

# ESCAPE THE CLINIC!

## THE PRESTIGE-AF ESCAPE ROOM

A CASE STUDY OF USING AN ESCAPE ROOM TO ENGAGE  
AUDIENCES WITH RESEARCH



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## CONTENTS

- 01 Contents
- 02 Executive Summary
- 03 Introduction
- 04 Escape the Clinic! The PRESTIGE-AF Escape Room
  - 04 Background and overview
  - 07 Learnings and evaluation
  - 09 Feedback
    - 11 Pros and cons of running an escape room
  - 11 Conclusion
  - 12 Top tips for running an escape room activity
- 13 Acknowledgements
- 14 References
- 15 Annex: Escape the Clinic! A practical guide

## EXECUTIVE SUMMARY

This case study describes Escape the Clinic!, a pop-up escape room activity created to engage public audiences with the EU-funded PRESTIGE-AF project.

Within this document you will be able to learn more about how the activity was developed and delivered, including how it evolved from a simple pilot to engaging over 500 people across four countries. We have also included our evaluation and learnings from going through this process, and provide top tips for developing and running your own escape room activity.

Annexed to this document you will find “Escape the Clinic! A practical guide”, which gives step-by-step detail on how the escape room worked, including all documents required to run it yourself.

Overall, we found that an escape room format was incredibly successful as a tool for engaging audiences with research, and we hope that you find this case study useful and insightful - and perhaps that it might inspire you to create an escape room of your own!

## INTRODUCTION

Most people, whether they've taken part in one themselves or not, are familiar with the concept of an escape room. Most often completed in groups or teams, players are locked in a room (usually literally) and have to race against the clock whilst solving a variety of puzzles in order to get a key, code or some other piece of information that will allow them to escape within a set period of time.

Despite being a relatively new phenomenon, escape rooms are now a commonplace form of entertainment with almost 1,500 escape rooms across Britain in 2019 (Usborne, 2019).

The team-building, puzzle-cracking activity is usually tied into a story, with common themes including spy missions, detective cases and heists that lend themselves naturally to the format. However, science-themed rooms are a genre of their own, whether it's exploring the lab of a 'mad scientist' or finding the cure for a deadly outbreak that threatens the world.

It seems natural, then, that in recent years science communication practitioners have begun to experiment more with the format for use in public engagement (Wilkinson & Little, 2021) (Mathieson & Duca, 2021) (Babraham Institute, 2024) (Parker, n.d.), with many perceived benefits.

"Perhaps most significantly though they appear to offer considerable flexibility in attracting a range of people to science communication, who may not otherwise strongly identify with it, and for this reason more of us may wish to consider getting 'locked in'." (Wilkinson & Little, 2021)

Escape rooms appear to offer an exciting and novel way to engage audiences with science and research. With this in mind, we invite you to read on about our experiences experimenting with the medium.

## ESCAPE THE CLINIC! THE PRESTIGE-AF ESCAPE ROOM

### BACKGROUND AND OVERVIEW

Escape the Clinic! was an engagement activity designed for [PRESTIGE-AF](#) – an EU-funded research project co-ordinated by Imperial College London. At the heart of the project, which ran from 2017-2024, was a clinical trial investigating whether intracerebral haemorrhage patients with atrial fibrillation should receive anticoagulants to prevent further strokes.

Imperial's Research Impact Management Office (RIMO) led PRESTIGE-AF's project management and communication and dissemination activities. As part of their role in the project, the RIMO team wanted to develop an activity to engage audiences with the complex research taking place within PRESTIGE-AF, whilst raising broader awareness of stroke and atrial fibrillation.

Inspired by a pop-up escape room format used by the Research Engagement Team at Cancer Research UK, the team decided to explore whether an escape room could work for PRESTIGE-AF.

The development of Escape the Clinic! began in October 2022 in a collaboration between the RIMO team and PRESTIGE-AF's clinical trial management team, with the initial developers consisting of:

- Harry Jenkins, Science Communication Officer, RIMO, Imperial College London
- Kirsten Harvey, Clinical Trial Manager, Department of Brain Sciences, Imperial College London
- Emily Harvey, Clinical Trial Coordinator, Department of Brain Sciences, Imperial College London

This collaboration was vital in producing an engagement activity that could both be accessible for public audiences whilst also rooted in real aspects of the PRESTIGE-AF project and clinical trial.

