2.1. AIM OF THE BAG

Taking into account that a pedagogical bag is a suitcase where you can find different materials related to a specific topic, the aim of this bag is to work the consequences of human activities in the ecosystem, while raising students' awareness of our impact in the environment.

In addition, through the different clues and activities, the students would find some solutions while playing and enjoying themselves. At the same time, a variety of Reading, Writing, Listening and Speaking activities are included to improve students' English skills.

For that reason, by the use of this Escape the class, the teacher could work English at the same time that they are working the natural world.

Thus, the main objectives of the bag are:

1. Present a variety of activities with the material from the bag.
2. Promote the English Language.
3. Give a range of games to consolidate the vocabulary.
4. Provide resources to work on natural world and ecosystem.
5. Develop different skills, such as thinking and communicative skills.
6. Improve cooperative work by involving in the same problem.

### 2.2. COMPETENCES

#### ➤ KEY COMPETENCE

#### ❖ TRANSFERABLE SKILLS

- **Communicative Skills**

- Linguistic and audio – visual:

- Can relate observations, explanations, thoughts, emotions, give accounts of experiences, opinions and develop argument
- Can reflect on how the language functions and on how to use the communicative resources specific of each curricular subject as well as use language as object of observation and analysis.

- Artistic and cultural

- Can apply the techniques, resources and conventions of the different artistic languages.
- Can make use of the aesthetic different resources of production and performance to carry out individual or social artistic activities

- **Methodological Skills**

- Information handling and digital competence

- Can access and communicate information using different supports including ICT tools to learn.
- Can transform information into knowledge activating thinking skills in order to organize, relate, analyze, make inferences and deduct at different levels of complexity

- Learning to learn

- Can handle effectively an array of resources to transform information into personal knowledge.

- **Personal**

- Autonomy, initiative and decision taking

- Can create, initiate, develop and assess individual or collective activities or projects with creativity, confidence, responsibility and critical thinking.

❖ PERSONAL, SOCIAL AND CIVIL SKILLS

- **Knowledge of and interaction with the natural world**

- Can interpret and use the body of knowledge about facts and processes to predict consequences and take reflective action in order to preserve and improve living conditions for one's own, for the others and for the rest of the living things.

➤ **COMPETÈNCIES BÀSIQUES DE LLENGUA ESTRANGERA:**

**Dimensió Comunicació Oral**

- Competència 1. Obtenir informació bàsica i comprendre textos orals, senzills o adaptats, de la vida quotidiana, dels mitjans de comunicació i de l'àmbit escolar.
- Competència 3. Emprar estratègies d'interacció oral d'acord amb la situació comunicativa per iniciar, mantenir i acabar el discurs.

**Dimensió comunicació lectora:**

- Competència 4. Aplicar estratègies per obtenir informació bàsica i comprendre textos escrits senzills o adaptats de la vida quotidiana, dels mitjans de comunicació i de l'àmbit escolar.
- Competència 5. Interpretar els trets visuals, discursius i lingüístics bàsics d'un text d'estructura clara per comprendre'l.

**Dimensió expressió escrita**

- Competència 7. Planificar textos senzills a partir de la identificació dels elements més rellevants de la situació comunicativa.

- Competència 8. Produir textos senzills amb adequació a la situació comunicativa i amb l'ajut de suports.
- Competència 9. Revisar el text per millorar-lo en funció de la situació comunicativa amb l'ajut de suports específics.

#### **Dimensió plurilingüe i intercultural**

- Competència 12. Utilitzar estratègies plurilingües per a la comunicació.

### **2.3. CONTENTS**

#### ➤ CONTINGUTS PRIMERA LENGUA ESTRANGERA CICLE SUPERIOR (5È I 6È).

##### **Comunicació oral**

- Comprensió d'instruccions de treball i d'actuació a l'aula.
- Comprensió i participació en situacions d'intercanvi social a l'aula de textos orals relacionats amb temes curriculars.
- Identificació del lèxic i d'expressions bàsiques d'un tema específic.
- Comprensió global i específica de textos orals de tipologia diversa en diferents suports i formats, i extracció d'informació per a la realització d'una tasca concreta o com a reforç/ampliació dels coneixements.
- Producció de missatges d'intercanvi social a l'aula i relacionats amb contingut temàtic.
- Interès i esforç per comprendre les produccions orals a l'aula.

