



Escape game

Puzzles and conception

Context

This escape game can be played after the video game or independently. In this document, we will only discuss the creation of the Escape Game. For more information on integrating the video game into your teaching approach, please refer to the dedicated document.

Global explanations

This Escape Game is designed to be played in a physical room: it is not intended to be played online, remotely or as a board game. We will go through the different steps involved in creating it, offering you several alternatives (when it is possible), depending on the equipment you have at your disposal!

Our aim is to offer an Escape Game that can be played with very limited resources, in order to make it accessible to as many people as possible.



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Phase 1: Introduction and backstory

Steps 1 & 2: The context and stakes

Once you have finished the briefing, during which you will explain the safety measures to your participants, you can finally move on to this stage, which marks the start of the Escape Game.

This phase serves as an introduction to the scenario. The GM will summarise for the players what they should know of the story, mostly from the video game, which takes place chronologically right before the Escape Game. This stage is very important: even participants who have played the video game may have forgotten some elements, which could hinder their ability to fully understand and complete the Escape Game.

- **Material needed**

- **Presentation guidelines:** The GM is expected to be overwhelmed by the scenario and the “technical” aspects of social media, which is why they will rely on the participants to solve the enigmas. Feel free to exaggerate the stereotype of the youth worker or teacher who isn't confident or competent with computers or social media.
- **Optional set-up to add immersion:** The GM can set up the room with additional decor, props and hiding spots to place the documents and annexes in, related to the story and characters. For example:
 - A bioengineering textbook with sticky notes.
 - A small lab notebook with sketches of implants or cybernetic ideas.
 - An internship acceptance letter from a bioengineering company.
 - An infographic poster about “Hyperconnectivity in 2056”.
 - Labelled folders and drawers such as “Investigation data” or “Biochemistry & engineering drafts”
 - Sticky notes with remarks such as “How to set a safe password”, “Protecting your digital footprint”, “Should we expose or report?”

- On the computer, empty folders and locked files named: “Implant upgrade logs”, “Research diagnostic report”, “Instaholo source code”, “DigiCityNet Terms & Conditions”
- **Annex 8 - Tips & tricks about key concepts.**

- **Instructions**

To ensure proper understanding of key digital concepts that some participants may not be familiar with and to include some immersive elements regarding the DigiCityNet company, netiquette rules and relevant policies, the GM can print, cut and place each section from “**Annex 8 - Tips & tricks about key concepts**” across the room. They will appear as red herrings while adding context and key definitions. These elements should be placed randomly and be available from the beginning of the game.

For the introduction, we have provided a suggestion on the next page, as a text that you can read to your participants. Feel free to adapt it as you wish, but it is important not to forget the key information highlighted in bold.

Welcome, dear students! I've called you here today to ask you for a favour.

You may have heard that, following **the recent upgrade of the DigiCityNet cybernetic implant, which enhances connectivity**, many people have had their information compromised and their accounts hacked.

One of my bioengineering students, Quinn, has been the target of a strange defamation campaign, as someone posted incriminating pictures and posts of her befriending and praising an extremist group, which caused her to **receive a wave of attacks and accusations, which could cost her an internship** she'd planned with a prestigious company. It has now been proven that **she has been hacked and those photos were completely fake**, manipulated and posted by someone else on her account. I have no idea how one would do that, as **I'm not really good with digital matters or social media**, but I've been involved in investigations before and proposed my help, so she and her friends have asked me to **help bring justice for her and find out who targeted her**.

That is why I need your help to investigate the situation, analyse the data I've received from Quinn and her friends, and **find out the hacker's identity, so we can expose them and prevent more harm from being done** to Quinn and others. I assumed you'd be more aware of digital safety measures and social media behaviours than I am, so I hope you'll be able to solve it quickly.

Because, see, now that the hacker knows that people have evidence of the posts being fake, **they'll likely try to delete the evidence and could continue on to target other people**. It could happen **within the next 45 minutes**, as these things apparently happen quite quickly, so we need to find them before then.

I'm unsure of where to start and of which data to focus on... But if you're able to solve this mystery, I will provide you with the last lecture that you need to successfully complete your degrees, and I will be eternally grateful, as I am sure Quinn and any other potential victims of this culprit would be as well.