Together, the team created the core concept of the escape room, where those participating take on the roles of clinicians working on PRESTIGE-AF who have to recruit a patient onto the clinical trial. In order to do this, the participants have to gather all the required information about the patient by searching around the room and solving puzzles that were directly inspired by PRESTIGE-AF. Examples include the use of a real MRI as a jigsaw puzzle, a blood collection card used in the trial that participants drop 'blood' onto to reveal a code, a map showing actual clinical site locations in a logic puzzle, and a risk calculator used by stroke clinicians that had to be used for a fake patient.\*

A pilot version of Escape the Clinic! was developed for a Drugs-themed Imperial Lates event on 9 February 2023. Imperial's Lates programme consists of evening events where visitors can interact with the latest scientific developments at the university, centred around a new theme for each evening. Across the evening, four sessions of 45 minutes were run with a maximum of ten people per session.

The pilot received positive comments from both participants and the organisers of the Lates, and was consequently granted a space in the Great Exhibition Road Festival 2023. This provided the opportunity to further develop the activity based on learnings from the pilot.

Escape the Clinic! has since been run at various London institutions, international events and conferences. Following the Great Exhibition Road Festival 2023, the format of the escape room was kept the same throughout, with minor iterative tweaks made between events based on feedback and facilitator experiences.

As of 1 October 2024, the Escape the Clinic! has been run at 12 events in four countries, with a total of 502 participants across all sessions.

All sessions were run by a combination of the original developers of the room, Harry, Kirsten and Emily, as well as Ally Halbish Rayner (RIMO, Imperial College London).

Event	Location	Audience Type	Date	# of sessions	# of participants
Imperial College London Drugs Lates	London, UK	Science-interested adults	Feb 2023	4	43
Great Exhibition Road Festival	London, UK	Varied (families, young children, teenagers and adults)	June 2023	10	104
Science Museum Gaming Lates	London, UK	Science-interested adults	July 2023	4	40
Imperial STEM Futures programme – Year 12s	London, UK	School pupils	August 2023	3	25
Imperial STEM Futures programme – Year 10s	London, UK	School pupils	August 2023	3	28
University of Würzburg Medicine Winter School	Würzburg, Germany	Medical students	January 2024	4	37
European Life After Stroke Forum	Dublin, Ireland	Researchers and stroke patients/advocates	March 2024	4	36
Imperial Enterprise Away Day	London, UK	University staff	March 2024	2	35
European Stroke Organisation Conference	Basel, Switzerland	Researchers and clinicians	May 2024	8	48
Great Exhibition Road Festival	London, UK	Varied (families, young children, teenagers and adults)	June 2024	10	101
Imperial STEM Futures programme – Year 12s	London, UK	School pupils	August 2024	3	23
Imperial STEM Futures programme – Year 10s	London, UK	School pupils	August 2024	3	25



Photo credit: Brendan Foster Photography

## LEARNINGS AND EVALUATION

The objectives of Escape the Clinic! were to:

- Raise awareness of the PRESTIGE-AF clinical trial;
- Raise awareness of atrial fibrillation and intracerebral haemorrhage/stroke;
- Create a fun and engaging experience related to research.

Every iteration after the pilot utilised the same evaluation method. This consisted of a short feedback form to be completed individually or in pairs/groups (such as when a parent is with a child) that asked for three simple things:

- Something the participant liked;
- Something the participant learnt;
- Something the participant didn't like/would change.

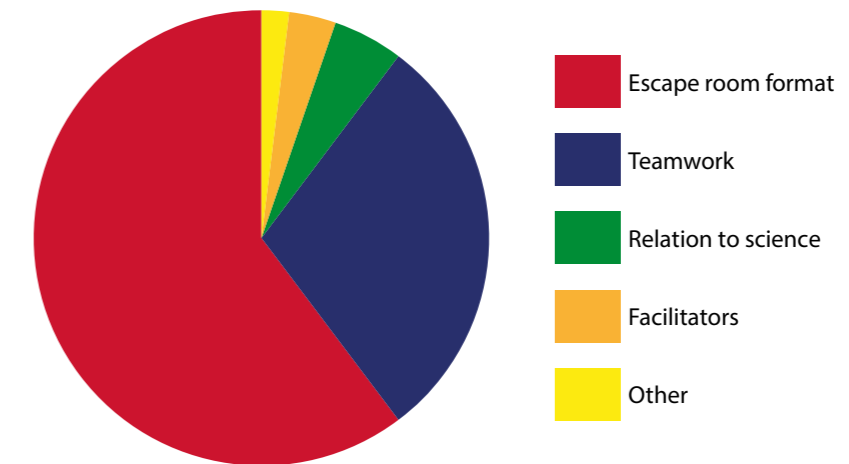
In total, 315 feedback sheets were completed, representing 63% of all participants. We were very pleased with this level of completion, and believe this high completion rate can be attributed to the fact that the workshop format provides a captive audience (for example, a feedback form may not have been appropriate for a stall-based activity), and the questions were limited so that they could be completed with quick, simple notes whilst still giving useful insights.

