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| Title | Escape the Classroom – Biology |
| Subject(s) | Biology |
| Learning goal(s) | Inspire and motivate students to creatively and collaboratively use their biological knowledge and skills. Furthermore, the students are expected to experience and learn to apply scientific research skills (e.g. information retrieval). |
| Time | One lesson (circa 50 minutes) |
| IBL | The activity asks for IBL: The task doesn’t prescribe any solution procedure or strategy. Students are motivated to be creative and to collaborate while solving the puzzles. As a teacher you will need to decide how to reflect afterwards on the students’ activities, on the biology and IBL skills being addressed. |
| Achievement | Collaborating on the puzzles asks all students to be cooperative and to bring knowledge and skills related to such problem solving. We expect that diversity in achievement is less visible and/or different than in regular lessons, because of the wide range in puzzle-like challenges. Classroom discussion of experiences after the escape might focus on ways by which students took the opportunity of diversity within their teams. |
| Context | This game-like context with a competition element is expected to be motivating for students for engaging in the biology tasks. |
| Culture | We have the feeling that no specific cultural elements are involved in this escape room activity. Be aware that locks and locking the classroom can have specific meanings for refugees. Some biology tasks might have cultural biases (e.g. how to picture bodies and their organs). |
| Fundamental Values | Collaborative work, sharing a similar goal, valuing each other’s contributions in team work, feel part of a ‘winning’ team (belonging). |
| SSI/RRI | NA |
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