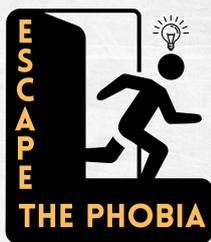


# M · A · N · U · A · L

2021



## ESCAPE the phobia Manual | 2021

This manual was written within the project "**ESCAPE the phobia**", a 1-year project carried out by the non-profit organization Awesome People ([www.awesomepeople.se](http://www.awesomepeople.se)) 2020-09-01-2021-11-30 with funding from the Swedish Agency for Youth and Civil Society (MUCF).

The **overall aim** of the project was to reduce the prevalence of xenophobia and intolerance among young people aged 15-20 and to provide teachers and youth leaders with innovative tools in this work.

The project created **three educational escape rooms**: one about Islamophobia, one about Afrophobia, and one about Homophobia. An outline for a workshop was also developed. The educational escape rooms and workshops have been tested and evaluated with a reference group consisting of 22 young people who belonged to one or more of the following groups:

1. Muslim, 2. African descent, 3. LGBTQ + (some did not belong to any of these groups). In the project we visited three High Schools in Örebro where 360 students got to play the educational escape rooms and participate in the workshop. We also organized public events.

Together with the reference group, podcasts were recorded where they discuss the topics. Stories of young people's experiences of Islamophobia, Afrophobia, and Homophobia were also collected by the reference group and formed the basis of a social media campaign to draw attention to the project, the project's themes, and the project's results. Those in the reference group who did not participate in podcasts were also allowed to write down their thoughts on Islamophobia, Afrophobia, and Homophobia.

The project included a reading of literature and research on Islamophobia, Afrophobia, and Homophobia, which were summarized in short reports and formed the basis for the creation of the three educational escape rooms + reflections created in the project.

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### **Educational escape rooms created by:**

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**All material produced in the project can be downloaded free of charge from Awesome People's website [www.awesomepeople.se](http://www.awesomepeople.se).**

# "I AM MOHAMMED AND I AM A TERRORIST"

 **Topic:** Islamophobia

 **Learning outcomes:**

- Learn about different acts of discrimination Muslims face such as name-calling, harassment of Muslim women wearing hijab, discrimination at the labour market.
- Be aware that not all Muslims are terrorists and that the group that suffers from terror attacks are mostly Muslims themselves.
- Know that all religious texts can be used for both love and hate.

 **Age:** 14+

 **Group size:** 3-5 players

 **Language:** Swedish & English

 **Playing time:** 5' introduction | 30' playing | 15' debriefing and discussion

 **Players' role:** Players work at the special police unit, specialising in terrorism

 **Introduction:**

*Players watch a video of a news feature saying there has been a terror attack and the police special unit terrorist team is working on identifying the terrorist in order to prevent future attacks, they have to identify the terrorist within 30 minutes before the next attack will happen. They have already collected some files on suspects named Mohammed.*

*"Your task is to work as a team and check the different suspect files to be able to open the evidence box. Good luck!"*

 **Ultimate mission:** To find the terrorist responsible for the terrorist attack

 **Communication with players:** The game master is in the room with the players

 **Rules:**

- You can not destroy anything in the room
- You can not cheat by getting into boxes or code locks without having the code
- You can ask the game master for as many clues as you want, the most important thing is that you complete the room so it is better to ask for clues than to be stuck
- You only need to use each item once except at the end
- You only need to use the board if you get a clue to do so
- This is what the locks look like and this is what you need to keep in mind when you open them. (Show)
- Do you have any questions?

 **Google drive link:** <https://bit.ly/36faiYZ>

## ▶ Start:

**You have to find the codes to open the evidence box to identify the terrorist in 30 minutes starting now!**

## ▶ Gameplay:

The players enter the room which is an office-like setting where **four files lay on the table** and there is a **box looked with four locks**. The locks have different colours, and the four files have a matching colour showing the players which file will lead to which lock.

Players need to solve each puzzle in each file to open the box. In the room, there is also a **board with some images and news reports** and the headline of the room "I am Mohammed and I am a terrorist". A **tie** is either hanging on a chair or on the board. An **Ipad/phone** with QR-scanning lays on the table. Game master can repeat that the board is included in the game when clues in a file direct them to the board.