This consistent feedback method meant that all the data from across the Escape the Clinic! iterations could be collated and analysed together. The feedback was digitised and coded into categories based on the most common types of responses per question.

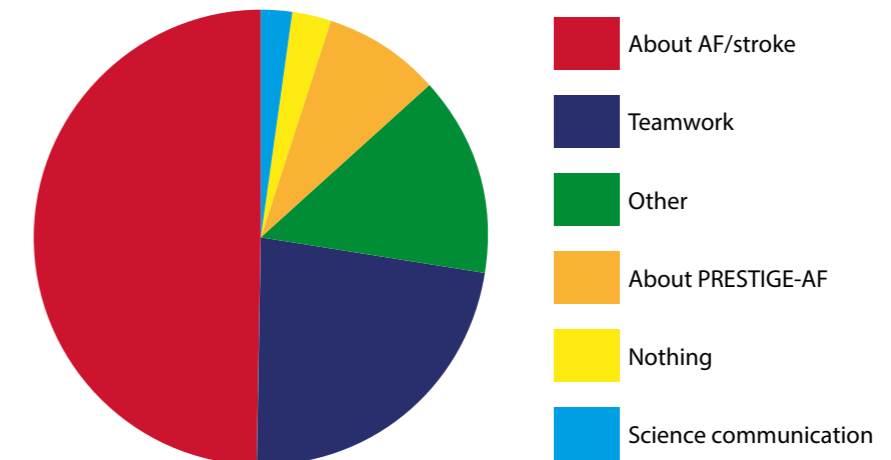
Key takeaways from the feedback include:

- 58% said that they learnt something about PRESTIGE-AF, stroke and/or atrial fibrillation, however most of this was related to stroke/atrial fibrillation;
- 60% said that they liked the escape room format;
- 59% said that there was nothing they disliked/would change;
- Teamwork emerged as a key theme in both the Learnt and Loved responses;
- The comments coded into 'aspects of delivery' in the Disliked/Would Change responses were varied, and were often more constructive than negative or reflective of personal preferences e.g. "More things under tables" or "Clues in more variety of places."

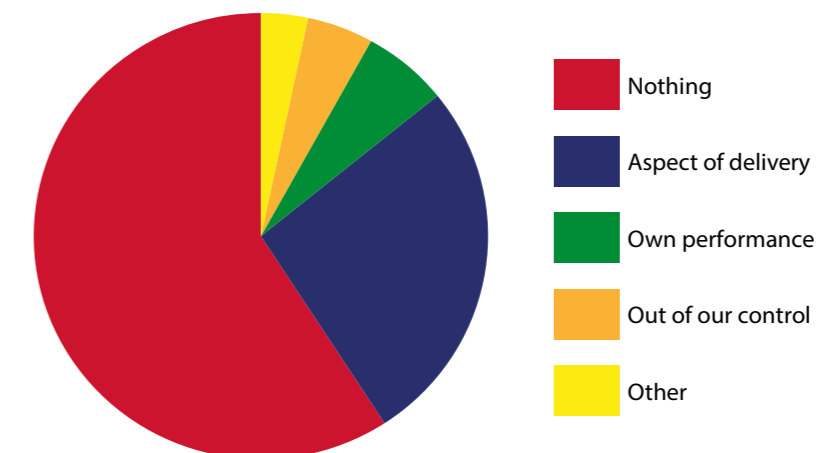
## PARTICIPANTS LOVED...



