Escape the Classroom

A dynamic approach to transferable skill development

MentorU

STRIVE FOR SIGNIFICANCE

Workshop facilitation Guide

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Part I: Background and overview: *Escape the Classroom*

Purpose of this guide

Welcome to the self-facilitated version of *Escape the Classroom* – a guide to help your group make the most of this transferable skills development activity.

This post-escape workshop will help your students:

1. Understand the best practices for a successful escape experience.
2. Relate these practices to leadership and career skills.
3. Identify individual strengths and opportunities for development.
4. Develop goals that will help them collaborate more effectively in their everyday lives.

How to use this guide

1) Take the appropriate time to familiarize yourself with the information and instructions in this guide in advance of your escape room activity. This will help prepare you to facilitate your activity more effectively.

3) Inform your students in advance that *Escape the Classroom* will include the escape attempt as well as a workshop upon its completion.

4) Do not disclose the nature of the post-escape discussion to the students in advance. These discussions are most effective when participants are unaware of the specific elements to be discussed after the escape attempt. This helps maintain the integrity of the activity.

Escape experience – timelines

- Room set-up and technology preparation – **15 minutes**
- Escape experience– **45 minutes**
- Individual reflective exercise: self-evaluation – **15 minutes**

Transfer learning workshop - timelines

- Small group discussion – team strengths and challenges (in colours) **– 15 minutes**
- Whole class discussion – applying escape skills to life **– 30 minutes**
- Individual goal setting **– 15 minutes**

Background

Escape the Classroom was developed by Jay Gosselin, founder of *MentorU* (www.mentoru.ca), in partnership with the team of escape experts at *Escape Manor*. The self-evaluation and discussion guide that follow represent the synthesis of 'best practices' in escape attempts and *MentorU's Essential Skills for Career Adaptability*. As you will see, there are many similarities between successful escape experiences and high-performance in the workplace.

Escape Manor - Best Practices

Since opening their doors in November 2014, Escape Manor has locked up over 100,000 groups in their exciting and challenging rooms. In developing *Escape the Classroom*, we asked their longest-serving staff members to identify the practices of the most successful teams. Their answers guided the development of the criteria for the self-evaluation that follows.

MentorU – Essential Career Skills

We correlated the data on escape room best practices with the *essential skills for career success* to help students relate their escape experience to their day-to-day teamwork. Our model highlights five critical skills for career adaptability:

1. Collaboration
2. Communication
3. Creativity
4. Critical Thinking
5. Resilience

While students will likely demonstrate these skills differently in the escape room than in their everyday lives, there is much to be gleaned from analyzing their interaction in an unknown environment while pursuing a novel objective. The simple act of stepping into unfamiliar territory enables us to leave our existing perceptions of ourselves and our team members at the door. This new environment can shed light on our habitual roles and practices, offering an excellent opportunity for individual and team growth.

Overview

There are several features that make the escape experience a powerful tool for skill development. Among these is the format. Time constraints and the multiple-puzzle nature of the escape rooms do not allow teams to overthink or over-strategize. The process requires participants' full concentration.

This immersive experience allows little time for team members to consciously analyze the interpersonal aspects of their collaboration during the game itself. It is often difficult for players to identify the underlying beliefs, attitudes, and behaviours that are being put into motion during the escape attempt. These are important factors in determining the group's relations and performance. Therefore, in this activity, the role of the teacher is to help the group reflect upon the nuanced interactions and signals they sent and received during the escape attempt.

With this workshop, we seek to achieve 3 objectives:

1. **Awareness**: deconstruct what it means to collaborate and work effectively as a team.
2. **Evaluation**: identify current team strengths and opportunities for development.
3. **Development**: help students transfer the lessons learned to their daily lives.

Part II: Workshop facilitation guide

Workshop Components

This transfer learning workshop is composed of four basic parts, all completed after the escape experience:

1. Individual self-evaluation of the team's performance during the escape attempt (reflective exercise);
2. Small group discussion for each smaller team (colours) to identify strengths and opportunities for development
3. Whole class discussion to help students connect the skills used in the escape activity to their everyday lives;
4. Goal setting

Facilitation: The Basics

As facilitator, *your purpose is to help the students uncover insights related to their collaboration, communication, trust and leadership*. The pages that follow will support you by offering some suggestions and guidance in this facilitation.

As an educator, we understand that you are trained to help your students synthesize disparate information. We offer the following suggestions to help you place this activity in context.