##### **Comprensió lectora**

- Comprensió d'informacions relacionades amb continguts de diferents àrees curriculars i presentades en diferents suports.
- Estratègies de lectura apreses de les altres llengües del centre que ajuden a la comprensió del text i que permeten la deducció del significat dels mots i expressions (predicció, suposició).
- Lectura de textos de tipologia diversa, en suport paper i digital, per copsar el sentit general i extreure'n informació específica.
- Ús d'eines digitals per a la recerca guiada de la informació en la realització de tasques específiques.
- Interès per la lectura de textos reals i adaptats, com a font d'informació i de plaer.

**Expressió escrita**

- Aplicació dels coneixements sobre el funcionament de la llengua estrangera (lèxics, morfosintàctics i ortogràfics) en la producció de textos escrits.

**Coneixement del funcionament de la llengua i del seu aprenentatge**

- Recursos TAC per al treball de vocabulari bàsic i d'ampliació i d'estructures lingüístiques de la llengua estrangera.
- Formes verbals (present, passat, futur) adequades al tipus de text.

**Educació literària**

- Audició, lectura, memorització i recitació de textos literaris senzills (poemes, cançons, llegendes, refranys o dites).

**➤ CONTINGUTS DE L'ÀREA DE CONEIXEMENT DEL MEDI NATURAL CICLE SUPERIOR (5È I 6È)****Iniciació a l'activitat científica**

- Realització d'un treball d'investigació a partir del plantejament de qüestions i problemes rellevants de l'entorn, mitjançant el treball cooperatiu i a partir de l'experimentació i l'ús de diferents fonts d'informació.
- Cerca i contrast d'informació en diferents suports (lectura de textos científics, d'imatges, gràfics...).

**Les persones i la salut**

- Expressió raonada de les valoracions pròpies i contrast amb les valoracions dels altres sobre decisions que afavoreixen un comportament responsable i saludable.
- Reducció, reutilització i reciclatge de residus. Criteris de separació i selecció.

**El món que ens envolta**

- Valoració d'actuacions que contribueixen a la protecció del medi.

**Persones, cultures i societats**

- Ús de diferents canals per a l'intercanvi d'opinions i difusió d'informacions.
- Valoració de la necessitat d'un compromís per a la resolució de problemàtiques socials.
- Valoració de la viabilitat d'una idea emprenedora per mitjà del treball cooperatiu i utilitzant diferents fonts d'informació.

**Canvis i continuïtats en el temps**

- Valoració de la pròpia història personal i col·lectiva per a la comprensió del passat i del present i la construcció del futur.

## 2.4. VOCABULARY

The vocabulary that children can learn with the resources of this bag is the following:

- **Language of learning:**
  - Key vocabulary: Pollution, Fire – Forest, Deforestation, Global Warming, Ecosystem, Reduce, Reuse, Recycle, Repurpose, Refuse.
  - Key structures: The consequences of human activities in our ecosystem are \_\_\_\_ / The solutions of the problems caused by human activities are\_\_\_\_\_.
- **Language for learning:** It is possible that \_\_\_ is... I think that.... Is the? Yes, it is / No, it isn't, Can you...? Yes, I can / No, I can't, I am not sure but..., Is this a...?
- **Language through learning:** Language coming across when they read, when they write and when they speak about the activities of the Escape the Class.

## 3. THE ROLE OF THE TEACHER

In the bag, there is an envelope with the different clues to help the students during the development of the Escape the Class. In order that the students could obtain these clues, the role of the teacher has to change. For that reason, the teacher would have to hang a necklace, which says *Collaborator: Do you need help?* So, the pupils will be able to ask the teacher for help, but taking into account that if they need to do it, two minutes of the time will be reduced. Depending of the needs of the group, the escape would be more guided or less.

