

GUIDELINES TO IMPLEMENT THE ESCAPE ROOM

Escape Unfair Supply Chains



Introduction

This document is a practical guide for implementing the escape room developed within the “Chains to Bridges” project. The escape room, titled “**Escape Unfair Supply Chains**”, is an interactive activity focused on global supply chains and conscious consumption. It uses a **hybrid format**, combining two spaces: a physical space and an online space.

Designed as an innovative educational tool, the escape room promotes meaningful learning and awareness-raising among young participants through an immersive, hands-on experience. It also equips youth workers and educators with new facilitation methods and resources—making it an excellent complement for schools, NGOs, and youth organisations addressing these topics in their programmes.

This guide will support you in planning, setting up, and managing the space and materials needed to run the activity, as well as in fulfilling your role as facilitator. It is important to emphasise that your role is to **prepare the activity and provide support only when necessary**—not to intervene directly in the game. After the introduction, participants should work independently until the end of the activity. This autonomy is essential for fostering meaningful engagement, effective learning, and the group dynamics the escape room is designed to encourage.

Group’s size and preparation

- What is the target group of the game?

The escape room and its content has been designed for young people between 13 and 30 years old. However, it is suitable for other target groups that could have the capacity to interact with the materials created in an autonomous way. Notice that participants should play the main part of the escape room without your intervention, so they should have the capacity of understanding the materials given as well as the skills to carry out the tasks and challenges proposed.

- How many participants per game?

Considering the number of stations that compose the escape room and the time dedicated to each of them, it is recommended to be played in groups of 4 to 6 people.

- What will they need?

Besides the materials proposed in this document, participants will need smartphones to be used along with the escape room’s actions as well as pens and papers to write and take notes.

Rules to play

To make the game more challenging and represent reality more accurately, we have proposed the following two rules, which we justify below.

When a company is under investigation, it is normal for them to try to save their own skin. Therefore, to symbolise this, we have set a time limit.

- **They have 60 minutes to finish: otherwise, the director will move the company to a tax haven, and then it will be impossible to investigate. The facilitator has to check the time using a clock or alarm.**

As the group of participants represents a group of students in Paris, it makes sense that they cannot leave their city and travel around the world. That is why, until they find a contact in each country in the game, they cannot interact with the respective stations.

- **They can't interact with any station until they write down the name of their contact in the country. Until then, they can't read and open anything there.**

Documents and materials for the Escape Room

Documents:

One narrative: serves as the introduction of this escape room. That is the document that you will give to the participants before starting the escape room: it includes a bit of storytelling, the rules, a hint, and a QR code to our [Online Form](#) to introduce the clues.

This guideline: aquí encontrarás toda la información para poder implementar correctamente el Escape Room. Los primeros capítulos son más explicativos, mientras que al final se detalla todo el proceso que hay que seguir en las distintas postas.

Online Form: este material específico es la parte online del escape room. Al empezar el juego, se accede a través del QR code que verás en la narrativa. A través del Form, los participantes tienen que ir registrando las pistas que van encontrando. Es imposible completar cada estación sin rellenar las respuestas en el Form. Una vez se responda la respuesta final, el escape room habrá terminado.

Materials:

Station 1 - France:

- 1 picture of the country
- 3 testimonies of people interviewed

- 1 envelope
- 1 clue: Tariq Sarkar's card

Station 2 - Bangladesh:

- 1 picture of the country and the contact there
- 1 envelope
- 2 clues: "Pigpen Cipher" code, and "Blacklist"

Station 3B - Brazil

- 1 picture of the country and the contact there
- 1 envelope
- 1 clue: Deforestation maps

Station 3U - Uganda

- 1 picture of the country and the contact there
- 1 envelope
- 1 clue: List of aggressions to workers

Station 3C - China

- 1 picture of the country and the contact there
- 1 envelope
- 1 clue: QR code to the audio testimony of the doctor

Station 3V - Vietnam

- 1 picture of the country and the contact there
- 1 envelope
- 1 clue: QR code to the recorded conversation of two workers

Station 3G - Guatemala

- 1 picture of the country and the contact there
- 1 envelope
- 1 clue: Screenshot of the SMS conversation

Station 4 - Belgium

- 1 picture of the country and the contact there
- 1 envelope
- 1 clue: sudoku of letters

Station 5 - DGJUST

- 1 picture of the venue
- 1 envelope
- 1 clue: supply chains puzzle

How to set the space

You must understand the space for the activity on two levels: physical and online space.