### Puzzle 1 | Green folder



In the green folder they find a **suspect profile** with some information and a **QR-code**, they also find **four pieces of paper** with quotes from holy scripts – positive on one side, negative on the other side. On each piece, there is a number. They must scan the QR-code where they see a video with the #notinmyname campaign, in the end of the video there are three sentences. They need to find the sentences from the pieces with quotes and put them in the right order and they will get the numbers **969** which will open the green lock.

### Puzzle 2 | Red folder

In the red folder they find a **suspect profile** with some information and a **picture** with men in ties. The clue should lead them to the tie in the room, inside the tie they will find a note saying "Number of events and age". If they read the red suspect profile they will find it says 20th time it happened and the age of the suspect is 42. The code to the red locker is **2042**.



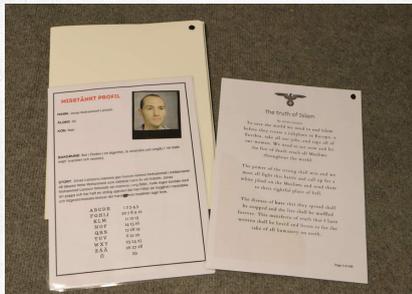
### Puzzle 3 | Blue folder

In the blue folder they find a **suspect profile** with some information and the **hint** "Colour Colour Symbol Symbol Black" so they know what they need to look for to open the blue lock. They also find an **article** about discrimination in the Swedish labour market.

At the bottom of the article, it says 1=symbol 5=symbol and the 1s are placed in the article like a square and the 5s like a triangle revealing the two symbols needed for the lock. When they read the article, they will come across the “blueyellow glasshouse” which reveals the two colours they need. The code for the blue lock is **Blue Yellow Square Triangle Black**.



### Puzzle 4 | Black folder



In the black folder they find a **suspect profile** with some information and a **black marking** over a word. There are also **letters and numbers** on the bottom of the profile. They also find a **terrorist manifesto** where the letters HAT (hate) are in bold letters which is the black marked word in the suspect profile. If they take each letter and look at the bottom of the profile page which number corresponds to each letter they will get the code **816** which will open the black lock.

### Ending point

After opening all four locks they can open the box, in the box they will find a **UV lamp** and a **note** saying “Terrorist”. If they shine with the UV lamp on the note they can see the words “Put the light on”.

They should decide who they think is the terrorist and use the UV lamp to shine on the profile. When they do this at the right profile (the black profile) they will see the text “Remove the red islamophobic filter on the title of the room”.

This will lead them to the board where the title is divided in a white (I am Mohammed) and a red part (and I am a terrorist) where the red part can be removed. When they remove the red part and shine with the UV-lamp they will see the text “and I am a son, an engineer, a doctor, a husband, a teacher... Congratulations you succeeded with the room!”



### Reflection:

Gather the group and go through each puzzle to recap what they have done:

*“This room was about Islamophobia which means hatred towards Muslims and those who are believed to be Muslims. Islamophobia includes exaggerated notions that Islam is a religion that leads to negative behaviours and that the presence of Muslims in a society is a danger. Islamophobia is not about Islam but about notions of Islam. Legitimate criticism of Islam and racism against Muslims are two different things.”*

### Puzzle 1 | Green folder

Here there were quotes from various scriptures - did you notice the difference between front and back? One side was only positive quotes and the other side was only negative quotes.

It is possible to take separate quotations from the sacred writings of all religions that call for war and violence but also for love and care.

Islamophobia only addresses the negative aspects of Islam and sees only Islam as a religion of violence or the "religion of the sword". What the Qur'an "says" about love, generosity, spirituality, fellowship or justice is seldom mentioned. Islamophobes say "They do it because they are Muslims" where the most extremist Islamists are the ones who are allowed to represent ALL Muslims.

With the help of the QR code, you got to see the campaign video #notinmyname - what was it about? The campaign was created after the terror attacks in France where Muslims were taking a stand against the terrorists saying they're not representing me or my religion. By placing the quotes in the order shown in the film, what code did you get? The code was 969. Code **969** stands for 969 Movement, an anti-Islamic movement in Myanmar led by a monk who killed 200 people and put 100,000 people on the run. Of all religions, which followers do you think carry out the most terrorist attacks? It is Islam with 66% but before it was actually buddhism. Important to be aware of is that 80% of the victims of Islamist terror attacks are Muslims.