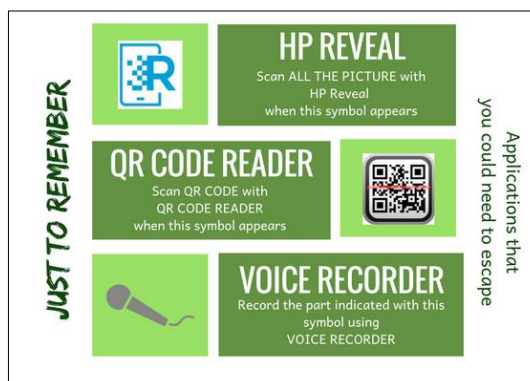
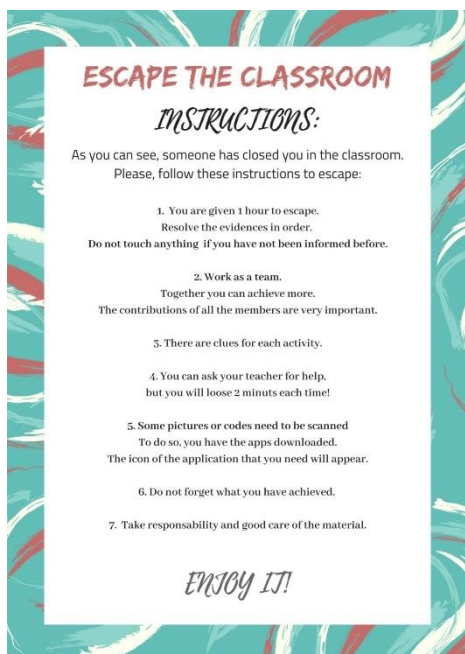




#### 4. ACTIVITIES

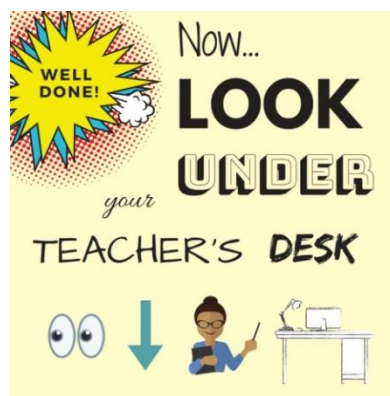
##### 1. AN INTRODUCTION VIDEO AND THE INSTRUCTIONS TO ESCAPE THE CLASS:

<b>Activity:</b> Video and instructions	<b>Session:</b> 1
<p><b>Description:</b> When the students are in the class, they find a video of two girls that have been kidnaped. These girls explain the situation why students need to help them (<i>A company has kidnaped the girls while they were working on their new project of "Solving the Ecosystem"</i>). At the end of the video, students are informed that they have to look for the instructions of the Escape the class and they have also to look for the first clue, which is the newspaper.</p>	
<p><b>Key Competence:</b> Communicative Skill</p>	
<p><b>Skills:</b> Listening and Reading</p>	
<p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>- The video projected on the board</li> <li>- The instructions of the Escape the class</li> <li>- The applications which they are going to need during the Escape.</li> </ul>	
<p><b>Communication:</b></p> <ul style="list-style-type: none"> <li>• <b>Language of learning:</b> <ul style="list-style-type: none"> <li>○ <u>Key vocabulary:</u> Pollution, Global Warming, Deforestation, Fire – forest, Ecosystem.</li> <li>○ <u>Key structures:</u> A better world is possible / We have been kidnaped</li> </ul> </li> <li>• <b>Language for learning:</b> Please / Can you help us? / What do we have to do? / I think that.../ The first activity is...</li> <li>• <b>Language through learning:</b> Language coming across when they watch the video and read the instructions.</li> </ul>	