❖ **Open-ended Questions**

Here are a few examples of open-ended questions you may find to be helpful in this workshop:

- What do you think you did well?
- What are some parallels between the escape attempt and our day-to-day lives?
- How did you attempt to make other team members feel included?
- How were you feeling when someone helped you work on a puzzle?
- What kinds of leadership skills did you use in the escape room?

❖ **Follow-up Questions**

You are likely to notice that students will answer some of your initial questions vaguely:

- Q: How did you end up working with Jonathan on that puzzle?

    A: "it just happened that way"

- Q: How were leadership roles established?

    A: "It was natural"

- Q: Why were you successful in opening that lock?

    A: "We worked together"

These are difficult questions to answer. Many of the messages people send and decisions they make are determined in the unconscious mind. Certain aspects of our behaviour are repeated with such regularity that they have become automatic. Therefore, it often takes intentional reflection and coaching to bring these behaviours to the conscious level. During an escape attempt – a dynamic and time-sensitive project – most of our cognitive energy is devoted to the task(s) at hand. This leaves little energy to analyze *how* we are interacting and *why* we are feeling the way we are. Therefore, it is only once the project is finished that we can dedicate enough energy to this reflection to properly identify what feelings, motivations and attitudes were contributing to teamwork and collaboration.

As facilitator, you will need to persist in helping students truly "dig in" and consider how they were interacting on a micro-level. This includes asking questions related to non-verbal communication (active listening, body language, tone of voice, interrupting others, considering everyone's opinion, etc.)

Consider the example from above, with follow-up questions:

- Q: How did you end up working with Jonathan on that puzzle?

    A: "It just happened that way"

- Follow-up Q: Who was working on the puzzle first?

    A: "I was, then Jonathan came over"

- 2ⁿᵈ Follow-up Q: How did he approach you? How did you receive him?

    A: "He wandered over and asked what I was working on. I explained what I had found, and then we brainstormed ideas"

- 3ʳᵈ follow-up Q: What were the non-verbal messages that each of you sent that fostered good collaboration?

    A: "He didn't try to take over – his tone of voice and body positioning made it clear that he wanted to help, rather than take control. I showed that I was open to receiving his help by providing the information he needed to be of assistance"

- Additional Follow-up Qs: Is this similar to the way you tend to interact at school normally? Why or why not? What factors are at play that make this scenario different? What can be done to improve your collaboration in the workplace?

❖ **Reflective statements – clarify meaning**

Reflective statements can be coupled with open-ended questions to help clarify meaning and establish common understanding amongst all team members. These statements – similar to paraphrasing – offer the facilitator's interpretation of a students' description of events or feelings. Reflective statements serve two purposes:

1. Ensure that messages are being received as they were intended
2. Help the sender clarify their own thoughts and/or feelings

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Here are a few examples of reflective statements that a facilitator might use:

- "It sounds like you were trying to keep the team on track, but no one was interested in seeing it your way. Why do you think that was the case?"
- "Am I hearing correctly that, while Jennifer was not working on the puzzle the whole time, her fresh perspective was the key to finally breaking the code?"
- When you use the term "leader", I am hearing you relate this concept to taking control. Do you believe that being a leader means delegating tasks and giving orders?"

❖ **Goal setting**

To carry the benefits of this transfer exercise forward, we suggest asking each student to identify one or two personal goals based on the information drawn out of the escape experience. These goals should be specific to behaviour and easy to implement immediately. Here are a few typical goals that are identified through this exercise:

- Give one person a genuine and specific compliment every day
- Ask for help when I get stuck on a problem and am not making progress
- Focus more on listening to others before I judge them or their ideas
- Make a conscious effort to let my introverted classmates speak during discussions
- Try to make new friends who seem different than me
- When I am working on a big project, take the time to set it aside and return to it with a fresh perspective

Good luck with your event… and remember – have fun!

Facilitator's Discussion Guide

We offer the following guidelines for your consideration when carrying out this workshop. Please remember that every group is different, but *this game and workshop have been built with a typical (15-30 students) classroom in mind.*

❖ **Discussion Through Self-Evaluation**

The teacher's role will be to help team members reflect on the interpersonal skills, verbal and non-verbal communications that enabled or hindered their performance. The self-evaluation that comes at the end of this guide serves as the basis for self-reflection and group discussion. Due to the time-sensitive nature of the escape room, most participants are not consciously aware of the subtle cues that they send and receive during the experience.