### Puzzle 2 | Red folder

Here were pictures of men with ties and you found a clue to the code in a tie. Many Muslim women are discriminated against in various ways because they wear the veil/hijab, often for reasons such as gender equality. Attacking individual women wearing a veil in the name of equality can be likened to banning men from wearing a tie, as it has most often been men in ties who have held positions of power in a society that have led to inequality. The code you received was **2042** - this is the year believed there will be as many women as men in Swedish company boards, so we still have things to work with when it comes to men in ties.

### Puzzle 3 | Blue folder

Here there was an article - what was the article about? It was about "the blue-yellow glass house" about the discrimination in the Swedish labour market where 15 times more people want to change their name called Mohammed to increase their opportunities to get a job. There is a 50% greater chance of getting a job if you have a Swedish name. The code was **blue, yellow and 15**.

### Puzzle 4 | Black folder

Here there was a terrorist manifesto written by the terrorist where he wrote an Islamophobic text, and do you remember the word where you got the right number? HATE. That is also what Islamophobia is about - **HATE**. After opening all the locks, you could open the box and there you found a UV lamp and a note where it said that you should shine on the terrorist. When you shone with the UV lamp, it said "Remove the Islamophobic red filter from the title of the room" (My name is Mohammed and I am a terrorist) and then you could see other identities that someone named Mohammed could have.

Racism is when you judge a person before she does something, nothing she does can change what she is. If the only thing we know about a man is that his name is Mohammad, what do we really know then?

### Why do we have this Islamophobic filter?

As a result of segregation, Danes, Swedes and other Westerners still get their main contact with Muslims mediated through the media. Attitude surveys show that Islamophobic views are stronger among those who do not know any Muslims. The media's image of Islam has more power than ever. It is crucial to how Westerners view Muslims. Media research shows that nine out of ten news related to Islam and Muslims are negative such as, terrorist attacks, war, fanaticism and oppression of women. As you could see from the news that was posted on the board, it was only negative news.

There are 1.4 billion Muslims in the world with a culture that is multifaceted and with different orientations and interpretations when it comes to Islam. It is important not to judge all Muslims for something that extremists do. Extremists exist in all societies and when violent crimes and terrorist attacks are carried out by, for example, Christian fundamentalists, not all Christians are suspected. In the room, there was a Swedish man who was the terrorist. At the time of the Norwegian terrorist attack in 2011, it was first thought that it was a Muslim terrorist, but it turned out to be a Norwegian man. We all need to be critical of the information that reaches us through the media and stand up against Islamophobia.

### Discussion:

- Do you have any special ideas about Muslims or Islam? What do you think about Islamophobia?
- What do you think about women in veils?
- What do you think about the fact that it is easier to get a job if you have a Swedish name and that there are 15 times more people named Mohammed who change their name to increase their chances of getting a job?
- What do you think about the media's influence that we associate Muslims with terrorists?
- How can we all help reduce Islamophobia?

### Restart checklist:

1. Put the correct material back in the folders
  - **Red folder:** Profile, tie pictures
  - **Blue folder:** Profile, article
  - **Green folder:** Profile, four texts
  - **Black folder:** Profile, manifesto
2. Put the **UV lamp** back and **note** "The Terrorist" in the box
3. Insert all **locks** and turn
4. Put the **red filter** back on the bulletin board
5. Put the **note** back in the tie and hang the tie on a chair or on the bulletin board
5. Remove open browser windows on the **Ipad/phone**
6. Get ready with the **intro video**

# "HOW IS CATALINA?"

 **Topic:** Homophobia/Transphobia

 **Learning outcomes:**

- Learn about consequences of homo/transphobia.
- Know about changes in Swedish legislation.
- Learn about different definitions connected to LGBTQ+.
- Be aware of what is important for LGBTQ+ people.

 **Age:** 14+

 **Group size:** 3-5 players

 **Language:** Swedish & English

 **Playing time:** 5' introduction | 30' playing | 15' debriefing and discussion

 **Players' role:** Players are friends of Catalina

 **Introduction:**

*You are friends with 17-year-old Catalina, she was born biologically as a man, but realized from an early age that she would feel more comfortable and happy in a female body. While her parents have noticed that she has other preferences, she has recently gained enough courage to explain the situation to them and ask them to sign a legal document for a legal gender correction. Her parents reacted badly and she turned to you because you are her best friends.*

*Since you also have a hard time understanding her, you have ended up in a quarrel and Catalina has gone for a walk to calm down. You have 30 minutes while Catalina is on a walk to look around her room and find a way to better understand her situation and learn to support her. Good luck! Your task is to work as a team and check Catalina's room to find out what it is she wants. Good luck!*

 **Ultimate mission:** To find out what Catalina wants

 **Communication with players:** The game master is in the room with the players

 **Rules:**

- You can not destroy anything in the room
- You can not cheat by getting into boxes or code locks without having the code
- You can ask the game master for as many clues as you want, the most important thing is that you complete the room so it is better to ask for clues than to be stuck
- You only need to use each item once
- (This is what the locks look like and this is what you need to keep in mind when you open them. (Show))
- Do you have any questions?

