MOBILE ⬡ ESCAPE

GRADE 2 CURRICULUM CONNECTIONS

<u>SCIENCE</u>

Matter: Understandings of the physical world are deepened by investigating matter and energy.

<u>Learning Outcome:</u> Students investigate properties of materials and relate them to a purpose.

KNOWLEDGE	UNDERSTANDING	SKILLS AND PROCEDURES	MOBILE ESCAPE
Materials are used to make objects.	Materials can be combined in a variety of ways to make objects.	Identify the materials used to make various objects.	Students will be able to identify how various materials have been utilized in the construction of the escape rooms.
Knowledge of the properties of materials and their purposes is important in many occupations and roles, such as ● carpenter ● engineer ● designer ● Knowledge Keeper or Elder	The purpose of an object influences the choice of materials used to produce it. Some materials are more suitable than others for making a product for a specific purpose.	Compare the properties of materials to determine what material is best suited for a specific purpose. Explain the relationship between suitability of materials and purpose. Discuss the choice of material based on availability and purpose.	Through a facilitated discussion, students can identify, ask questions, and determine or suggest materials that were/can be used for construction to achieve the intended purpose of escape rooms.

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Computer Science: Problem solving and scientific inquiry are developed through the knowledgeable application of creativity, design, and computational thinking.

<u>Learning Outcome:</u> Students apply creativity when designing instructions to achieve a desired outcome.

KNOWLEDGE	UNDERSTANDING	SKILLS AND PROCEDURES	MOBILE ESCAPE
Creativity is the ability to generate something original, such as ● ideas ● technology ● tools ● products Creativity can be used to design instructions for ● games Collaboration can result in improved ideas, which may enhance creativity and problem solving.	Instructions are designed using creativity and problem solving, which can be enhanced through collaboration.	Identify ways creativity is used to design instructions.	Students' work in a group setting to follow and implement instructions in order for a game to be successfully played. Through guided discussion the students can identify the role of creativity in the design of instructions.

COMPETENCIES

COMPETENCY	MOBILE ESCAPE
<u>Critical Thinking:</u> ● I ask relevant questions to help me learn. ● I use simple criteria to form opinions or make decisions. ● I synthesize new understandings by comparing and contrasting information. ● I reflect on contexts or experiences that influence my thinking. ● I consider how my thoughts may be similar to or different from those of others.	Through the exploration of problem solving in escape rooms and puzzle based stations the students have the opportunity to awaken their wonder by using their prior knowledge, make predictions and test out their conclusions. Wrapping up the activities with a debrief allows the students to reflect upon their experiences.
<u>Problem Solving:</u> ● I rephrase problems to clarify my	The nature of the escape rooms provide an opportunity for students

understanding. • I determine information that is relevant to help me solve problems. • I consider the possible outcomes of solutions. • I work toward solving problems even when there are challenges.	to solve problems in a group setting, while allowing for moments of individual contributions to shine through. Teamwork and resilience in trying out solutions are essential for success, while having a built in support system to ask questions to help guide the experience.
Research and Managing Information: • I collect information for a specific audience or purpose. • I organize and combine information from a number of sources. • I consider the content of information to determine its use. • I reference the source of information when using someone else's ideas.	Students are encouraged to interact with the puzzles by collecting puzzle pieces and using the gathered information to inform choices, communicate with their teammates, and make connections to find solutions.
Creativity and Innovation: • I create in a variety of environments for specific audiences and purposes. • I seek out the knowledge or resources needed to transform my ideas into creative works. • I use individual or group brainstorming to build or expand my ideas. • I work toward achieving creative goals even when there are challenges.	The experience allows for the students to create their own puzzle in the spirit of fun and challenge their peers while working within the limitations of guided puzzle creation, materials, environment, and time constraints while encouraging creativity.
Communication: • I communicate with peers and adults for specific purposes. • I use a variety of formats to communicate. • I use language structures and conventions that are appropriate for the context to interact with others. • I consider the contributions and feelings of others when exchanging ideas or information. • I paraphrase or restate messages to confirm understanding.	Communication is essential for participation in the experience and is encouraged through the group work structure needed to overcome the challenges presented, as well as the students receive immediate feedback on their teamwork through the nature of success and failure of the challenges.
Collaboration: • I experience a variety of roles when engaging in collaborative activities. • I contribute actively and respectfully to group work. • I encourage others to contribute their	The collaborative nature of the escape room experience encourages students to have fun while working in a group setting and rewards groups that collaborate effectively.

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points of view when working toward group goals.	
Citizenship: • I consider similar or different points of view across a variety of contexts. • I consider positive and negative outcomes of decisions made in familiar contexts. • I fulfill obligations to my groups and communities. • I advocate for fair treatment of members of my groups and communities.	Students have the opportunity to explore their role in a group when faced with a challenge while representing themselves, their group, and their class.
Personal Growth and Well-being: • I set goals to help address my wants or needs. • I connect available resources to choices and opportunities. • I recognize relationship boundaries. • I communicate how groups and individuals care for each other. • I adjust my actions in response to setbacks.	Through participation in the activities the students have the opportunity to exercise agency in new settings while having support to achieve success and enjoyment.

For more information about our curriculum connections please contact us directly at:

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