You will probably notice that your students will move through the evaluation quickly, often without thoroughly exploring *why* they believe they deserve their self-assessed score on each item. This is where the role of the facilitator is crucial. It is the facilitator's responsibility to help them slow down and explore the attitudes and behaviours that they experienced in depth.

To maximize the value of this exercise, we suggest that you offer the following guidelines to the students prior to starting the self-evaluation:

Upon completion of the escape attempt

Set a clear purpose and framework for the discussion. While timelines vary depending on group size and dynamics, the agenda below represents an example of a clear framework. We suggest using roughly two 75-minute class periods to complete the escape activity as well as the transfer learning workshop. Remember that you can adopt this format to fit the needs of your group!

Post-escape workshop timeline:

First period:

- Introduction of workshop format and purpose (video)– **2 minutes**
- Explanation of *Escape the Classroom* methodology (video) – **2 minutes**
- Instructions for completing the self-evaluation (video) – **1 minute**
- Hand out a copy of the *escape room skills assessment* to each student in the class (p. 17-20) – **1 minute**
- Completion of self-evaluation – **10 minutes**

Second period:

- Small group discussion – team strengths and challenges (in colours) **– 15 minutes**
- Whole class discussion – applying escape skills to life **– 30 minutes**
- Individual goal setting **– 15 minutes**

We offer some questions and talking points below to assist in guiding the larger group discussion.

Collaboration

"It is amazing what you can accomplish when you do not care who gets the credit" – Harry Truman

Best Practices	Evaluation		
Team members asked for and offered help effectively with each other	Needs Improvement	Good	Excellent
Celebrated breakthroughs as a team	Needs Improvement	Good	Excellent
Team success was prioritized over individual achievement	Needs Improvement	Good	Excellent
Consensus was achieved when making important decisions	Needs Improvement	Good	Excellent
Team members showed empathy, positivity and genuineness towards one another	Needs Improvement	Good	Excellent
Every team member had a chance to lead in their own way	Needs Improvement	Good	Excellent
Team members did not "supervise" each other	Needs Improvement	Good	Excellent
Team had a good balance of "do-ers" and "connectors"	Needs Improvement	Good	Excellent

❖ **Sample questions**
- o <u>Asking for and offering help</u>: How did you ask for and offer help to each other? What was efficient or inefficient about this process? Was it different than the approach that you take at school, home or work? Why? How could your collaboration in your everyday life be improved?
- o <u>Celebrated breakthroughs</u>: How did you celebrate as a team? Were each of you equally as excited about your teammates' breakthroughs as your own? How do you celebrate at school, home or work? Could you celebrate more? What do you think is the benefit of celebrating the accomplishments of your family members and friends?
- o <u>Prioritized team success</u>: What does it mean to prioritize the team over individuals? How was this demonstrated? What is different about the environment of the escape room that helps you set aside your personal accomplishments in favour of the team?
- o <u>Consensus</u>: What were some of the moments where your team came to a consensus? Why is this important in the context of the escape room? What are the positive effects of seeking consensus on decisions in your everyday teamwork?
- o <u>Empathy, positive regard and genuineness</u>: How would you define each of these principles? How can these be displayed in the context of an escape attempt? Why are they important? Can you give me an example where this type of behaviour was demonstrated? How can you implement these principles in your relationships?
- o <u>Every team member had a chance to lead</u>: What are the contributing factors that helped or hindered each team member to play a leadership role? How was leadership demonstrated? What could be done to help more people become leaders in their everyday lives?
- o <u>No "supervising" each other</u>**:** Why is it counterproductive to supervise others closely while they work? How can you demonstrate trust in your family members, friends and classmates?
- o <u>"Do-ers" & "connectors"</u>: What do you think we mean by "do-ers" and "connectors"? Why do you think it is important to have a balance of these personality types? Have you ever noticed these differences in your family members or friends? If so, do you think that you should communicate differently with different types of people? Why?

❖ **Helpful hints**
   o In the context of the escape room, the term "do-er" relates to people who tend to spend more time focused on solving the puzzles themselves. "Connectors", on the other hand, tend to spend more time helping their teammates process the information they find, and sharing information with the group. In relation to career development concepts, "do-ers" tend to identify more with investigative personality types (engineers, scientists, research psychologists, etc.) In this same context, "connectors" tend to identify more with enterprising or social personality types (business people, teachers, nurses, etc.)
   o Teams who perform the best usually take 2-5 minutes to (individually) scan the room immediately upon entering, trying to identify any information that may be relevant to solving puzzles.
   o It is usually best to work in small groups for the majority of the time, but to come together to share puzzles and information every 10-15 minutes, or when you get "stuck".