 **Google drive link:** <https://bit.ly/3H3gzDX>

## ▶ Start:

You have to find out what Catalina wants in 30 minutes starting now!

## ▶ Gameplay:

The players enter the room where they see the desk in Catalina's room. On the desk, they can see a **pen stand**, in the pen stand there is a **whiteboard marker**, a **toilet bag** with a lock and a **pencil case** with a lock. On the desk, there is also a **framed picture** of a rainbow, a **big and small box** (both with locks), and a **dictionary** with a lock.



### Puzzle 1

To get into the first lock they have to figure out the riddle on the **framed picture**. "Does love have to be about two? Can it not be five? Or all the colours in the rainbow?" From this, they get the code 258 which opens the **pencil case**.

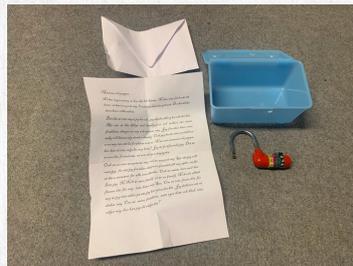


### Puzzle 2

In the pencil case you find a fake **phone** with a message from Catalina's sister. When taking the first letter of each sentence you get the word "BREV" ("letter" in Eng) which is the code for the letter lock on the **little box**.

### Puzzle 3

In the small box there is an **envelope** with a letter inside. The letter is written by Catalina to her parents. Players need to read the letter and in the end, there are numbers written with letters stuffed in the sentences. The three numbers 706 is the code for the **dictionary**.



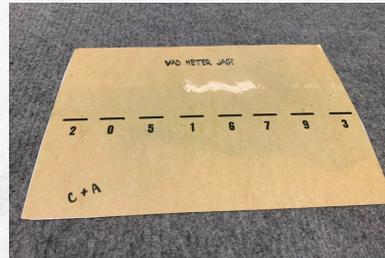
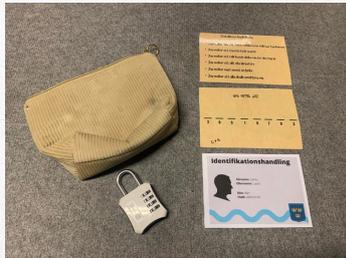
### Puzzle 4

When opening the dictionary players find different **words** and a paper with **definitions**. Each word has a number written on it and on the paper there are four definitions which are in bold letters. Players need to match the right word with the right definitions and look at the four bold definitions and their numbers which will create the code 1944 which opens the lock for the **toilet bag**.



## Puzzle 5

When opening the toilet bag they find three items: **Catalinas wishing list**, an **ID-card** and a **laminated paper** with the question "What's my name?" with blank lines with numbers under each line and on the corner of the paper it is written C+A. The players should not take the name on the ID-card, since that is Catalinas "dead name" but instead see her name on the wishing list. When they write with the whiteboard marker pen which they can find in the pen stand CATALINA and only look at the Cs and As in the name they get the numbers below those letters which give them the code 2013 which opens the **big box**.



## Ending point

When opening the big box they find one **speech bubble** with seven squares which they need to fill in with letters. They find eight cards (**number cards**) with two numbers on them and squares to fill in and they find eight **cards with celebrities** within the LGBTQ+ community with a short info text, a picture, and their name + a number below their name.

Players need to add up the two numbers on the number cards and find the matching celebrity card with that number. They should then write that celebrity's name on that number card to get the letter for one square in the speech bubble. There is a letter given from all number cards except Alan Turing. When they have filled in all the letters they will see what the speech bubble is saying which is what Catalina wants and marks the end of the room. **"ACCEPT ME"**



## Reflection:

Gather the group and go through each puzzle to recap what they have done:

*"Homophobia can be explained as people who express a strongly negative view of homosexuality or of gay and bisexual people or who have an irrational fear of, aversion to, or discrimination against homosexuality or homosexuals. In homophobia, we include LGBTQ + people LGBTQ is a collective term for homosexuals, bisexuals, transgender people, and queer. These include who you have the ability to fall in love with and/or how you define and express your gender. In the room, it was about a transgender person."*

