**Title**: Halloween Escape Room

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**Short description**: This learning activity is a guide to creating a Halloween Escape Room, fostering intercultural bonds, and allowing students to use prior knowledge (fairy tales, writers…) or do some research. It is meant to be motivational, fun and mind-challenging activity for students aged 11 to 18.

**Language activity designed for**: English, adaptable to any language.

**Age group:** 11-18

**Level**: B1, B2

**Learning outcomes**:

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| **Intercultural Competence**  Recognise different intercultural realities | Learners will be able to   * relate their culture of origin to other cultures, being flexible regarding their point of view and cultural value system * question stereotypes towards other peoples, communities and cultures * develop civic and ethical attitudes and values in line with multicultural understanding |
| **Reading comprehension** | * interpret explicit and implicit information in different types of text |
| **Written interaction** | * understand messages and identify appropriate responses, mobilising prior knowledge |
| **Strategic competence** | * work in groups, showing emotional intelligence in familiar and new situations * interact with others, asking for clarification and/or repetition, accepting constructive feedback in order to achieve the proposed objective * conduct research autonomously * carry out self and peer-assessment activities |

**Skills**: Reading, Interaction, Vocabulary, Mediation, Intercultural.

**ICT tools used**: Genially ([link](https://view.genially.com/6708f786f2078b2a7e49805a/interactive-content-halloween-escape)) or any other interactive and gamified escape room makes; Google forms.

**Duration in minutes**: 60-90 minutes.

**Timing**: Over 2 lessons, during Halloween’s week.

**Description of each stage of the activity**:

1. Click on the link for the [Halloween Escape Room](https://view.genially.com/6708f786f2078b2a7e49805a/interactive-content-halloween-escape).
2. Going through the activity in groups.
3. Completing the self- and peer-assessments (see at the end).

**Potential challenges/problems**: the group not bringing a laptop; Wi-Fi system down; poor digital literacy skills…

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| **Self-assessment**  *Question exit cards:*  Learners answer to prompts, such as:  Which stereotype struck me most?  How did I feel this activity has or hasn’t changed your point of view on other cultures?  Can I use digital research tools on my own?  What can I do better next time?  … |

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| ***Peer assessment card***  *Please assess your classmates’ performance in the escape room activity*  *(✨ Try harder /* ✨✨✨✨✨Well done!) | ✨✨✨✨✨ |
| My classmates can work well in a group |  |
| They can express their ideas clearly |  |
| They can repeat an idea when it is not very clear |  |
| They can interact kindly and respectfully with one another |  |
| Next time they can/could … | |

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