❖ **Did you know**?
   o In his book, How to Fly a Horse, author Kevin Ashton highlights the importance of "getting started" to stimulate creativity. As he says, "Nothing begins good, but everything good begins. Everything can be revised, erased, or rearranged later. The courage of creation is making bad beginnings". This lesson can be transferred from the escape room to your workplace: get started right away, then take time to check in with teammates to brainstorm and improve upon your concept later.

Communication

"The single biggest problem in communication is the illusion that it has taken place." – George Bernard Shaw

Best Practices	Evaluation		
Shared information efficiently (both in smaller groups and with the whole team)	Needs Improvement	Good	Excellent
Provided a "Transfer of Information" when rotating team members through puzzles (explained steps taken, clues available and thought process)	Needs Improvement	Good	Excellent
Team members all had a roughly equal share in conversation	Needs Improvement	Good	Excellent
Explicitly communicated a "discard pile" of used clues	Needs Improvement	Good	Excellent

❖ **Sample questions**
   o Shared information efficiently**:** How did you inform each other of the information you gathered? Did you communicate only in small groups? Only as a single team? What behaviours are required to communicate efficiently in an escape room? How does this compare to the workplace?
   o Transfer of information: Tell me about a time when you were working on a puzzle and you needed help – how did the transfer of information take place? Did you stay and talk your teammate(s) through the puzzle (what you found, what you had tried, your logic and reasoning), or did you pass the puzzle off and move on to another problem? Why do you think the transfer of knowledge is important? Can you think of situations in the workplace where this transfer is not done effectively? Why does this happen and how can the transfer of information be improved?
   o Equal share in conversation: How much time did each team member spend talking versus listening? Were there any team members that were drowned out or who felt unable to contribute to the conversation? Why do you think it is important that each team member have a roughly equal share in conversation? Is this also important in the workplace? If so, how can you ensure that this balance is achieved?
   o Discard pile: How did you signal to your teammates that a clue or piece of a puzzle had been used? Were there occasions when team members re-used clues without knowing their purpose had already been served? How does this concept relate to the workplace?

❖ **Helpful hints**
   o Teams who communicate efficiently in the escape room find a way to collaborate in small groups, but share the relevant information and updates with the larger team. This can be accomplished in a variety of ways, but it is important to have multiple lines of communication and for everyone to both hear and be heard.
   o The most effective collaboration always includes some transfer of knowledge and ideas. Most puzzles are solved by combining multiple perspectives, and it is usually helpful when one team member explains the set of clues or objects and their logic to another, rather than their interpretation of the solution to the puzzle.

❖ **Did you know**?
   o In their influential study, Project Aristotle, Google identified that their highest-performing teams shared a trait referred to as "psychological safety". Defined by Harvard professor Amy Edmondson as a ''shared belief held by members of a team that the team is safe for interpersonal risk-taking," psychological safety includes aspects like conversational turn-taking, which is essential in fostering creativity and engagement from all team members. This is an important reminder to always make a concerted effort to include the more introverted team members in the conversation, rather than letting them "fend for themselves."

Creativity

"Creativity is allowing yourself to make mistakes. Art is knowing which ones to keep." – Scott Adams

Best Practices	Evaluation		
Took Immediate action when entering the room	Needs Improvement	Good	Excellent
Used "divide and conquer" approach (working groups of 2-3)	Needs Improvement	Good	Excellent
Team members made use of their individual strengths	Needs Improvement	Good	Excellent

❖ **Sample questions**
  o <u>Immediate action</u>**:** Why do you think it is important to get started right away? Is this best practice similar or different from your typical practices at work? How can the lesson here be applied in the workplace?
  o <u>Divide and conquer approach</u>**:** How were the working groups established? What was the benefit of working in smaller groups? What are the potential benefits of this style of collaboration and problem solving in the workplace? What format of collaboration do you typically use to solve problems at work? Could you possibly improve your current approach? If so, how?
  o <u>Individual strengths</u>**:** How were strengths identified and/or communicated between team members? What were these strengths? Were they specific to puzzles or were they more global/ general? What are some of the ways that team members made use of these strengths? What is the difference between a strength and a skill? Do your team members make use of their natural strengths in the workplace? If so, how is this achieved? Is each member empowered to access the full potential of their strengths?