## PARTICIPANTS LEARNT...



## PARTICIPANTS DISLIKED/WOULD CHANGE...



**“THE CONCEPT OF TEACHING IN A FUN AND APPROACHABLE WAY, IT WAS REALLY FUN TO PARTICIPATE.”**

**“VERY FUN AND CREATIVE SUCCESS - THANK YOU - LOVE THE IDEA.”**

**“GOOD WAY TO MAKE TRIAL RECRUITMENT ENGAGING.”**

**“IT WAS ALL AMAZING! THANK YOU!!!”**

**“NEVER DONE A MEDICINE THEMED ESCAPE ROOM BEFORE AND REALLY ENJOYED DOING ONE! I ESPECIALLY LIKED THE INTRODUCTION AND THE ‘STORY’ BEHIND IT.”**

**“IT WAS SOOO COOL”**

**“LOTS OF CLUES AND A GENUINELY FUN + COMPLICATED ESCAPE ROOM GAME! ALMOST ON PAR WITH SOME OF THE COMMERCIAL ONES I’VE DONE.”**



**Cristina Torrente, Public Engagement Programme Coordinator, Imperial College London:** “The PRESTIGE-AF Escape Room was a great addition to the NextGen Zone at the 2024 Great Exhibition Road Festival. This zone was dedicated to young people aged 13-25 years, and to ensure its success, the zone was co-produced with members of this audience. The co-producers picked the Escape Room as a key element to attract this young audience, as they saw it as a very interactive, innovative and ‘cool’ activity that felt relevant and current.

“During the Festival, it proved to be all those things and more. It was sold out both days, and participants came out not only feeling they’d had fun, but also they had found out new things about clinical trials. Participants kept asking if it’ll be back next year!”

“In my opinion, the escape room had all the elements that make up a good science engagement activity: interactivity, playfulness and innovation, all underpinned by very relevant and important science and key message. It was fantastic to have it at the NextGen Zone at the Great Exhibition Road Festival.”

**Arlene Wilkie, Director General of Stroke Alliance for Europe:** “We included Escape the Clinic! at the European Life After Stroke Forum in Dublin in March this year, and it was a great success. It drew in stroke survivors, academics and healthcare professionals to engage with stroke research in a really interesting way. By making complex research concepts more accessible, we could inspire more stroke survivors to take a more active role in shaping the future of their care.”

**Fiona Bardon, stroke survivor and advocate:** “I really enjoyed doing the escape room, it was so interactive and topical for the setting we were in. The facilitators were very friendly and helpful, and explained the concept well. It was great to be able to work both as a team and in smaller groups to complete the tasks. I would definitely recommend trying it out.”

**Hanna Jama, Diversity and Inclusion Programme Coordinator, Imperial College London:** “The PRESTIGE-AF escape room was truly one of the highlights of the STEM Futures Summer Schools. It was fantastic to offer students a science-based, interactive activity that not only entertained but also provided hands-on insights into stroke research and how clinical trials work.

“Both year groups were amazed at how their regular classroom was transformed for the experience and couldn’t stop raving about how well the activity was run and how much fun they had. [...] It was such a memorable and heartwarming way to wrap up the final day!”

## PROS AND CONS OF AN ESCAPE ROOM FORMAT

A non-exhaustive list based on our experience:

Pros	Cons
Once developed, it can be run again and again	Large investment of time (and potentially money) to get it up and running
Can provide a deep level of engagement into a topic	Relatively low number of people can take part per session, so requires a lot of time for wide reach
Works for a wide variety of audiences	Complexity means that it can be difficult to run for those whose first language isn't English
Takes advantage of a popular and fun format	Some people are put off from previous 'escape room' experiences
Very adaptable to different topic areas	Could end up too broad and forget the aim of the session if not planned carefully

## CONCLUSION

Overall, Escape the Clinic! went far beyond our expectations, reaching many more people than planned, receiving an enormous amount of positive feedback, and achieved the aims we set out for it.

For us, it showed that a pop-up escape room format can be a powerful tool to engage a variety of audiences with research by combining a popular and recognisable format with an unexpected topic – and to top it off, they're fun for everyone involved.

We highly encourage everyone to keep in mind escape rooms when coming up with their next public engagement activity!

