



# ***The Great Escape:***

***Using Digital Escape Rooms in Today's Classroom***

APRIL 12, 2023



# *Agenda*

- Basics of digital escapes
- Sample lock
- Tips for Facilitating
- How to Scaffold
- Game Time!
- Digital Resources
- Q & A



# *The Basics*

- What **IS** it?
  - Online version of a physical escape room
  - Teams work together to discover clues and solve puzzles
  - Goal is to progress through a series of locks in a limited amount of time
  - Collaborative, challenging, engaging
  - Complements concepts being learned in class
  - Review, reinforcement, formative assessment
- It **ISN'T**...
  - An online worksheet



# Sample Lock:

<https://tinyurl.com/SampleLock>

## Lock Setup/Story

Dr. Scarcity has her bags packed and is ready to flee the country! You need to figure out where she's headed before it's too late! Hint: FLAG her down or you're all going to be stuck here from top to bottom!



Clue

Class | Classe  
**FIRST CLASS / PREMIÈRE CLASSE**

Flight & Date | Vol et date      Gate | Porte      Seat | Place  
**October 1 2020      A12      26B**

Boarding time  
Heure d'embarquement      ▶      **01:00am**

From | De      To | Destination  
**PHL      MUC**

Name | Nom      Airline use | À usage interne  
**SCARCITY      0081A      AAC27670**

Boarding Pass | Carte d'accès à bord  
→ musicalairport.com

**AA**

Name | Nom  
**SCARCITY**

Seat & Class | Place et classe  
**26B      A**

To | Destination  
**MUC**

Remarks | Observations



Enter Your Combination



# *Tips for Facilitating*

- Publish game link on a class website (central location, easy to access)
  - <http://tinyurl.com/drscarcity>
- Pairs are ideal
  - Working solo eliminates collaboration
  - Groups of three create a free rider scenario
  - Breakout rooms can be used in a virtual setting
- Hint card may help students that struggle



# *Benchmarks Addressed*

Game addresses high school benchmarks but can be adjusted for middle school

## Benchmarks: Grade 12

At the completion of Grade 12, students will know the Grade 4 and Grade 8 benchmarks for this standard, and also that:	At the completion of Grade 12, students will use this knowledge to:
1. Demand for a product changes when there is a change in consumers' incomes, preferences, the prices of related products, or in the number of consumers in a market.	1. Predict the change in demand for a particular brand of jeans when an extensive ad campaign for the brand targets teenagers, their allowances double, the price of other pants increases, or jeans become a popular item among adults.
2. Supply of a product changes when there are changes in either the prices of the productive resources used to make the product, the technology used to make the product, the profit opportunities available to producers from selling other products, or the number of sellers in a market.	2. Predict the changes in supply and market price for new cars when the cost of labor increases, more robotics are used to produce cars, the prices of trucks rise, or when the number of car manufacturers decreases.
3. Changes in supply or demand cause relative prices to change; in turn, buyers and sellers adjust their purchase and sales decisions.	3. Identify products used in household production that have become more or less expensive (compared to other products) as a result of changes in supply and demand and explain how the price changes affected production and consumption decisions in the household.
4. Government-enforced price ceilings set below the market-clearing price and government-enforced price floors set above the market-clearing price distort price signals and incentives to producers and consumers. Price ceilings can cause persistent shortages, while price floors can cause persistent surpluses.	4. Describe what is likely to happen if the government imposes a price ceiling on gasoline and a price floor on milk.



# *What If?*

- **What if technology breaks?** Encourage students to discreetly record their solutions in case they need to refresh the page.
- **What if students cheat?** Avoid prizes as an incentive and require students to submit a student handout (<https://tinyurl.com/drscarcitystudenthandout>)
- **What if I don't have enough computers?** Cell phones work great, and students are used to staring at a small screen.
- **What if some students fly through the challenges while others struggle?** Set the “no man left behind” mentality; high-flyers can assist other pairs with getting unstuck. Reflection questions specific to the content are another option.



