

PIRATE PEACE

Escape Room



PIRATE CONFLICT ESCAPE ROOM

OBJECTIVE(S): Students will review and practice conflict resolution strategies

ASCA MINDSETS/BEHAVIORS:

Demonstrate effective coping skills when faced with a problem
Create positive and supportive relationships with other students
Use effective collaboration and cooperation skills

OUTLINE:

- Introduce the

MATERIALS: Letter, envelopes, peaceful or not sort cards and board, peaceful choices sheets, secret code and decoder, talk it puzzles,

MATERIALS: Certificates, envelopes

SMALL GROUP VS. WHOLE CLASSROOM DIRECTIONS

OPTION A:

Solve the clues to find each next clue and location of the treasure, all in the office/classroom.

Small group OR classrooms when you have students sharing the locations (use they won't or because they do).

Divide into smaller groups. Wait until divided into groups, wait until before asking everyone to go look for ingredient and

Free to tell free.

PREP and SETUP

Print, and glue/tape on envelope/folder labels. "The Final Envelope" is only for Option A.

Option A only: Print "Treasure" page.

Option B only: Print "Captain Jackie O'Gold" page. Print and cut answer cards/phrase coins — one answer coin for each small group.

Print story premise/letter.

Prepare envelope labeled "Clue #1":

- "Clue #1" directions sheet and sorting pile page.
- Choices cards, cut and mixed up.
- Multiple groups at once, print and cut multiple sets of cards and envelopes or paperclip together before putting in envelope.

Use dry erase

Hints and Tips

- This activity will be most successful with groups already somewhat familiar with conflict resolution strategies: talk it out/I-messages, take turns, apologize, ignore, walk away, and take turns.
- This is designed to take approximately 45 minutes for use with a whole class and 30-35 minutes with just a small group. The first two challenges will take the bulk of the time.
- You will know how much your students need you to discuss groupwork expectations prior to starting. I've found students to actually use better social skills during this activity than in some others because they feel a stronger shared sense of purpose. For groups needing you to spend a few minutes talking about this before you begin:
 - Remind them that it's not a competition between groups.
 - Explain what it will look like to share and take turns.

What do I need to have for this escape room?

- Paper/cardstock
- Five large envelopes (file folders will work if necessary)
- Classroom or office with a stapler, a phone, books, and a "big" table (for scavenger hunt option)
- Sheet protectors and skinny dry erase markers if you want to re-use fill-in-the-blank and decoder sheets

Questions? Email me!

Sara@TheResponsiveCounselor.com

Our crew has been captured by **PIRATES!** The *bad* news is that they are quarreling, squabbling, arguing pirates. They don't get along very well with each other and they keep trying to pick fights with us too. The *good* news is that they've agreed to let us free if we can help them find the hidden treasure they are searching for.

We have _____ minutes to work together peacefully and solve clues in order to find the treasure and **ESCAPE THE PIRATE SHIP** before we're stuck at sea forever!



Don't have the ability to hide things around your room/office for a scavenger hunt?