## TOP TIPS FOR RUNNING YOUR OWN ESCAPE ROOM ACTIVITY

1. **It will take longer to develop than you think** – give yourself plenty of time.
2. **TEST TEST TEST** – people will always surprise you with the way they approach your activity – this is unavoidable. Try to mitigate it by testing it as much as possible with lots of different people.
3. **Don't make your audience make assumptions** – if participants in your game have to assume or guess something, something will go wrong. Whilst it may be an obvious logical leap for you, it won't be for other people.
4. **Relate your puzzles directly to your research where possible** - a giveaway at the end can describe the inspiration behind puzzles, and anchor the fun experience to real research.
5. **Always have spares** – things will get broken, written on or damaged – have backups where possible, and workarounds where not.
6. **Have a plan for teams doing badly** - don't be afraid to give hints or guide them in the right direction if necessary (without doing everything for them) - the game is meant to be fun, and you want them to complete the whole thing!
7. **Balance how many people can take part** – you'll want to maximise how many people can do your activity, but don't shove people in if it impacts their experience.
8. **Use a wide variety of puzzles** - variety keeps the game interesting and makes the puzzles distinct - it is also best to keep 1 puzzle : 1 clue/answer where possible.
9. **Make it part of a larger event if possible** – as long as the audience works for your aims, this will always make it much easier for you (plus, events are always looking for exciting new activities to showcase!)
10. **Exhibiting at conferences can be tricky** – an escape room in a research conference setting is surprising, which can be a pro or a con. It can mean people are excited to do something different, but they also have competing priorities – whether that's conference sessions, meetings, or even lunch – that will prevent them from attending, even if they have booked in advance. However, reaching the research community can be important to advocate new ways to communicate science.
11. **Be prepared for technical questions** - whilst a benefit of a puzzle escape room is that it can be run by non-experts, having a facilitator with a good understanding of the topic or where to direct people to will come in handy.
12. **Incorporate transport/storage items into the escape room** - suitcases and briefcases work well for escape rooms as they can be locked in a variety of ways, but they are also handy for transporting the other equipment!
13. **Everyone loves an accessory, sticker or giveaway** - no matter what age, people like to immerse themselves and dress-up with accessories. They also like a sticker or photo opportunity at the end!
14. **Get into character and have fun with it!** As facilitators, the audience like to see that you are enthusiastic about the task at hand, so get stuck in!

## ACKNOWLEDGEMENTS

We would like to thank the following individuals and groups for their support to making Escape the Clinic! a success.

- Lucy Edie, Helene Fransolet, and the Cancer Research UK Research Engagement Team for the inspiration for the activity and providing a starting point;
- The whole Research Impact Management Office at Imperial College London for their enthusiasm and willingness to act as guinea pigs;
- The Societal Engagement Team at Imperial College London for providing us the space, support and opportunities to trial and exhibit the activity;
- Roland Veltkamp, Chief Investigator of PRESTIGE-AF, for championing the project;
- The Science Museum, STEM Futures programme, University of Würzburg, European Life After Stroke Forum, and European Stroke Organisation Conference for inviting us to take part and engage a variety of audiences with PRESTIGE-AF.

And last but not least, an enormous thank you to Kirsten Harvey, Emily Harvey, and Ally Halbish Rayner for their time and dedication to developing and delivering the escape room. It couldn't have been done without you!

## REFERENCES

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## COMMENTS, QUESTIONS OR SUGGESTIONS?

If you have any thoughts or feedback on this case study or would just like to learn more, we would love to hear from you!

You can email me at: [harry.jenkins19@imperial.ac.uk](mailto:harry.jenkins19@imperial.ac.uk)



## ANNEX: ESCAPE THE CLINIC!: A PRACTICAL GUIDE

This is a step-by-step guide on how Escape the Clinic! was run. We hope that this will allow you to run a similar session yourself, or give you a starting point/inspiration to create your own based on your own research or project!

If you do end up running Escape the Clinic!, or developing and running a different escape room activity as a result of this guide, we would love to hear about your experience – feel free to get in touch: [harry.jenkins19@imperial.ac.uk](mailto:harry.jenkins19@imperial.ac.uk).

### SUMMARY INFORMATION

Escape the Clinic! is a pop-up escape room where groups have to solve puzzles based on the PRESTIGE-AF project in order to find information about a patient in order to enrol them onto the clinical trial.

Maximum group size: 10

Minimum number of facilitators: 2-3

Timings: allow 1 hour for a session, including introductions, up to 30 minutes for the game itself, wrap-up, and resetting the room

### KEY DOCUMENTS

This guide makes reference to several key documents and resource that you will need to cross-reference, including:

- [Example layout diagram](#) showing how the room can be setup;
- [Full inventory list](#) – items will be referenced in this document with (##) after the item name;
- [A flowchart](#) that shows how all of the puzzles connect;
- [Folder with all files](#) needed for the activity.