2. ORGANIZE AND SCAN THE NEWSPAPER WITH HP REVEAL. LOOK UNDER THEIR TEACHER'S TABLE

<b>Activity:</b> Newspaper	<b>Session:</b> 2
<b>Description:</b> In order to work the simple past tense, a broken newspaper has presented to the students. The new explains the situation of a fire – forest occurred some years before. The students have to organise the new and read it out loud. Then, they have to use HP Reveal application to scan the newspaper and continue working.	
<b>Key Competence:</b> Communicative Skill	
<b>Skills:</b> Reading	
<b>Materials:</b> <ul style="list-style-type: none"> <li>- A broken newspaper</li> <li>- HP Application</li> <li>- Ipad</li> </ul>	
<b>Communication:</b> <ul style="list-style-type: none"> <li>• <b>Language of learning:</b> <ul style="list-style-type: none"> <li>○ <u>Key vocabulary:</u> Fire – Forest, Ecosystem, Environment, weather, human activity.</li> <li>○ <u>Key structures:</u> Simple past tense.</li> </ul> </li> <li>• <b>Language for learning:</b> It is possible that ___ is... I think that.... Is the? Yes, it is / No, it isn't, Can you...? Yes, I can / No, I can't, I am not sure but..., Is this a...?</li> <li>• <b>Language through learning:</b> Language coming across when they read and organise the newspaper.</li> </ul>	



## 3. A LETTER WITH SOME MISTAKES

<b>Activity:</b> Letter	<b>Session:</b> 3
<p><b>Description:</b> Under the teacher's table, students will find a folder with a letter and a small cardboard inside. The cardboard are the solutions of the mistakes found, which have a relation with some symbols. This letter has some mistakes to correct using an ultraviolet light and a poster which is inside the class. To do so, students have to light some symbols of the poster, that's ones related with the symbols that appear on the cardboard. Furthermore, the letter gives them more information about the company that has kidnaped the girls. The word that they will obtain when correcting the mistakes is Bag Brunt.</p>	
<p><b>Key Competence:</b> Communicative Skill</p>	
<p><b>Skills:</b> Reading and Writing</p>	
<p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>- Letter</li> <li>- Ultraviolet light</li> <li>- Cardboard with solutions and symbols</li> <li>- Poster with symbols</li> </ul>	
<p><b>Communication:</b></p> <ul style="list-style-type: none"> <li>• <b>Language of learning:</b> <ul style="list-style-type: none"> <li>○ <u>Key vocabulary:</u> Fire – Forest, Global Warming, Pollution, Ecosystem, Deforestation.</li> <li>○ <u>Key structures:</u> comparative (the best - cheaper) / past tense (burnt – wasn't) / adjectives (high) / future tense (will) / plural (these).</li> </ul> </li> <li>• <b>Language for learning:</b> Which is the symbol that...? / How we correct this mistake?</li> <li>• <b>Language through learning:</b> Language coming across when they read the letter.</li> </ul>	



THE COMPANY OF PLASTIC AND PAPER BAGS

**Dear Mr. Luigi**

Welcome to our company. We have received your CV to work with us. As you should know, we are **the better** company in plastic and paper bag.

There is some information about us that you should know, but be careful; this information is confidential, so you cannot share it with anyone else.

On one hand, some years before we **burn** a forest to construct our factory. Citizens thought that it was unintentional, but it **weren't**. So, we were responsible of the **fire-forest** and the **deforestation** of the zone. This is our secret.

On the other hand, our plastic and paper bags cause **low pollution**. It's true that, in the future we **are** sustainable, but at the moment we **would increase** global-warming levels.

For us, make plastic and paper bags are **more cheap** than bags of clothing. Although, we are aware that clothing bags are the best for our **ecosystem**.

In general, **this** are our principal secrets. Now, you are part of the team. Move very carefully, you could be discovered.