# *Strategies for Scaffolding*

- **Before** the Game: **Doodle Notes**
  - Combination of purposeful coloring, doodling, customized student tasks, and specially designed visual triggers
  - Like graphic organizers or guided note sheets but with some upgrades
  - Notes that include vocabulary, key concepts, examples, a variety of input, visual analogies, strategic design and flow
  - <https://tinyurl.com/econdoodlenotes>





# *Strategies for Scaffolding*

- **During the Game: Student Handout**
  - Step-by-step instructions for each lock
  - Extra visuals and hints
  - <https://tinyurl.com/econstudenthandout>



# *Two Versions of the Game*

- One without scaffolding: [tinyurl.com/drscarcity](https://tinyurl.com/drscarcity)
- One with scaffolding: [tinyurl.com/drscarcity2](https://tinyurl.com/drscarcity2)
- Differences are subtle; can strategically assign different versions within the same class



# *Game Time!*

## The Process:

- You'll be placed in breakout rooms (groups of 4 or 5).
- Decide which version of the game you'd like to play.
  - Both game links will be sent in the chat.
- One group member should share their screen and open the game.
- You'll have **15 minutes** to get situated and work through the first lock (or more!).



# ***Link to Additional Games***

<https://tinyurl.com/econdigitalescapes>



# *Digital Resources*

- Free platform: Google Forms
  - Sample: <https://tinyurl.com/drscarcity3>
- Paid platform: breakoutedu.com (individual and sitewide licenses available)
  - You do not need an account to access today's games.
- Digital Resources for Digital Breakouts: [bit.ly/tools4DBO](http://bit.ly/tools4DBO)
- Virtual workshop on physical escape rooms:  
<https://www.econedlink.org/resources/escape-rooms-in-the-classroom/>



# *Where to Start*

- Brainstorm a mission/theme
  - Dr. Scarcity and her evil plots
- Choose which economic concept(s) to cover
- Break it down into 3-5 challenges
  - What do your students need to know, understand, and do?
  - Consider a silly lock (provides a nice brain break)
- Browse digital resources for inspiration
- Create locks in PowerPoint then save as an image; upload onto platform of your choice

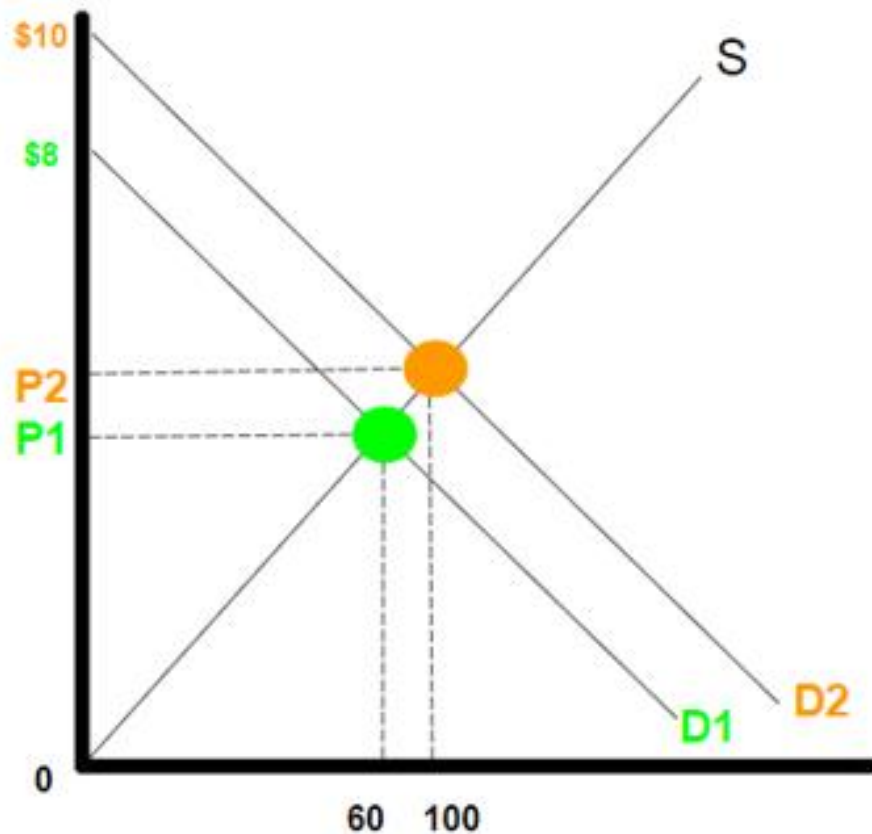
**First digital escape will be very time consuming!**