### Puzzle 1

First you needed to open the pencil case. You got the code through what was written on the framed picture. Do you remember what the code was? **258**. The effects of homophobia can affect the health of homosexuals in many different ways, depending on vulnerability and stigma. Among other things, studies show that young LGBTQ people generally have lower self-esteem, feel more insecure and have less trust in other people, and have suicidal thoughts to a greater extent than other young people. For example, **25** percent of gay and bisexual women aged 16-29 state that they have attempted suicide, compared with **8** percent of heterosexual women of the same age. A higher proportion of young LGBTQ people also experience more harassment, violence, and threats than other young people as a result of homophobia.

### Puzzle 2

When you opened the pencil case, you found a phone. How did it feel to read the messages from the sister? As I said before, LGBTQ people have less trust in other people and this does not improve if people around them not act in a supportive way. The messages created the word **BREV** ("Letter" in English) and that was the code for the next lock where you found a letter.

### Puzzle 3

How did you feel when you read the letter? How do you think it relates to LGBTQ + people? As we have said before, a higher proportion of LGBTQ people experience vulnerability and stigma. If you also live with honor norms, a system of norms that control and limit people's gender and sexuality where the family's reputation is linked to the individual's actions, vulnerability and consequences can be greater when you are doubly exposed. You see homosexuality as a shame, as a disease and this becomes internalized when you are young, which makes it difficult to be open with your sexuality, so even though LGBTQ people exist in these cultures, they can not live openly.

The letter gives you code **706**, which states that homosexuality is illegal in 70 countries and in 6 countries it can lead to the death penalty: Yemen, Iran, Nigeria, Saudi Arabia, Somalia, and Sudan. In 1969, 54 percent of the world's population lived in countries where homosexuality was criminal. The corresponding proportion today is 23 percent so it is going in the right direction.

### Puzzle 4

When you could open the dictionary with the code 706, you were given a list of definitions and different words. How many did you already know? Do you have any questions about any of them? From the words, you got the code **1944** - the year when it becomes legal with homosexuality in Sweden.

### Puzzle 5

The **1944** code opens the toilet bag where you found a wish list. What do you think it symbolized? The wish list consists of things you can do which are based on studies of how you can be supportive of your friends and family who are LGBTQ +. There was also a question "what is my name" Why do you think we had that question? This is where the ID comes in. The so-called "dead name" of a transperson is something very personal and can be triggering. That is why it is so important to use the name they have chosen.

## Puzzle 6

By writing Catalina's name, you got the year 2013 - that was the year when the sterilization requirement for people who goes through a gender correction was abolished in the law in Sweden. With the code, you could open the last lock on the big box. There you found pictures and names of famous people who are LGBTQ +, who did you recognize? Their name leads to the words "Accept me" which is what Catalina wants because most studies show that when you ask people from the LGBTQ community what they want most, it is acceptance.

### Discussion:

- Do you have a special idea about LGBTQ people? What do you think about homophobia?
- What do you think about the fact that there are still countries where it is illegal to be gay?
- What do you think about the fact that a higher proportion of young LGBTQ people experience mental illness, violence, threats, and insecurity than other young people and that trans people have the highest amount of suicide in the LGBTQ + community?
- How did this room affect your view of acceptance? Was there anything that changed now compared to before? What new things did you learn?
- How can we all help reduce homophobia?

### Restart checklist:

1. Add celebrity cards and number cards to the **big box**, lock with a 4-digit code lock (2013)
2. Insert the CATALINA paper, ID card, and wish list in the **toilet bag**, lock with 4-digit code lock (1944)
3. Add the definition list and words in the **book box**, lock with a 3-digit code lock (706)
4. Place the letter in the **small box**, lock with letter lock (BREV)
5. Insert the phone in the **pencil case**, lock with the 3-digit code lock (258)
6. Set up the picture frame, put the whiteboard pen, the toilet bag and the pencil case in the pen stand.

# "I HAVE A DREAM. . ."

 **Topic:** Afrophobia

 **Learning outcomes:**

- Knowledge about the historical roots of Afrophobia (slave trade–colonization by European powerful nations–fairly recent independence of African countries), about cultural diversity in Africa, about Afrophobia in Sweden.
- View about what it means to be antiracist, that it involves taking action and being neutral is more towards the racist end of the spectrum.
- Attitude towards continuous education regarding antiracism.