❖ **Helpful hints**
  o The most successful teams in escape rooms break out into smaller teams and typically change partners at least once over the course of their escape. The psychological benefit of this system is that each team member feels that their ideas can be heard, and that they feel empowered to contribute to the outcome in a meaningful way.

❖ **Did you know?**
  o <u>Self-Determination Theory</u>, a term coined by Edward L. Deci, Ph.D. and Richard Ryan, Ph.D., states that *autonomy, competence and interpersonal relatedness* are the three conditions necessary to effectively foster lasting motivation in a person. Escape rooms are an excellent display of this theory in action. By empowering team members to actively pursue projects that are meaningful to them and to form positive, authentic working relationships with others, team members often experience significant positive motivation without any external material incentives.

Critical Thinking

"*Trust, but verify*." – Ronald Reagan

Best Practices	Evaluation		
Team made use of their "free hints" effectively (timing)	Needs Improvement	Good	Excellent
Took time to step back and look at the "big picture"	Needs Improvement	Good	Excellent
Demonstrated open-mindedness & inclusion of all team members	Needs Improvement	Good	Excellent

❖ **Sample questions**
   o <u>Using free hints:</u> What factors contributed to your decision to delay or move forward with asking for your hint? What was different about asking for help from the "expert" rather than a team member? Are there any parallels between this decision-making process and when you ask for help (or don't) at with school or work projects?
   o <u>Big picture</u>: How often did you share information with the entire team? Did you ever physically come together as one group to connect the disparate information that was found? Do you take the time to share information with all team members in the workplace? How do you identify the "nice to know" versus the "need to know" information within your teams and across the larger organization?
   o <u>Open-mindedness and inclusion</u>: How were these principles demonstrated? Why do you think they are important for success in an escape room? Are they equally as important in the workplace? If so, why? How can you do a better job of fostering these principles in the workplace?

❖ **Did you know?**
   o Carl Rogers is one of the founders of the *Humanistic approach* to counselling. His theory argues that a trusting therapeutic relationship is the foundation for positive change, and that certain conditions are necessary to build trust with clients. Three of these conditions have been widely accepted as fundamental counselling principles across all forms or therapy: the demonstration of empathy, unconditional positive regard and genuineness towards clients. If these are necessary in a therapeutic relationship, are they not also important for all interpersonal relationships?

Resilience

"*Fall seven times, stand up eight.*" – Japanese proverb

Best Practices	Evaluation		
Team demonstrated determination in achieving objective (escape)	Needs Improvement	Good	Excellent
Puzzles were temporarily set aside, but never abandoned	Needs Improvement	Good	Excellent
Team members were open to having their work verified	Needs Improvement	Good	Excellent

❖ **Sample questions**
   o <u>Demonstrated determination</u>: How did you demonstrate determination? Was this similar or different to the determination you display at work? Why was it similar/different?
   o <u>Puzzle prioritization</u>: What is the difference between an abandoned and prioritized puzzle? What are the advantages of setting something aside momentarily? How did you communicate when you felt that you had incomplete information or skills to solve a puzzle? Can you identify any similarities or differences in the prioritization process here as compared to the workplace?
   o <u>Having work verified:</u> What do you think is meant by the word "verified"? What is most important – that team members be *open* to the possibility of verification, or that the work is *actually verified*? Why? What are some of the differences in having your work verified in this context compared to the workplace? What could be improved at work in this respect?

❖ **Did you know**?
   o Research from the field of positive psychology has shown that focusing on one's greatest character strengths in the everyday activities helps cultivate meaning and purpose in our work. Rather than concentrating on repairing weaknesses, positive psychology interventions encourage individuals and organizations to intentionally apply their strengths to the work that they do. While most traditional approaches to professional development emphasize intentional skill-building exercises, strength engagement is a more holistic practice that aims to integrate innate talents into every aspect of the individual's life. Escape rooms often elicit team members' natural talents and preferences in an autonomous and organic manner. Job Crafting is one tool that organizations can use to help their employees increase their sense of meaning and purpose in their day-to-day tasks and responsibilities.

A message from MentorU

Thank you for using this *Escape the Classroom* self-facilitated transferable skills workshop! I trust that your students were able to become more aware of some essential career skills through this process.