Sincerely,

Ms. Angélique J.P.  
Managing Director of BB

**CORRECT**  
the errors  
and use  
**Ultraviolet**  
light

<b>The better</b>	Good		The best	
<b>Burn</b>	Burnt		Burned	
<b>Weren't</b>	Were		Wasn't	
<b>Low</b>	Good		High	
<b>Are</b>	Will be		Were	
<b>Would increase</b>	Rises		Are rising	
<b>More cheap</b>	Cheaper		Expensive	
<b>This</b>	These		It	



4. LISTENING THE NEWSCAST

<b>Activity:</b> Logo Bag Brunt – The news	<b>Session:</b> 4
<p><b>Description:</b> When the students scan the logo of Bag Brunt with HP Reveal, a newscast is going to appear. This program informs that a confidential folder, with the profiles of the people in charge of the company, responsible for the fire – forest from some years ago, is lost. The folder contains 3 profiles o man and 2 of woman matching the characteristics of the suspects. It is important to highlight that in the class there would be more than one logo, giving the students more than one answer and promoting their thinking skills.</p>	
<p><b>Key Competence:</b> Linguistic and audio - visual</p>	
<p><b>Skills:</b> Listening</p>	
<p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>- Video – The newscasts</li> </ul>	
<p><b>Communication:</b></p> <ul style="list-style-type: none"> <li>• <b>Language of learning:</b> <ul style="list-style-type: none"> <li>○ <u>Key vocabulary:</u> Fire – Forest, Global Warming, Pollution, Ecosystem, Deforestation, suspect, wanted, confidential folder.</li> </ul> </li> <li>• <b>Language for learning:</b> A confidential folder is lost / Scanning the paper /</li> <li>• <b>Language through learning:</b> Language coming across when they listen the newscast.</li> </ul>	



5. A CONFIDENTIAL FOLDER

<b>Activity:</b> A confidential folder	<b>Part of the activity:</b> 5
<p><b>Description:</b> In the confidential folder, the students find 5 profiles with different characteristics of each suspect. The students have to compare the description of each suspect with the characteristics written on the wanted paper. Then, they have to put the final suspect behind the wanted paper and scan them together, to get more information about the following activity.</p>	
<p><b>Key Competence:</b> Communicative Skill</p>	
<p><b>Skills:</b> Reading</p>	
<p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>- Confidential folder</li> <li>- 5 profiles of suspects</li> <li>- A wanted cardboard</li> </ul>	
<p><b>Communication:</b></p> <ul style="list-style-type: none"> <li>• <b>Language of learning:</b> <ul style="list-style-type: none"> <li>○ <u>Key vocabulary:</u> Height, weight, age, polluting, short, straight,</li> <li>○ <u>Key structure:</u> comparatives (taller than, less than, older than)</li> </ul> </li> <li>• <b>Language for learning:</b> It is possible that ___ is... I think that.... Is the? Yes, it is / No, it isn't, Can you...? Yes, I can / No, I can't, I am not sure but..., Is this a...?</li> <li>• <b>Language through learning:</b> Language coming across when they read each description.</li> </ul>	



## 6. LET'S PLAY

<b>Activity:</b> Let's play - Scrabble	<b>Part of the activity:</b> 6
<p><b>Description:</b> The picture of the crossword board will appear when the students scan the final profile. Next to the crossword board, they will also find an envelope with some scrabble words and with some definitions / clues to answer. They will have to think about each solution and put the words on the board, because there are three boxes painted with a different color. The students will have to look these boxes carefully, so they are the key to open the lock of the next activity, which is a box with something inside.</p>	
<p><b>Key Competence:</b> Communicative Skill</p>	
<p><b>Skills:</b> Reading, matching, writing.</p>	
<p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>- Crossword board.</li> <li>- Scrabble words</li> <li>- Definitions / clues</li> </ul>	
<p><b>Communication:</b></p> <ul style="list-style-type: none"> <li>• <b>Language of learning:</b> <ul style="list-style-type: none"> <li>○ <u>Key vocabulary:</u> Fire – Forest, Pollution, Global Warming, Deforestation, Ecosystem</li> </ul> </li> <li>• <b>Language for learning:</b> It is possible that ___ is... I think that.... Is the? Yes, it is / No, it isn't, Can you...? Yes, I can / No, I can't, I am not sure but..., Is this a...?</li> <li>• <b>Language through learning:</b> Language coming across when they play.</li> </ul>	