 **Age:** 14+

 **Group size:** 3-5 players

 **Language:** Swedish & English

 **Playing time:** 5' introduction | 30' playing | 15' debriefing and discussion

 **Players' role:** The players are human rights activists

 **Introduction:**

Players watch a video of a black woman being dragged out of the metro by police officers.

*"The video you have just seen is an example of how Afrophobia might be reflected in police oppression. (Alternatively, you just say that this has been on the news, without showing the video). It has been mentioned by several voices that if the woman had been white, police officers' behavior would have been different!"*

*In this context, Sara, a human rights activist has decided to have a speech about Afrophobia. She will have the speech in 30 minutes to raise awareness about Afrophobia. But she is missing some pieces of her speech. Sara is now holding a press conference and she has asked you, fellow activists, to help her find the missing pieces in the material she used when she prepared her speech. You must do it before her speech will begin! Your task is to work as a team and check her backpack to remake the speech. Good luck!"*

 **Ultimate mission:**

You will win the game when all the missing parts of the speech are found. For the very last puzzle you will need to figure out what is the missing word when you get there, and to write it on a piece of paper you will find in the last puzzle.

 **Communication with players:** The game master is in the room with the players

 **Google drive link:** <https://bit.ly/34WRL2M>

## ⚠️ Rules:

- You can not destroy anything in the room
- You can not cheat by getting into boxes or code locks without having the code
- You can ask the game master for as many clues as you want, the most important thing is that you complete the room so it is better to ask for clues than to be stuck
- This is what the locks look like and this is what you need to keep in mind when you open them. (Show)
- Do you have any questions?

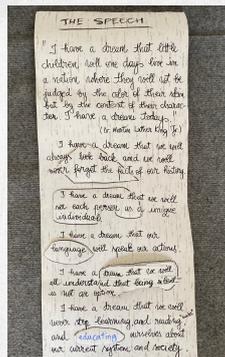
## ▶ Start:

You have to find the codes to open the evidence box to identify the terrorist in 30 minutes starting now!

## ▶ Gameplay:

Loose in the unlocked pockets of the backpack, players will find a little **cloth** and a **battery** that they will have to use later in the game. For a lower difficulty level, the game master can place the battery in the lantern from the beginning and the little cloth in the small pocket of the backpack.

### Puzzle 1



#### The Berlin Conference

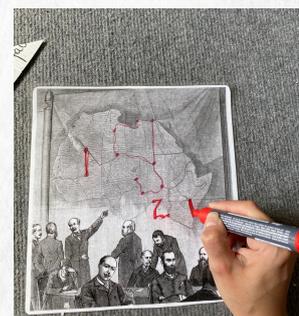
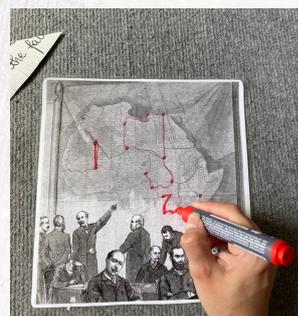
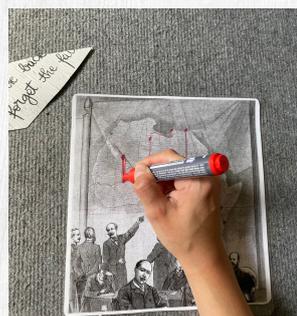


The Berlin Conference marked the end of the transatlantic slave trade. It gathered 13 nations from Europe (Germany, Austria-Hungary, Belgium, Denmark, Spain, France, United Kingdom, Italy, Netherlands, Portugal, Prussia, Sweden-Norway) and the Ottoman Empire as well as the United States. The conference is also known as the Scramble for Africa, because some of those who were present carved different territories in Africa, being interested in their natural resources. People living on these territories were not invited to have a say in these negotiations. The Berlin Conference that ended in one thousand eight hundred eighty five did not initiate European colonization of Africa, but it did formalize the process. In addition, it sparked new interest in Africa. Following the close of the conference, European powers expanded their claims in Africa such that shortly after, they had claimed a very high percentage of the African territory.

Players will first find the **backpack**, the **speech roll**, and a **document** about the Berlin Conference (in the picture). When they read the text, they will find the year **1885** (the end of the Berlin conference) written in letters. This is the code for the middle pocket black lock.