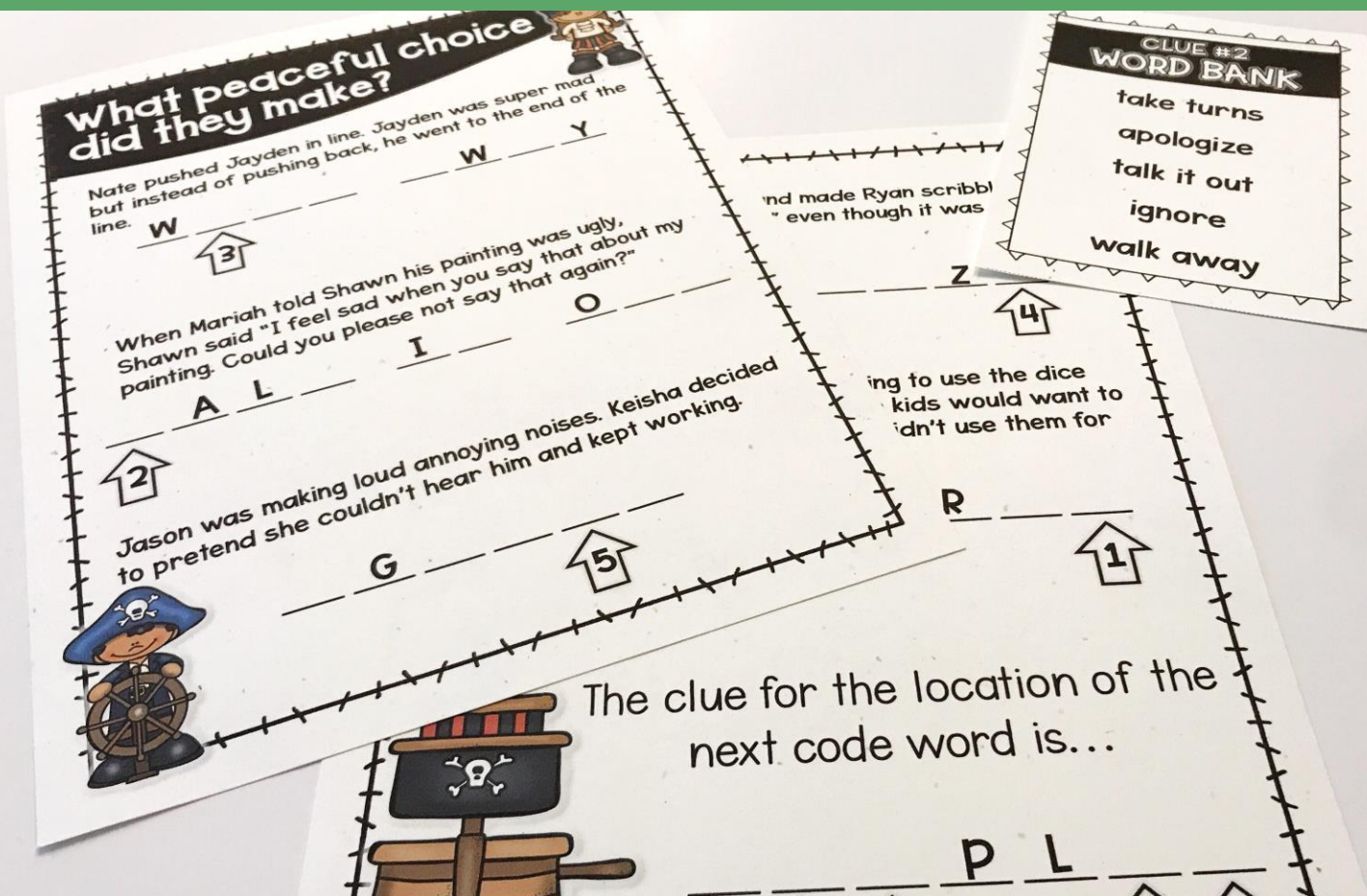


**Also includes an Option B:
Figure out key words for a "secret message" to tell Captain Jackie O'Gold so she will release you!**