## 7. A DIFFERENT SONG.

<b>Activity:</b> Song	<b>Part of the activity:</b> 7
<b>Description:</b> When the students guess the combination number, the box will open. In the box they will find a paper with a Pen drive, that they will have plug into the USB port on their computer. Then, they will have to listen the song and fill in the gaps of the paper given.	
<b>Key Competence:</b> Communicative Skill	
<b>Skills:</b> Reading, listening, writing.	
<b>Materials:</b> <ul style="list-style-type: none"> <li>- Pen drive – song</li> <li>- A paper with the song written it.</li> <li>- Computer</li> </ul>	
<b>Communication:</b> <ul style="list-style-type: none"> <li>• <b>Language of learning:</b> <ul style="list-style-type: none"> <li>○ <u>Key vocabulary:</u> Fire – Forest, Pollution, Global Warming, Deforestation, Ecosystem, Reduce, Reuse, Recycle, Refuse, Repurpose, Five.</li> </ul> </li> <li>• <b>Language for learning:</b> It is possible that ___ is... I think that.... Is the? Yes, it is / No, it isn't, Can you...? Yes, I can / No, I can't, I am not sure but..., Is this a...?</li> <li>• <b>Language through learning:</b> Language coming across when listening the song.</li> </ul>	

## 8. SINGING THE SONG AND FINDING THE STARS

<b>Activity:</b> Sing	<b>Part of the activity:</b> 8
<b>Description:</b> Coming to the end and in order to promote students' speaking, in this activity they would have to record their voice, singing a part of the song, indicated with a microphone. At the same time, when they have used the voice recorder, they would have to look for the 5 stars (5 R) and put them in order (they have this instruction highlighted in the song with a different color).	
<b>Key Competence:</b> Communicative Skill	
<b>Skills:</b> Speaking, reading	
<b>Materials:</b> <ul style="list-style-type: none"> <li>- Pen drive – song</li> <li>- A paper with the song written it.</li> <li>- Ipad – voice recorder</li> <li>- 5 stars</li> </ul>	
<b>Communication:</b> <ul style="list-style-type: none"> <li>• <b>Language of learning:</b> <ul style="list-style-type: none"> <li>○ <u>Key vocabulary:</u> Fire – Forest, Pollution, Global Warming, Deforestation, Ecosystem, Reduce, Reuse, Recycle, Refuse, Repurpose, Five.</li> </ul> </li> <li>• <b>Language for learning:</b> It is possible that ___ is... I think that.... Is the? Yes, it is / No, it isn't, Can you...? Yes, I can / No, I can't, I am not sure but..., Is this a...?</li> <li>• <b>Language through learning:</b> Language coming across when singing the song.</li> </ul>	

If they put the stars in order, the sentence: *look up these words in a dictionary* will appear. For that reason, when the students look for their definition, they will find a key inside the dictionary, to escape the class.



## **5. CONCLUSION**

First of all, it has been a great opportunity to create resources by myself, spending lots of hours thinking and dreaming about the final result. Thus, it has been a pleasure for me because the variety of tasks provide me many benefits as a teacher.

I think that it is a project that all the University students should experience, because it is a different and a creative way of being a teacher. On one hand, it is an opportunity to meet and learn more about a pedagogical resource centre, working together and looking for special projects.

In relation with this, I have to highlight that the Centre, in this case “Centre de Recursos Pedagògics de Mataró”, allows me to act freely, so I could develop my own ideas and choose the topic. For that reason, I felt motivated during the process and I improved my skills when making mistakes and finding new activities.

To sum up, this pedagogical bag has been a challenging goal, which arouse my curiosity and convey my confidence. Nowadays, I could say that creating materials for different schools it is an aspect that I would like to bear in mind in my future as a teacher.

Finally, I want to thank the people involved during the process, sharing my ideas and giving me this good opportunity, specially to Albert, my tutor, who guides me during these months, and also my family, who hold my hand and give me their best council in the worst moments. I worked hard to achieve a good result and I think I reach it. I hope that schools would enjoy and learn by doing this Escape.