### Puzzle 2

Within the middle pocket of the backpack, they will find a **map of Africa** (close-up from the previous Berlin conference document), a **red whiteboard marker**, a **locked box** and a **piece of the speech** (completing the sentence about not forgetting the facts of our history) (see picture). Players will have to use the red marker and connect the red dots on the map to form the year **1921** (first 2 dots to form a "1", there is already a "9", next series of dots to form a "2", and the last 2 dots to form a "1"), in this way drawing the borders between different African countries. 1921 is the code for the lock on the box they found in this backpack pocket.



### Puzzle 3

In the box, they will find a **map of Africa** with 10 countries (the ones where most immigrants in Sweden were born), a **UV lantern** (that is missing 1 battery), **10 country cards** with information about each country, and a **missing piece of the speech** (completing the sentence about treating each person as a unique individual). Players have to place the missing battery in the UV lantern and reveal the independence years of each country.

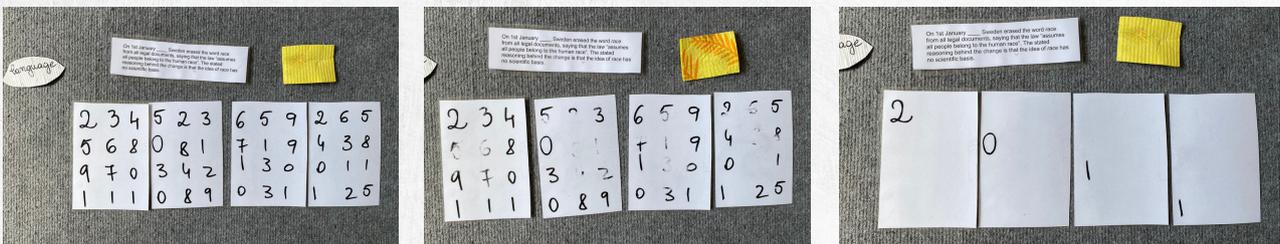


To solve the puzzle they have to discover from which country most of the African immigrants come from to Sweden. This will be solved by reading through the country cards, selecting the country with the highest number of immigrants, and connecting it to the feature on the map ("nice smelling houses" – Somalia). The code for the next lock (on the small pocket of the backpack) is **1960** – the year when Somalia became independent from Great Britain.

### Puzzle 4

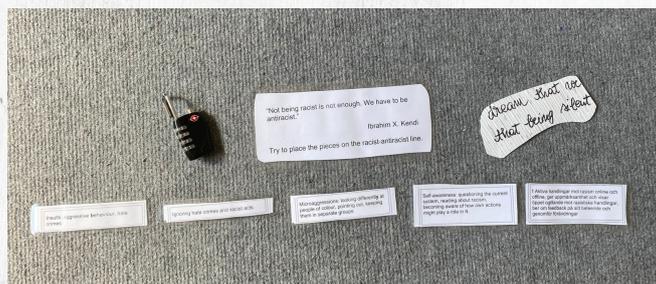
In the small pocket of the backpack, players will find one little **whiteboard** with numbers on them, an **instruction card**, and a **missing piece of the speech** (completing the sentence about language matching our actions). Here, they will have to use the little cloth they found previously to erase the numbers on the board.

Once they do this, only **2 0 1 1** will remain (because they were written in permanent marker). This is the code for the big pocket of the backpack – 2011: the year when Sweden removed the word race from the language used in legislation.



### Puzzle 5

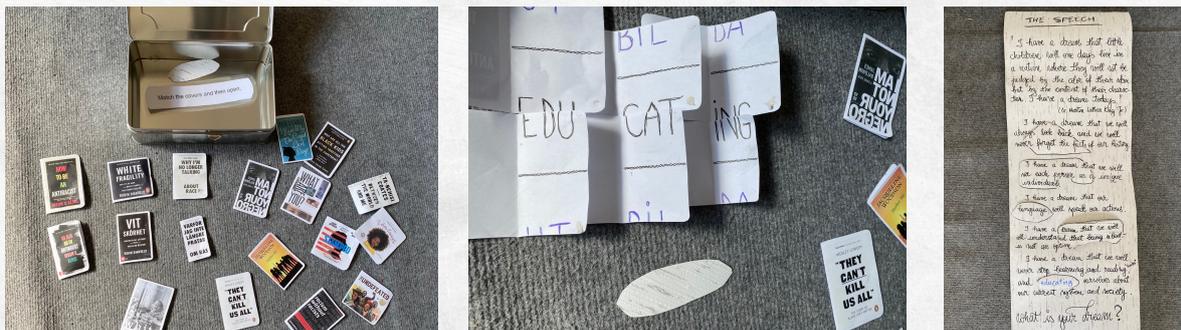
In the big pocket of the backpack, players will find a **small locked box**, a **racist <-> antiracist line**, **5 pieces** with different racist/antiracist behaviors, **one instructions card** with a quote from Kendi, and a **missing piece from the speech** (completing the sentence about silence as not being an option when it comes to racism). Players will have to place the 5 pieces from racist behaviors to antiracist acts, to form the word **BRYT!** from the letters in bold of each card. This is the code for the lock on the small box: BRYT.