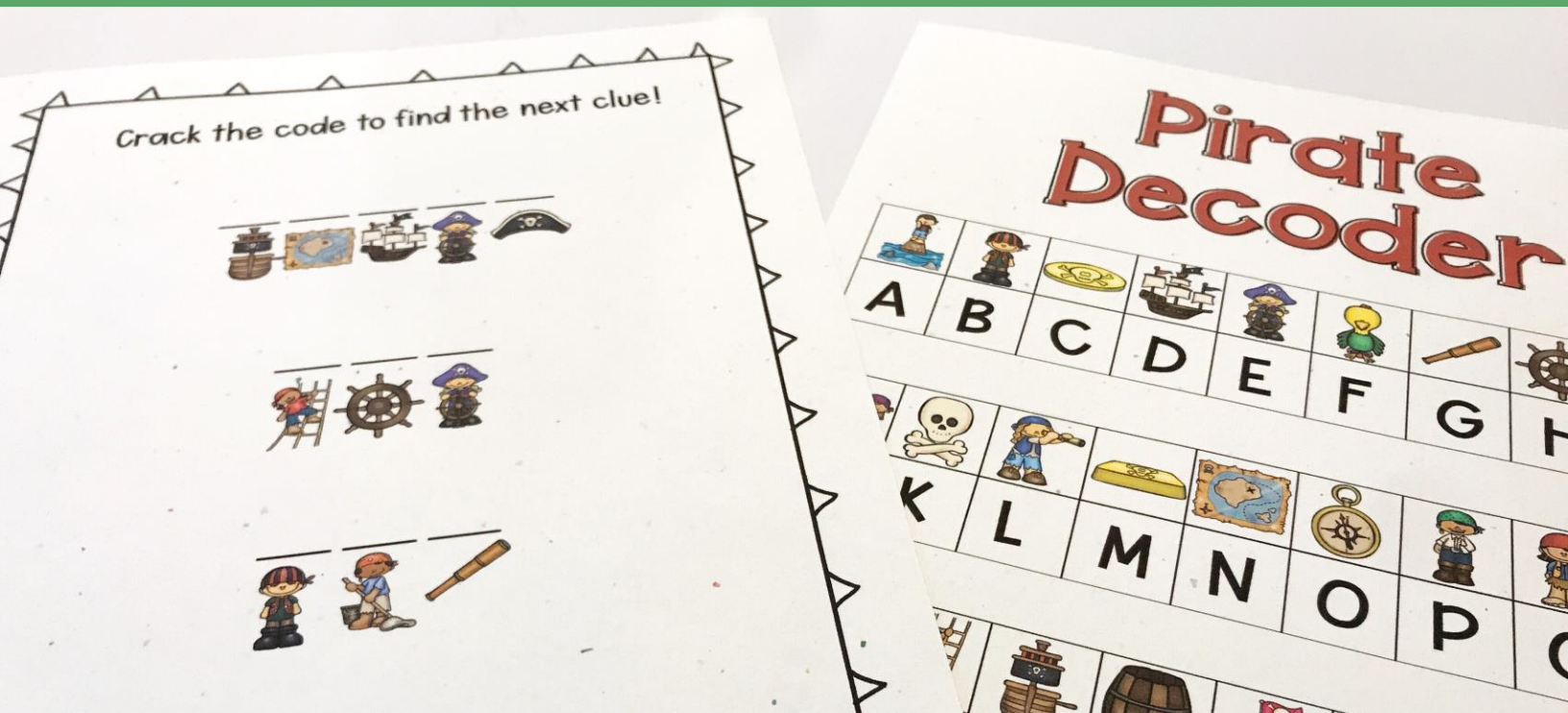
Clue #1: Students sort visual cards by peaceful or not-so-peaceful choices. The letters on the peaceful cards spell out the next clue's location or part of the secret message.



Clue #2: Students fill-in-the-blanks to spell out the different peaceful choices made in short scenarios. They transfer the letters under the arrows to spell out the next clue's location or part of the secret message.