***All Links to the digital resources in the slides that follow can be found here: [bit.ly/tools4DBO](https://bit.ly/tools4DBO)***



# Fake Receipt Generator



1. Calculate the area of **producer surplus**.
2. Calculate the area of **consumer surplus**.
3. Calculate the area of **total surplus**.
4. **Demand increased**. Calculate the **change** in total surplus.

WHERE COFFEE IS ALWAYS IN DEMAND	
HOW YOU BREWIN? 1 JAVA WAY NEWARK DELAWARE 19711	
-----	
CASHIER: JOE BEANS CUSTOMER: DR. SCARCITY	
-----	
PURCHASE:	
HOT COFFEE	\$1.00
BAGEL W/ CREAM CHEESE	\$2.00
-----	
+%	TAX: \$0.00
-----	
TOTAL: \$3.00	
-----	
PAYMENT METHOD: CREDIT CARD TRANSACTION #1609133448 -001 DATE: 8/15/2020 11:46:27 AM	
ALL SALES FINAL	
THANK YOU	

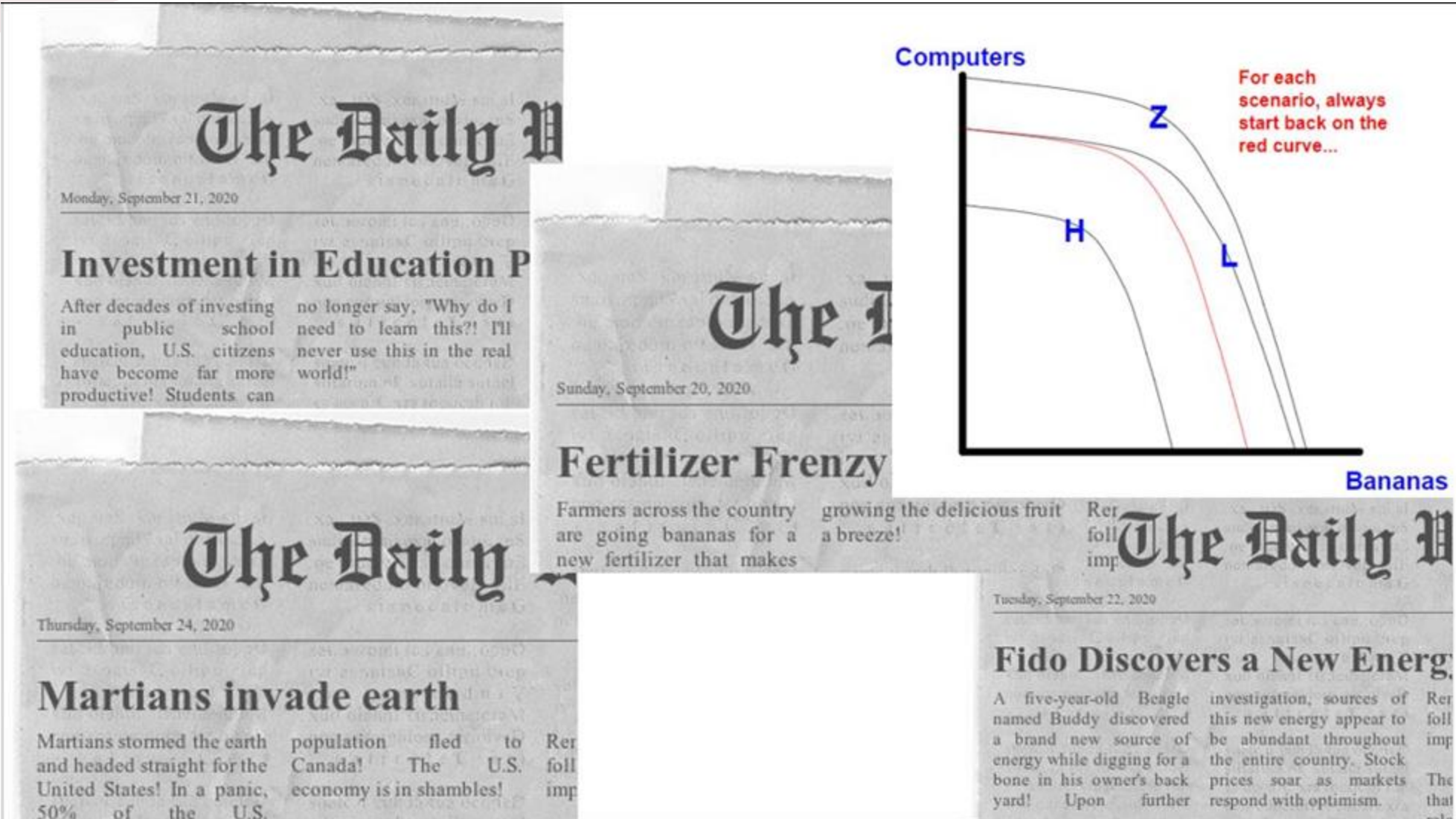
  

WHERE COFFEE IS ALWAYS IN DEMAND	
HOW YOU BREWIN? 1 JAVA WAY NEWARK DELAWARE 19711	
-----	
CASHIER: JOE BEANS CUSTOMER: DR. SCARCITY	
-----	
PURCHASE:	
HOT COFFEE	\$2.00
PUMPKIN SCONES	\$2.00
-----	
+%	TAX: \$0.00
-----	
TOTAL: \$4.00	
-----	
PAYMENT METHOD: CREDIT CARD TRANSACTION #1609133515 -001 DATE: 8/20/2020 10:15:27 AM	
ALL SALES FINAL	
THANK YOU	





# Fake Newspaper Clipping



# *Fake Text Message Conversations*

The image shows a screenshot of a text message conversation on the left and a line graph on the right. The text messages are from a character named 'Schmoopsy Pool' and are about losing a job and finding it difficult to get hired. The line graph shows the unemployment rate in the U.S. from December 2019 to November 2020. The rate starts at approximately 3.5% in December 2019, rises to 14.7% in April 2020, and then gradually declines to 6.7% by November 2020. A shaded area on the graph indicates the recession period from February 2020 to the end of the data in November 2020.

