ESC4SDG

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Case Study

ESC4SDG Project

Escape Games and Gamified Challenges for Sustainable Development Goals

Erasmus+ KA220-SCH | Project No 2025-1-LT01-KA220-SCH-000356191

0. Case details

Title of the escape room	**Escape Room Title:** **"Save the Voice of the Earth!"**
Country	Siaulių universitetinė gimnazija, Siauliai, Lithuania
Subject(s)	Lithuanian Language and Literature
Grade / age group	10th Grade (15–16 years old)
Number of students	25–28 students
SDG addressed	**SDG Addressed:** **SDG 13 – Climate Action**

1. Pedagogical purpose

Subject and curricular unit / content	**Lithuanian Language and Literature** Reading comprehension, analysis of publicistic and literary texts, language accuracy, argumentation, and creative writing on the themes of environmental sustainability and climate change.
Learning outcomes (2–3, observable)	1. Students identify and analyse the main ideas in publicistic and literary texts related to climate change. 2. Students correctly identify literary devices (epithets, metaphors, and personification) and correct language errors. 3. Students write a short argumentative or reflective text expressing their views on sustainable lifestyles and environmental responsibility.

Key competences	• Communication competence • Cultural competence • Cognitive competence • Social, emotional, and healthy lifestyle competence • Citizenship competence • Creativity competence

2. SDG and playable problem

SDG chosen	SDG 13 – Climate Action
Specific SDG target	Target 13.3 – Improve education, awareness-raising, and human and institutional capacity on climate change mitigation, adaptation, impact reduction, and early warning.
Problem presented to students	A document containing important environmental protection solutions has gone missing. Students receive a message from the year 2050 warning about the consequences of climate change. To find the document and help safeguard the future, they must solve a series of Lithuanian language and literature challenges. Through these tasks, students explore how individual actions can help reduce the effects of climate change and promote sustainable living.
Curricular justification	This problem is closely linked to the Lithuanian Language and Literature curriculum because it develops students' reading comprehension, critical thinking, argumentation, language accuracy, and creative writing skills.

3. Narrative and structure · MOOC Task 3

Students' mission	Students must find a missing document containing important environmental solutions for the future. To achieve this, they must complete a series of Lithuanian Language and Literature challenges related to climate change and sustainability.
Students' role	A team of young environmental journalists and language detectives investigating clues hidden in texts to help protect the future.

Narrative context	The story takes place in the year 2050. Climate change has caused serious environmental problems, and an important document containing sustainable solutions has disappeared. Students must overcome a series of language and literature challenges to recover the document before it is lost forever.
Opening story (max. 10 lines)	It is the year 2050. The world is facing the consequences of climate change. Rising temperatures, extreme weather events, and environmental degradation threaten communities across the globe. Scientists have discovered that an important document containing key sustainability solutions has gone missing. Without it, future generations may lose valuable knowledge needed to protect our planet. A message has been sent back in time asking for your help. You are a team of environmental journalists and language detectives. Your mission is to decode the clues hidden in texts and recover the lost document. The future of our planet depends on you.
Type of structure	Linear structure. Students complete the challenges in a fixed sequence. Each solved task provides a code, clue, or key needed to unlock the next challenge. The final task can only be completed after all previous challenges have been successfully solved.
Final goal of the game	To collect all the codes, recover the lost document, and reveal the final message: **"EVERY VOICE MATTERS."** By successfully completing the mission, students help protect the future and demonstrate how individual actions can contribute to climate action and the achievement of the Sustainable Development Goals.

4. Challenges and cognitive progression

At least three challenges, from basic to high cognitive level (Bloom's taxonomy). Add rows if needed.

Challenge / level	Description	Learning evidence	Planned hint	Solution
1. Basic (remember / understand)	Students read a short journalistic text about climate change and identify five key ideas. The first letters of the correct answers form a code word.	Students correctly identify the main ideas and demonstrate understanding of the text.	"Focus on the sentences that explain causes and consequences of climate change."	Code word: **EARTH**
2. Intermediate (apply / analyse)	Students receive a text containing ten language errors and must find and correct them. The numbers assigned to the corrected errors create a numerical code.	Students apply grammar and language accuracy rules and analyse the text critically.	„Check spelling, punctuation, and word usage carefully."	Corrected text and a numerical code that opens the next envelope.
3. High (evaluate / create)	Students write an 80–100-word letter to future generations explaining how people can help reduce climate change. After completing the letter, they identify a hidden keyword based on specific criteria.	Students create a coherent text, justify their opinions, and propose sustainable actions.	"Think about actions that can be taken at school, at home, and in the community."	Hidden keyword: **RESPONSIBILITY**

5. Assessment and inclusion

Mini-rubric (3 observable criteria × 3 performance levels)

Criterion	Developing	Achieved	Excellent
1. Reading comprehension and analysis	Identifies some key ideas but needs support to understand the text.	Correctly identifies the main ideas and demonstrates a good understanding of the text.	Thoroughly analyses the text, identifies all key ideas, and makes thoughtful connections to the topic of climate change.
2. Language use and accuracy	Identifies and corrects only a few language errors.	Correctly identifies and corrects most language errors and literary devices.	Accurately identifies and corrects all language errors and confidently explains literary devices and language features.
3. Argumentation and creativity	Expresses simple ideas with limited justification and few examples.	Presents clear arguments and provides relevant examples related to sustainability.	Develops well-reasoned arguments, provides strong examples, and demonstrates creativity and critical thinking in written responses.

Self-assessment mechanism	**Exit Ticket** At the end of the lesson, students answer three short questions: 1. What new thing did I learn today about climate change? 2. Which challenge was the most difficult for me and why? 3. How can I contribute to a more sustainable environment in my daily life?

Inclusive adaptations (UDL) – at least 2	**1. Multiple Means of Representation** Tasks are presented not only through written texts but also with visual clues, symbols, colours, and diagrams, helping students with different learning needs understand the information more easily. **2. Multiple Means of Action and Expression** Students can demonstrate their understanding in different ways, such as participating in group discussions, answering orally, writing a text, or completing practical tasks, thereby accommodating individual abilities and strengths.

6. Implementation in the classroom

Implementation	The escape room activity is designed for a **45–60-minute lesson** in Lithuanian Language and Literature. Students work in groups of 4–5 and complete a sequence of challenges related to reading comprehension, language accuracy, literary analysis, and creative writing. **Materials:** • Printed task sheets • Envelopes with clues and codes • Literary and journalistic text excerpts • Answer sheets • Pens and markers • Optional digital devices for additional research **Role of the teacher:** The teacher acts as a facilitator and game master. They introduce the story, monitor students' progress, provide hints when necessary, encourage teamwork, and lead the final reflection discussion. **Planned implementation:** The activity is planned for Grade 10 students during a Lithuanian Language and Literature lesson dedicated to environmental awareness and sustainable development.

Difficulties	• Some students may find the literary analysis tasks more challenging than the language correction tasks. • Time management can be difficult if groups progress at different speeds. • Students with weaker reading comprehension skills may require additional support or hints. • Balancing the game elements with learning objectives requires careful preparation.
Areas for improvement	• Add more differentiated tasks to better support students with diverse learning needs. • Incorporate digital interactive elements such as QR codes or online clues. • Provide additional visual materials related to climate change and sustainability. • Extend the final reflection stage to allow deeper discussion of Sustainable Development Goals and students' personal actions for environmental protection. • Collect student feedback after implementation and use it to refine future versions of the escape room activity.

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