EXPLORING PARTICIPANTS' PERCEPTIONS OF A PHYSICAL EDUCATIONAL ESCAPE ROOM FOR CLIMATE CRISIS AWARENESS

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INTRODUCTION

Educational escape rooms are engaging, team-based learning activities where participants solve puzzles and complete tasks to reach a goal within a time limit.

They support collaboration, problem solving, critical thinking, creativity and communication.

In the Eramsus+ project **EcoMystery**, we designed a physical escape room focused on climate crisis awareness for school education.

This study explores how participants perceived the escape room as a learning experience and its potential for teaching practice.

THE UNDERWATER WORLD ESCAPE ROOM

Participants become **ocean explorers** whose mission is **to help the marine world by solving six tasks** and **unlocking the final door.**



METHOD

Participants

- 21 participants
- 5 groups (2 - 5 members)

Data collection

Observation during the activity, questionnaire and semi-structured interviews after the escape room.

Data analysis

Qualitative analysis focused on participants' reflections on their experience, their perceptions of the educational value of the activity, the identified strengths and weaknesses of the escape room, and its possible use in school practice.

RESULTS

KEY FINDINGS

ENGAGING & ENJOYABLE
Participants described the activity as playful, exciting and motivating.

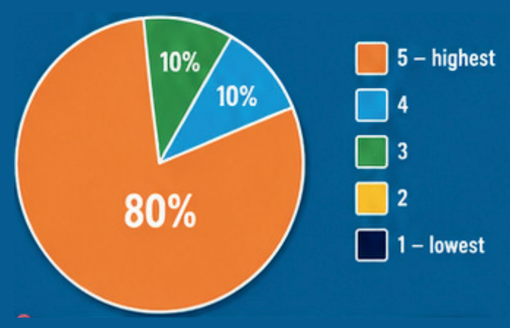
COLLABORATION & COMMUNICATION
The tasks encouraged discussion, sharing ideas and joint decision making.

LEARNING & AWARENESS
Participants gained new knowledge about oceans and the climate crisis in an active way.

GAME ELEMENTS MATTER
Riddles, puzzles and a story-based structure increased immersion and engagement.

POTENTIAL FOR TEACHING
Seen as a valuable and innovative tool for school practice.

Participants' evaluation of the suitability of the escape room for learning on a 1-5 scale.



CONCLUSIONS

The physical underwater-themed escape room was perceived as an engaging, immersive and educational tool that effectively supports climate crisis awareness. Its collaborative and hands-on character makes it a promising method for active learning and for future use in teaching practice.