### INTRODUCTION

After welcoming a group into the room, encourage them to keep their bags and coats in one place separate to the rest of the room so no one thinks they're part of the activity. We also like to offer them lab coats to get in character, but this is optional.

Before you begin properly, go through the Logistical Information (01), which you can adapt based on your activity. Mention that three Hint Cards (02) will be hidden around the room, which they can hand in in order to receive a clue about what to do next.

Now you're ready to get started and get into character – give the team the Introduction Speech (03) about the scenario, and then play the Roland Intro Video (04) for them (this is part of a PowerPoint for ease).

Reaffirm the goal of the activity, which is to complete the Enrolment Form (04) by finding information from around the room so that they can recruit. Once complete, they can hand it back to you to check it and see if they have escaped the clinic.

Set a timer for 30 minutes, and let them loose!

During the activity, remind the team of their time and if they're struggling feel free to give them subtle hints even if they don't have a hint card and guide them gently in the right direction, and be around to answer any questions (such as whether something is a part of the activity or not). Ultimately this activity is meant to be fun and you want them to succeed and complete all your puzzles!

We will now go through the escape room puzzle by puzzle and show the route that a player could take through the activity.

### 01 SITE MAP PUZZLE

A Site Map Poster (06) can be found on one of the walls along with a message (07), seen below, and a box of site number labels (08)(09).

This is a logic puzzle that the player has to solve in order to stick the site labels onto the right locations on the map.

Once solved, the player will need more information before they can know which location is the correct one. Let's move on.

### 02 BRIEFCASE PUZZLE

In the desk zone, players will find a locked briefcase (10) with a six number combination. In order to get the code, they must complete the pharmacology puzzle.

In the lab zone, players will find a tray with a test tube rack with test tubes, an open

vial of 'blood' (red watercolour paint) with a pipette in it, a paintbrush, paper towels, a blood-spot card, and a leaflet about a pharmacology study (11-21).

The leaflet describes how patients need to add a drop of blood onto each of the spots on the card – in combination with the pipette in the open vial, this will prompt the player to drop the blood onto the card (with the paintbrush available to brush it across if helpful).

The card has the code pre-written on it in white crayon – adding the watercolour paint will make this suddenly visible. You can choose any 6 number code for the briefcase, just make sure it matches what you write!

Now that they have the code, the player can open the briefcase.

Inside the briefcase, the player will find:

- A leaflet about an MRI study (22);
- A folder locked with a padlock that requires 5 letters (23-24);
- A folder containing patients notes and a CHADS-VASc calculator, with a post-it note on the inside saying 'Which of these patients was I going to recruit into the PRESTIGE-AF clinical trial?' (26-28)

The player can't do anything with the patient notes yet and needs a code for the padlock. We'll now go through what the player can do next.

## 04 MRI JIGSAW PUZZLE

In the lab zone, the player will find a box (28) that says 'Patient MRI Scan' on it. Inside, they will find a jigsaw puzzle (29).

Once solved, they will have an MRI scan of a brain. Players will usually have started this before they get into the briefcase. Once in the briefcase, they can then compare the MRI study leaflet (22) with the jigsaw and discover that their patient's stroke was lobar – this can now be completed on their Enrolment Form (05).

## 04 LOCKED FOLDER PUZZLE

One of the folders in the briefcase is locked with a padlock that requires a 5 letter code. This code can be found on the Atrial Fibrillation Poster (30), indicated with a padlock symbol.

The code is: ATRIA.

Within the folder, there will be a post-it note saying 'I know one of these articles was important, but which one?', along with 3 scientific articles (31).

The player will need to solve more clues before they can carry on.

## 05 LOCKED LAPTOP PUZZLE (PART 1)

In the desk zone, players will find a laptop (32). On the laptop will be a post-it note saying 'Don't forget: my password is in the back of my diary'.

A diary (33) will also be found on the desk – however it is locked with a 3 number combination. A post-it on the diary will say 'I love that group photo of us!' This clue will lead the player to look at the photo frame (34) on the desk that has two slices of a group photo in it (35).

On the back of the frame will be a note saying 'Feel free to open me'. When opened up, the player will see that the two slices of photo have a pattern on the back. The player needs to find the 3 other pieces of the photo to complete the pattern.

We usually just hide 2 pieces of the photo around the room – one where it is easy to find, and one slightly harder.