The physical space is the different stations that the participants will interact with. They have to be set in the same room, separated enough so the participants don't mix them. You need to have 9 different spaces to place the stations in walls or anywhere you can. Therefore, in the same room, place each station with at least 1-2 meters of separation between them, so the materials aren't mixed. Each station should look like in the next diagrams:

1: FRANCE

RECEPTIONIST AT THE HEADQUARTERS
ELODIE MARCEAU
 THE RECEPTIONIST DOES NOT WANT TO SEE YOU, BUT BECAUSE YOU HAVE A VERY HIGH POSITION IF YOU ARE THERE TO VISIT OUR COMPANY, SHE WILL TRY TO HELP YOU. BUT ONLY IF YOU SHOW HER THE RIGHT DOCUMENTS. EVERYONE HAS TO SHOW HER THE RIGHT DOCUMENTS. EVERYONE HAS TO SHOW HER THE RIGHT DOCUMENTS. EVERYONE HAS TO SHOW HER THE RIGHT DOCUMENTS.

EMPLOYEE AT THE HEADQUARTERS
JULIEN MOREL
 YOU WILL HAVE TO FIND THE RIGHT DOCUMENTS ABOUT THE RESEARCH FOR THE RESEARCHER TO BE ABLE TO VISIT THE RESEARCHER. YOU WILL HAVE TO FIND THE RIGHT DOCUMENTS ABOUT THE RESEARCHER TO BE ABLE TO VISIT THE RESEARCHER. YOU WILL HAVE TO FIND THE RIGHT DOCUMENTS ABOUT THE RESEARCHER TO BE ABLE TO VISIT THE RESEARCHER.

CLIMATE ATTORNEY AND ACTIVIST NEARBY
CLAIRE DUVAL
 YOU WILL HAVE TO FIND THE RIGHT DOCUMENTS ABOUT THE RESEARCHER TO BE ABLE TO VISIT THE RESEARCHER. YOU WILL HAVE TO FIND THE RIGHT DOCUMENTS ABOUT THE RESEARCHER TO BE ABLE TO VISIT THE RESEARCHER. YOU WILL HAVE TO FIND THE RIGHT DOCUMENTS ABOUT THE RESEARCHER TO BE ABLE TO VISIT THE RESEARCHER.

Tariq Sarkar
 ENVIRONMENTAL LAWYER AND CLIMATE ACTIVIST
 CONTACT: 01 23 45 67 89 10

2: BANGLADESH

ACTIVIST AND LAWYER
JEJUC EDVY
 A SOCIAL ACTIVIST AND LAWYER WHO IS INTERESTED IN RESEARCHING OUR RESEARCHER AND CLIMATE ACTIVISTS IN THE RESEARCHER.

AB	CD	EF
GH	IJ	KL
MN	OP	QR

ST	WX
UV	YZ

3B: BRAZIL

LOCAL PROFESSIONAL

10 YEARS AGO

NOW

3U: UGANDA

LOCAL ACTIVIST

Report of Researcher about the local activist.
 Description: Report
 This report contains the results of the research conducted in the region of the research. The report contains the results of the research conducted in the region of the research. The report contains the results of the research conducted in the region of the research.

3C: CHINA



That contract is a doctor who has treated emerging patients with respiratory problems...
 I've been contacted by a company purchasing plant. It's only you who can save the world.