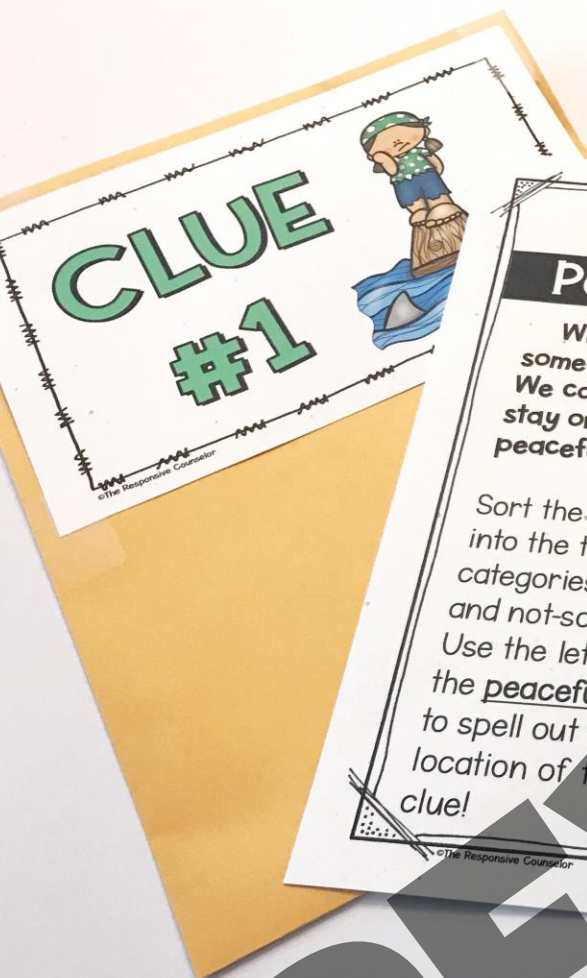


Clue #3: Students use a decoder to figure out the next clue's location or part of the secret message.



Clue #4: Students complete four I-message puzzles. Each puzzle has a number and one or two letters. Students put the letters together in order to spell out the treasure's location or the final part of the secret message.






CLUE #1

Peaceful or Not?

When we have a problem with someone, it's like walking the plank! We can make a peaceful choice and stay on the board or make a not-so-peaceful choice and end up with the sharks!

Sort the choices into the two categories: peaceful and not-so-peaceful. Use the letters on the peaceful cards to spell out the location of the next clue!




Not-So-Peaceful Choices

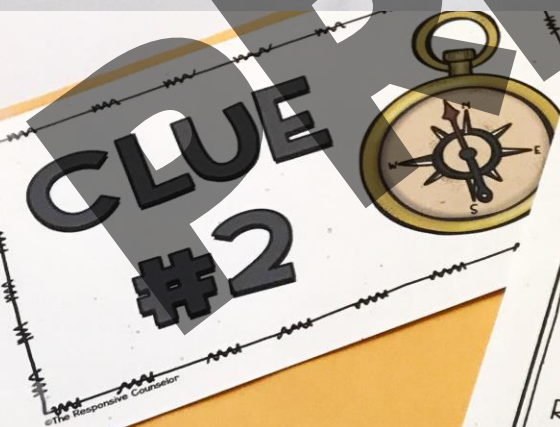
WORK TOGETHER
PATTE
A
USE MEAN WORDS
WRITE ON THEIR

The next clue is...

1 2 3 4 5 6 7 8



Envelope #1



CLUE #2

Peaceful Choices

Pirates have to constantly make choices about what direction to go. When you have a problem with someone, you get to make a choice about which direction YOU go and a choice about how to handle it.

Read the scenarios and fill in the letters to spell out which peaceful choice is the characters' best. Then, write the letters under each arrow. The same numbered arrows will lead to the end to spell out the next location!

What peaceful choice did they make?

Nate pushed Jayden in line. Jayden was super mad but instead of pushing back, he went to the end of the line.

W _ _ _ W _ _ Y _ _

3

When Mariah told Shawn his painting was ugly, Shawn said "I feel sad when you say that about my painting. Could you please not say that again?"

A _ _ _ I _ _ _


2

Amy was with her friend. She got to use too long.

T _ _ _

Jason was making loud annoying noises. He tried to pretend she couldn't hear him and...