At *MentorU*, we are passionate about helping young adults create Significant lives for themselves. With this end in mind, we offer you the following **FREE** resources to share with your students and colleagues to help them better understand their authentic interests, values, strengths and skills, and to organize purposeful experiences for themselves in order to develop essential career skills for their future:

- Statement of Significance – a series of personal inventories and questionnaires, accompanied by inspiring video tutorials that will help your students better understand themselves and identify possible career paths for their future (see educators section).
- Purposeful Gap Year Planning Guide – a guide for students looking to build a meaningful year away from formal education to build motivation, self-awareness, confidence and adaptability

If you would like to implement a career development workshop or an interactive and inspiring keynote presentation at your school, please be in touch. We would love to help your students build these important skills, so please contact us to let us know if you have specific objectives we can help you with.

Until we meet, we wish you a life of action, openness and authenticity,

Check out my TEDx talk on Purposeful Education

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- Striving for Significance

Workshop: Escape the Classroom Skills Assessment

Instructions for the teacher

1. Print a copy of this escape room skills assessment and the goal-setting worksheet for each student in your class.

Instructions for students

1. <u>Complete the below evaluation individually</u>. Proceed through each item one-by-one, and **evaluate your team's performance** making sure not only to provide a grade (needs improvement, good, excellent), but also to give reasons and/or examples to support your scores – you should aim to answer the three following questions:
    a. Why do we deserve this score (how did we demonstrate this characteristic through attitudes and behaviours)?
    b. Why is this a best practice in escape rooms?
    c. How does this relate to our day-to-day teamwork and collaboration with classmates, teammates, etc.?
2. Identify your greatest strengths and opportunities for development as identified through this exercise.

1. <u>Collaboration</u>:

Best Practices	Evaluation		
Team members asked for and offered help effectively with each other	Needs Improvement	Good	Excellent
Celebrated breakthroughs as a team	Needs Improvement	Good	Excellent
Team success was prioritized over individual achievement	Needs Improvement	Good	Excellent
Consensus was achieved when making important decisions	Needs Improvement	Good	Excellent
Team members showed empathy, positivity and genuineness towards one another	Needs Improvement	Good	Excellent
Every team member had a chance to lead in their own way	Needs Improvement	Good	Excellent
Team members did not "supervise" each other	Needs Improvement	Good	Excellent
Team had a good balance of "do-ers" and "connectors"	Needs Improvement	Good	Excellent

Comments:

2. __Communication__:

Best Practices	Evaluation		
Shared information efficiently (both in smaller groups and with the whole team)	Needs Improvement	Good	Excellent
Provided a "Transfer of Information" when rotating team members through puzzles (explained steps taken, clues available and thought process)	Needs Improvement	Good	Excellent
Team members all had a roughly equal share in conversation	Needs Improvement	Good	Excellent
Explicitly communicated a "discard pile" of used clues	Needs Improvement	Good	Excellent

Comments:

3. __Creativity__:

Best Practices	Evaluation		
Took Immediate action when entering the room	Needs Improvement	Good	Excellent
Used "divide and conquer" approach (working groups of 2-3)	Needs Improvement	Good	Excellent
Team members made use of their individual strengths	Needs Improvement	Good	Excellent

Comments:

4. __Critical Thinking__:

Best Practices	Evaluation		
Team made use of their "free hints" effectively (timing)	Needs Improvement	Good	Excellent
Took time to step back and look at the "big picture"	Needs Improvement	Good	Excellent
Demonstrated open-mindedness & inclusion of all team members	Needs Improvement	Good	Excellent

Comments:

5. __Resilience:__

Best Practices	Evaluation		
Team demonstrated determination in achieving objective (escape)	Needs Improvement	Good	Excellent
Puzzles were temporarily set aside, but never abandoned	Needs Improvement	Good	Excellent
Team members were open to having their work verified	Needs Improvement	Good	Excellent

Comments:

Our greatest strengths as a team were:

     1 –

     2 –

Our greatest challenges as a team were:

     1 –

     2 –

Goal Setting

To take advantage of the insights identified during the escape room experience, we recommend that each student outline a specific, achievable goal that can be pursued immediately. To achieve a goal (achievement-oriented), it is important to clarify objectives (action-oriented) that will enable the accomplishment of the desired outcome. Use the space below to describe one meaningful, achievable goal for yourself, as well as some of the smaller objectives that you need to achieve to help you attain the desired outcome.

We offer the following example to help clarify what is meant by the terms *goal* and *objective*.

(Example)

Goal: Listen more carefully to my friends

Objectives:

- Tell my family and friends that I want to become a better listener
- Ask my family and friends to tell me if they feel I am not listening to them
- Keep a daily journal to monitor my progress

Goal: _____

Objectives:

1. _____

2. _____

3. _____