3V: VIETNAM




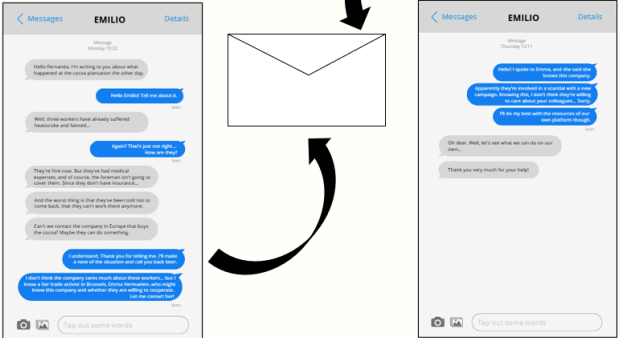
I've been contacted by a company purchasing plant. It's only you who can save the world.





3G: GUATEMALA



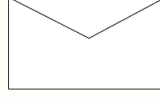
That contract is a lawyer who has treated emerging patients with respiratory problems...
 I've been contacted by a company purchasing plant. It's only you who can save the world.

4: BELGIUM




That contract is a lawyer who has treated emerging patients with respiratory problems...
 I've been contacted by a company purchasing plant. It's only you who can save the world.



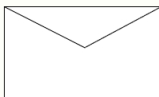
This is the acronym for the place you should go to. As the situation requires discretion, I am passing it on to you via this code.

D	J	U	T
D	J	U	S
U	T	G	J
G	J	S	T
U	S	D	G
S	T	D	G

5: DG JUST



That contract is a lawyer who has treated emerging patients with respiratory problems...
 I've been contacted by a company purchasing plant. It's only you who can save the world.



SUPPLY CHAINS' PUZZLE

Transport → 1 → 2 → 3 → 4

1	2	3	4

The online space consists of an interactive Form through which the participants will write down answers and clues they find out in the physical space. Through the different sections of this online form, the participant will advance through the storyline and discover new clues and challenges.

The participants will access the online Form via the QR code in the narrative handed to them at the beginning. Once there, there are questions corresponding to each one of the stations, until they reach the final answer. What happens next, is detailed in the next chapter.

For the facilitator, here is the list of correct answers for each section in the interactive form:

Section 3: Station ONE

- Élodie: 50
- Julien: SUPPLY
- Claire: UNFAIR

Section 4: Access to station two

- TARIQ SARKAR

Section 5: Station TWO

- BLACK LIST

Section 6: Access to station THREE

- MATEUS OLIVEIRA, AMINA NAMUKASA, LI WEI, MINH QUANG TRAN, FERNANDA AGUDELO

Section 7: Station THREE

- Brazil: 67
- Uganda: "Select Termination of employment contract"
- China: "Select all options"
- Vietnam: MILK
- Guatemala: 3

Section 8: Access to station FOUR

- EMMA VERMAELEN

Section 9: Station FOUR and access to station FIVE

- DGJUST

Section 10: Station FIVE

- BADCGEFH

Storyline of the escape room:

Beginning: Narrative

The story begins with a group of journalism students (the participants) who live in Paris and are also part of an international NGO that fights against environmental abuse and human rights violations. After seeing an advertising campaign by a famous European coffee chain that presents itself as ecological and vegan, they begin to suspect a possible case of greenwashing. Their doubts increase when a customer in Rome becomes seriously ill due to a bacterium that only lives in animals, despite the company claiming that its products are 100% vegan. Convinced that something does not add up, they decide to start an investigation from Paris.

Station 1: France

In France, they speak with two employees from the coffee chain's headquarters and with a climate activist lawyer. One of the employees gives them a clue suggesting that the food the company offers actually comes from other parts of the world. The climate lawyer provides them with the business card of one of her contacts in Bangladesh.

Station 2: Bangladesh

The contact in Bangladesh manages to infiltrate the food processing plant that the company has there. Inside, they obtain a document called "BLACKLIST," containing 5 names of people in different countries around the world, and a key that serves to decode the previous document. Once the names of the 5 people are decoded, they will be able to access the next stations.