The third is yet to be found though...

## 06 LOCKED SUITCASE

In the waiting room area, the player will find a suitcase (36) locked with a padlock that requires a key (37). The key can be hidden anywhere in the room – we popped it into a fake plant.

One open, the player will find:

- A slice of the group photo (35);
- A UV torch with a label with a picture of a DNA strand on it (38);
- 30 squeazy brain toys (40).

## 07 LOCKED LAPTOP PUZZLE (PART 2)

Now that the final piece of the photo has been found (35), the pattern on the back is complete and shows the numbers '861'. This is the code to the diary (33).

At the back of the diary is the password to the laptop – this can be anything you like.

Once unlocked, the laptop shows two emails (41) – one from Professor Valeria Caso, and one from Dr Li.

- The email from Dr Li mentions that their patient will be included in the trial in Germany – this now gives the player the site location, and they can look at the map (06) they solved in puzzle 1 to find the site number, which (if solved correctly) will be 202. These can now be added onto their form (05).

- The email from Professor Valeria Caso tells them that they need to use the article about her (31) (indicating the correct article to use from the locked folder) and the notes from a meeting in April to identify the correct patient (33).

## 08 PATIENT IDENTIFICATION PUZZLE

Valeria's email tells the player what to do next. They must get the article about her (31) from the folder, and find the April meeting notes, which are in the diary (33).

The meeting notes tell the player to use the 'red code breaker' on 'page 2'. Located somewhere easy to find in the room, the player will have found a folder with the label 'CODE BREAKERS' on it, with four different coloured code breakers inside (42-43).

Following the meeting notes instructions, the player uses the red code breaker on page 2 of the article about Valeria. The holes in the code breaker will align with letters in the text, giving the code: VobEbSAhT

The player may not be sure what to do with this at first, before remembering that Valeria's email says that her article and notes are meant to help identify the correct patient.

The player can now look at the patient notes (26) they found in the briefcase, and see that each one has a hospital reference code – one of which matches the code they just found, and therefore identifying the patient as Alex Laurent, who is female. The name and sex can now be added to their form (05).

## 09 DATE OF BIRTH PUZZLE

The player will now see that they have all the information on the sheet, apart from the date of birth (and therefore age).

To complete the date of birth, the player has to find the different coloured shapes that are on the form. Two of these can be found around the room:

- The orange triangle can be found on the PRESTIGE-AF Quick Facts poster (44), giving the number 9
- The yellow circle can be found in one of the test tubes on the rack in the lab zone – the circle has a 0 written inside it (45)

The other two require a bit more work:

### 08.1 BLACK SQUARE PUZZLE

To find out what the black square is, the player will need to go back to the suitcase and the unused torch and brains (36-39).

The torch has a label with a picture of DNA on it – this same picture can be found in a leaflet (46) in the desk zone. When the player shines the torch onto the leaflet, they will see it says 'Brains ÷ 10 = ' in invisible ink (47).

The player then just has to count the brains in the suitcase and divide it by 10, giving the answer of 3.

### 08.2 BLUE STAR PUZZLE

A blue star can be found on the 'CHADS-VASC Risk Score Calculator' (27) that is in the same folder as the patient notes (26). On it, it says that it is used to calculate a risk score for patients based on set criteria. Instead of just adding up all the points, the player needs to add up the risk score based on the patient they have identified (Alex Laurent) – if done correctly, this gives a score of 6.

Overall, this gives a date of birth of: 09/XX/1936

The players can then calculate the age, and will now have completed their enrolment form (05) with all the details about the patient.

## 10 WRAPPING UP

When the players have completed their form, pause the timer and go through the answers – if they have anything incorrect, tell them what's wrong, give them a hint and start the time again.

If time is getting tight, be sure to give hints or steer them in the right direction – we want everyone to succeed and complete the whole game! If necessary, and if you can, you can grant them a time extension.

If they have completed the form correctly – tell them congratulations! You can now let them know that Professor Veltkamp has recorded a final message for them and play the Roland Outro video (48).

After this, give everyone a Feedback Form (49) to fill in, add their time to a Certificate (50) and hand them out, and give everyone an I Escape the Clinic sticker (51) (everyone loves a sticker!)

Before everyone leaves, offer them the chance to have a group picture – having some props (52) for this makes it extra fun and like a real escape room.

The escape room is now over! Congratulations! Now it's just a matter of resetting the room for the next group.