So... Can you help me?

Phase 2: Tracking the source

Step 1: The digital footprint

The participants are in the room and must now confront the various elements of the game in order to move forward. The key element for moving on to the next stage is the action of unlocking the computer.

- **Material needed**

- A laptop or desktop computer with accessories (keyboard & mouse)
- Adhesive paper (e.g. Post-it or sticky note)
- Coloured markers.
- Tape (preferably not transparent).
- A printer with A4 paper.
- A pair of scissors.
- Annex 1 - Lockscreen wallpaper
- Annex 2 - Computer password

- **Simple instructions**

1. On an adhesive paper, write the following code: **5** (in blue) **2** (in red) **9** (in purple) **8** (in green). Make sure that the colours of the numbers are clearly recognisable, especially if you are using adhesive paper such as Post-it notes, which are often coloured themselves.
2. Place the adhesive paper under the computer (if laptop) or under the keyboard (if desktop).
3. Write "Not a game element" on some tape and place it on the computer's power cables and accessories to avoid any confusion or manipulation by players that could compromise the devices.
4. On the computer, configure the lock screen wallpaper using the "**Annex 1 - Lockscreen wallpaper**"

If you are using the 'simple' version of this step, perform the following task (5). Otherwise, skip to the advanced option with task 6.

5. On the computer, set the unlock password to: **2859**

- **Advanced instructions**

6. In a book placed next to the computer or (more complex) in a library, print and cut out the table in the "**Annex 2 - Computer password**"

7. On the computer, set the unlock password to: **BB9-H3R-C3P-Z3R**

Step 2: Finding the culprit

Participants will have to cross-reference data sets in order to discover the identity of the culprit. Unlocking the computer will be essential to solving this mystery (see step 1).

- **Material needed**

- A computer with the Excel software installed.
- A printer with A4 paper.
- A pair of scissors.
- Annex 3 - Defamatory post
- Annex 4 - Screenshot of a chat with a friend
- Annex 5 - Correspondence IP addresses

- **Instructions**

Option 1: Physical

1. Print and cut out the screenshot of the offending post: "**Annex 3 - Defamatory post**".
2. Crumple it up or tear it up slightly and hide it or throw it in a bin (on top of only clean items).
3. Print "**Annex 4 - Screenshot of a chat with a friend**" and cut out the screenshot of the message exchange.

4. Print and cut out the table in “**Annex 5 - Correspondence IP addresses**” with the correspondence between accounts, fictitious IP addresses and fictitious postal addresses.

Option 2: Digital

Place the 3 files on the computer desktop for players to find and remove “Annex #” from the titles.

Note: If participants aren't used to escape games, especially hybrid formats, we recommend including both options to ensure that they will check and find the relevant information, especially for Annexes 4 and 5.

Phase 3: Protecting privacy

Step 1 & 2: The digital footprint & Securing data

In that enigma, the player must find 2 things: 1 cypher with the security levels description, and 1 Excel document that needs to be displayed on the computer desktop.

- **Material needed**

- This option is possible only if you have a Microsoft Office licence on your computer, and the Excel application is downloaded.
- A printer with A4 paper.
- Annex 6 - DigiCityNet Letter page number 56.
- Annex 7 - DigiCityNet Security account

- **Instructions**

1. Print the “**Annex 6 - DigiCityNet Letter page number 56**”.
2. Hide it somewhere in the room (in a folder, drawer or open box).
3. Download and place the “**Annex 7 - DigiCityNet Security account**” file on the computer desktop.
4. Rename the document to “DigiCityNet Security account”.

Phase 4: Legal and ethical

Step 1 & 2: Debate & Decision

Finally, the GM takes back the lead and requests the group to meet and to summarise what they have discovered. They ask: "What should the players do next?" There is no need for specific crafting or materials for that part.

- **Material needed (optional)**
 - To improve the explanations, a board to write down the pros and cons of the players' decision(s) could be an added value.
 - Along with sections of "**Annex 8 - Tips & tricks about key concepts**" which have already been placed from the start of the game and which explore relevant rules and policies, the GM could provide additional documents with advice, existing or fictional cases and relevant laws, to help guide the participants' debate and decision.



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