Station 3: Brazil, Uganda, China, Vietnam, Guatemala

Station 3 consists of 5 countries: Brazil, Uganda, China, Vietnam, and Guatemala. Once they find out the names of the contacts in those countries, they will be able to interact in these stations. Despite being 5 countries, there is no set order, and they can start with any of them.

In Brazil, the contact is a mayor from an area that has been deforested to create wheat plantations for the company. He sends two maps with a 10-year difference, showing the amount of land that has been deforested.

In Uganda, they contact a children's rights activist in an area with cocoa plantations. She sends them a document produced by her NGO, denouncing practices that violate the rights of plantation workers, as well as other situations of harassment and human degradation.

In China, the contact is a doctor who has diagnosed several of his patients with respiratory and skin problems caused by pollution from the company's packaging factory. His recorded testimony shows the different conditions his patients have developed.

In Vietnam, the contact is a teacher and biologist who has recorded a conversation between two employees at one of the company's food processing plants. This recording is evidence that sanitary measures at the plant are not adequate and shows that there is cross-contamination between vegan and non-vegan foods.

And in Guatemala, they contact a labor lawyer who sends them two screenshots of an SMS conversation with an affected worker from one of the company's coffee plantations. In this conversation about labor injustices, the participants discover the name of the contact in the next station.

Station 4: Belgium

In Belgium, the contact person is a climate activist and lawyer. Upon learning about the investigation, she proposes that they contact DG JUST, a Directorate-General of the EU that works for consumer rights. However, she does not give them the name directly, but instead provides it through a sudoku, in order to keep the name of the directorate encoded.

Station 5: DG JUST

Once the participants discover the name DG JUST, they access the final station. There, they are required to organize their investigation. They are given a puzzle that represents the company's supply chains: what they must do is place the pieces in the correct position, and they will see a code with words, which will be the final answer in the online form.

Ending and Reflection

After entering the last correct answer in the online form, corresponding to the puzzle in station 5 (DG JUST), this text will appear at the end of the form.

Congratulations, you have successfully completed this investigation.

However, after an investigation, there is always more work to be done: organizing information, evaluation, conclusions, judgments...

Now your role, guided by the Escape Room facilitator, is to evaluate what you have experienced during your investigation. To do this, you will need to do the following:

- What happened? List all the actions and situations that you consider unfair at each of the stations, except the two last ones.*
- How relevant is it? Rank all the stations based on the importance you give to the negative actions and situations that occur at them.*
- What can we do? In the real world, think about what you could do as an individual to try to mitigate the negative effects at each station.*

As you can see, the end of the escape room is connected to the reflection phase, a moment in which connections will be established so that participants can consolidate their learning. Therefore, the structure of the reflection is as follows:

Part 1. List all the situations considered unjust at each station.

Some examples, in case participants do not have ideas:

France: Lack of transparency of information

Bangladesh: Encoding of information

3B. Brazil: Destruction of fauna and flora

3U. Uganda: Various degrading and abusive labor situations

3C. China: People outside the factory affected by pollution

3V. Vietnam: Cross-contamination, poor sanitary measures

3G. Guatemala: Lack of sick leave due to work-related accidents

Part 2. Organize the previous stations (1, 2, and 3) according to how important participants consider the negative actions witnessed in each of them. This is subjective, so participants will be able to engage in debate and compare their perspectives.

Part 3. Raise the question of what we, as real people, can do to try to contribute to solving this type of problem related to global supply chains.

For example, it is difficult for us to achieve immediate and significant change in a real situation in the Global South. However, we can become aware of the reality and change our habits: buying local products, boycotting fast fashion, avoiding companies that are not transparent or are offshored, reducing our waste production, reusing old items, etc. We can also spread our knowledge among people close to us, share experiences, and so on.

Notice that depending on how you close the game and the reflection, the conclusion can promote participants' pessimism, impotence and powerlessness towards companies not respecting human rights or being unsustainable. Accordingly, a good reflection must be made in order to guide participants' feedback and feelings towards positive reactions such as a call to action towards their own ways of consumption and how they can reduce their contribution to the problems explored along the activity.