**Text Message Conversation:**

Mommmmm!!! Are you busy? I need to vent!

My poor little Schmoopsy Pool! What's going on? Did you lose your favorite stuffed animal again?

No, mom! Good gravy! I should be heading on winter break soon, but noooooo, I had to get fired for stealing that coffee pot. smh.

Oh, schmoopsy poo, you'll find a job in no time! Any employer would be crazy not to hire you!

But Mommmmm!!! I'm competing with 10.7 million other unemployed people! It's just hopeless!

Cheer up, Schoopsy Pool! THINK ABOUT HOW BIG THE LABOR FORCE IS. You'll be back to employed in no time!

**Unemployment Rate Graph:**

Month	Unemployment Rate (%)
Dec 2019	3.5%
Jan 2020	3.5%
Feb 2020	3.5%
Mar 2020	4.0%
Apr 2020	14.7%
May 2020	13.3%
Jun 2020	11.1%
Jul 2020	10.2%
Aug 2020	8.4%
Sep 2020	7.9%
Oct 2020	6.9%
Nov 2020	6.7%

Source: U.S. Bureau of Labor Statistics

**Unemployment Rate Formula:**

$$U = \frac{\text{Unemployed People}}{\text{Labor Force}} \times 100$$

# Rebus Generator

<p>store -sto+ vhs h=i+ cd c=e</p> <p>a+ pray -ay</p>	<p>car r=s+h cd c=a dance d=v</p> <p>a+ pray -ay</p>
<p>date d=l</p> <p>knife -kni+e</p>	<p>ny y=e+w bath -th+ dance d=l</p>
<p>chat -at+ ear r=p+e+ star -ar</p> <p>p+ up p=r chat t=s+e</p>	<p>man a=i+ ski -sk+m+ up p=m</p> <p>die i=u</p>
<p>bath -th+ dance d=l</p> <p>t+ rat t=n+ vhs -vh+f+ tiger -tig+s</p>	<p>pray -ay+ tv t=e+i+ bus b=o</p> <p>baby -by+ dance d=l</p>