G _ _ _




CLUE #2 WORD BANK

take turns
apologize
take it out
talk away

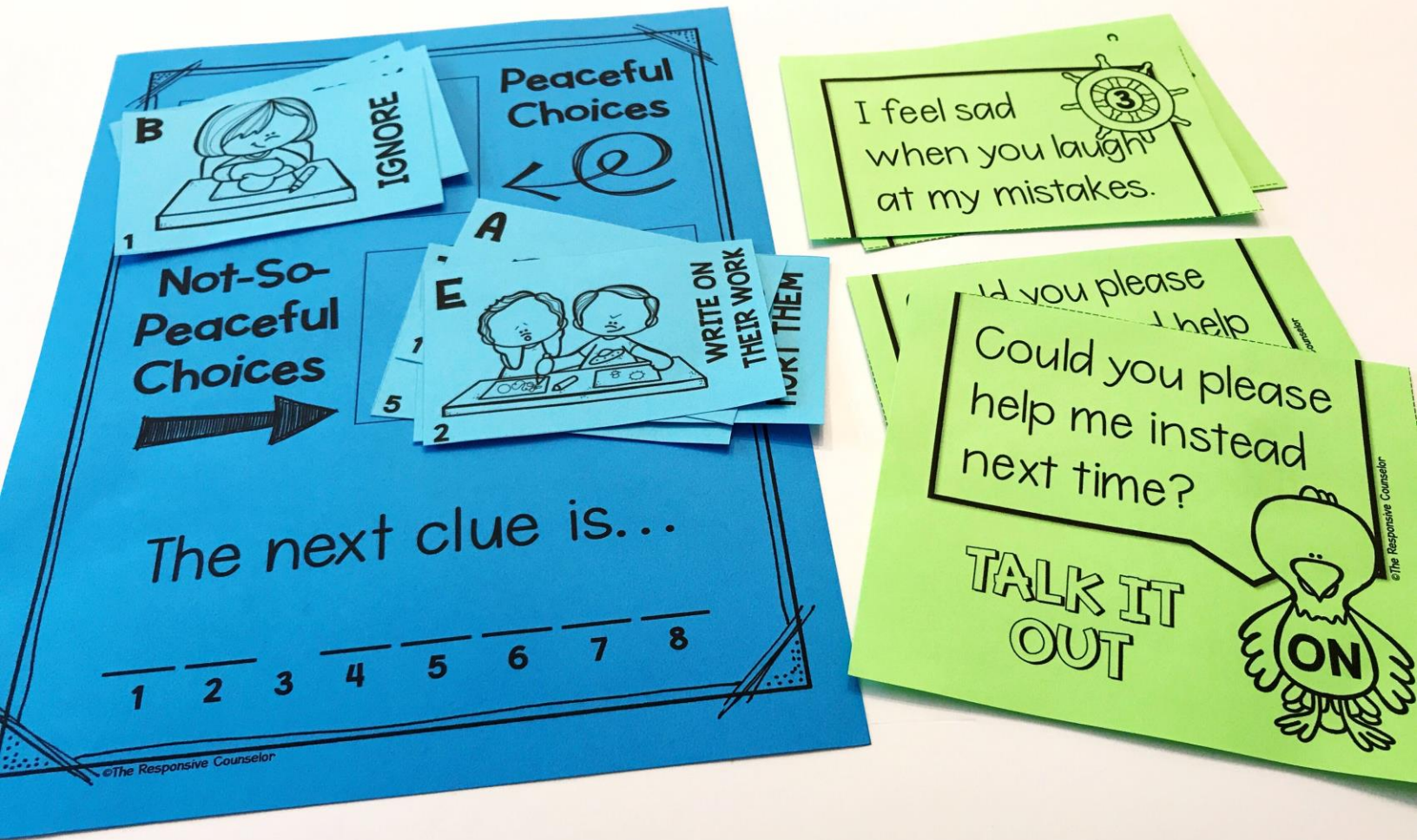
Envelope #2

The clue for the location of the next code word is...

1 2 3 4 5 6 7 8



Also includes black and white
pages for all materials.



THE Responsive COUNSELOR



Education

B.A. from Michigan State University
Psychology and Anthropology

M.S. from Vanderbilt University
Community, Research, and Action

M.Ed. From Vanderbilt University
Human Development Counseling:
School Counseling and
Clinical Mental Health

Experience

I started my post-grad career as a school-based therapist before becoming an elementary school counselor. Social and emotional learning in youth is my passion, whether through large group prevention, individual intervention, or parent and teacher education! I have been at my current school for 5 years now, providing a comprehensive school counseling program.

Philosophy

- I only sell resources that I create for my own students and use first with them!
- All of my work is rooted in evidence-based instructional, SEL, and/or therapeutic practices.
- My aim is to make things **effective** and **engaging** for wiggly learners and use wording accessible to underserved and EL populations.

Connect With Me!