# *Fake News Headlines*

**Lock Clue:** Hopefully, your answers to these questions will ADD UP, so you can unlock the next challenge...

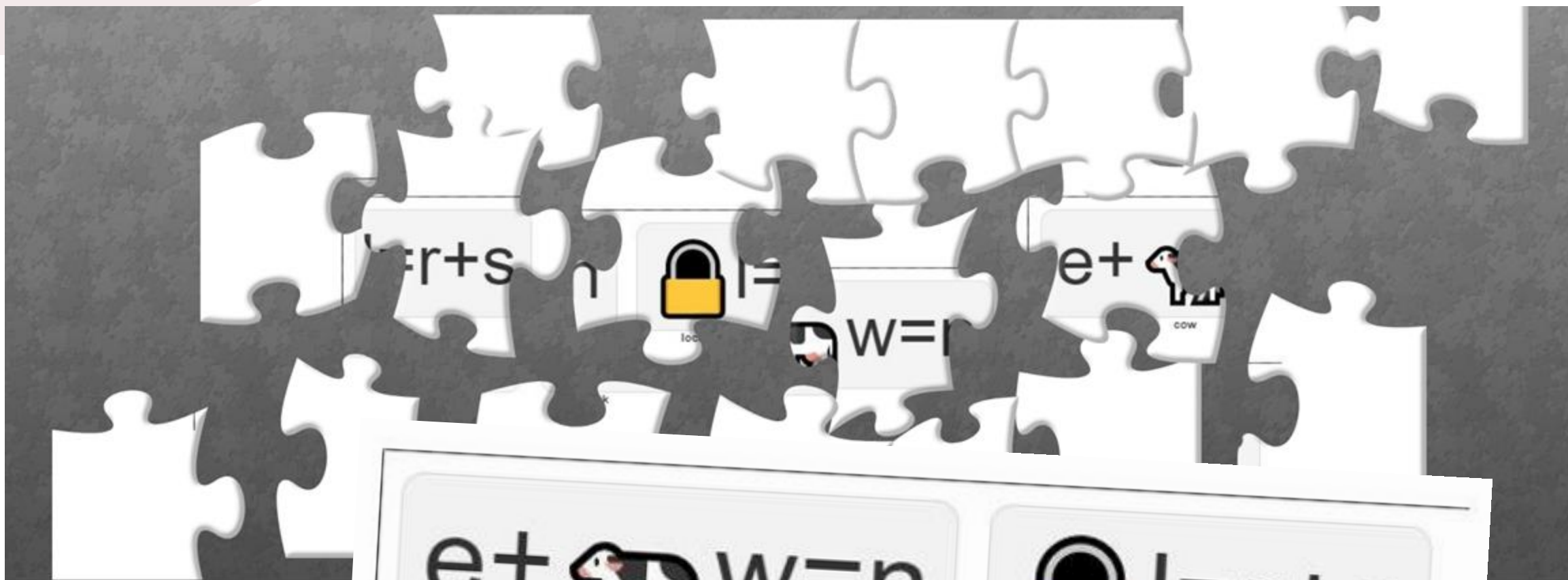


**Each cup of coffee costs \$2.**

# cups	Total Utility	Marginal Utility
0	0	
1	5	
2	8	
3	10	
4	11	
5	9	

1. What is the marginal cost of coffee?
2. Calculate marginal utility for each cup of coffee in the table.
3. How many cups of coffee has Dr. Scarcity had today?
4. Use marginal analysis to help Dr. Scarcity discover how many cups of coffee will maximize her utility.

# *Jigsaw Puzzle Generator*



# *Questions?*

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