## Puzzle 6

In the small box, players will find many **book covers**, an **instruction card**, and an **empty missing piece of the speech**. By solving this puzzle they will be able to discover the last missing word of the speech and win the game.

All book covers are English, except 3 which are Swedish. Players have to match the English to their Swedish versions and open the little books (or turn them). Inside (or on the backside), there are letters and when arranged in alphabetical order by the titles of the English books, these letters will form the word: educating (or utbildda in Swedish). Players will have to write it on the little empty piece of the speech and that marks the end of the game.



## Reflection:

Gather the group when they are done and go through each puzzle to recap what they have done. Try to first ask them if they remember the numbers and then remind them. Have the complete speech roll close so you can read the sentences one by one as suggested below.

*"This room was about Afrophobia which is defined as hatred against people with African origins".*

## Puzzle 1 | 1885

As you are probably aware, between mid-16th and mid-19th centuries (1526-1867), more than 10 million Africans were sent to America as slaves – this being known as the transatlantic slave trade. The Berlin Conference ended in 1885 (your code for the first puzzle) officially marked the end of the transatlantic slave trade in 1885, and also when European powerful nations split Africa into their areas of influence without inviting any African representatives. The borders between some countries were drawn without taking into account the different local cultures there.

## Puzzle 2 | 1921

This is the year when Sweden is considered to have become a full democracy, when most of its citizens could vote and decide their own fate in this way. But because of the fact that they were under colonial control for a long time, African countries still struggle to establish a working democratic system.

Read the first sentence of the speech: **"I have a dream that we will never forget the facts of our history".**

**Extra:** Maybe history is not your favorite topic and you might ask why you need to know about these events, but looking into our history will teach us not to repeat past mistakes and also, can show us why things look like they are in our days. It is not that people from Africa are inferior in any way, it is the course of history and the events that powerful nations outside Africa influenced that led to the current situation. People are not different, the history of our nations and cultures are different.

### Puzzle 3 | 1960

Most of the African countries became independent from European influence after 1950, but democracy is still not fully functioning so people cannot really decide their own fate. Also, it is important to acknowledge the cultural differences between different African countries: they often have very different traditions, religions, natural landscapes and resources and so, different ways of living and thinking about the world. There is a lot of variation within the continent, the same as we have in Europe.

Read the second sentence of the speech:

**"I have a dream that we will see each person as a unique individual".**

### Puzzle 4 | 2011

In 2011, Sweden decided not to use the word race in its legal documents as a way to oppose racism. There are no biological differences between people based on their skin colour. However, race has been created as a social construct and because of this, it is still debatable whether removing the word is effective or not in combating racism. The Afro-Swedes organisation claimed this makes it more difficult for people of colour living in Sweden to talk about racist acts against them when they don't have the language for it.

Read the third sentence of the speech:

**"I have a dream that our actions speak our language".**

### Puzzle 5 | BRYT

The proportion of Swedes who are categorised as being intolerant and as having a negative attitude towards diversity and migration is said to be a world record-low 4.9% or even lower than that. However, around 1000 hate crimes per year, or 13% of all reported hate crimes are due to Afrophobia. The puzzle wanted to show what it means to be an antiracist: taking action. Ignoring racist acts that we witness also makes us racists. Also, this is a moving line, so we are not always racists or antiracists, but we can move on the line and we can try to go towards the antiracist end by taking action.

Read the fourth sentence:

**"I have a dream that we all understand that being silent is not an option".**

### Puzzle 6 | Educating

These books can be useful to educate ourselves about systemic racism and why we got here. And not only books but you are encouraged to search for information everywhere: videos, movies, podcasts, from organisations working with human rights and other different sources and educate yourselves about how to be antiracists.

**Read the last sentence.**

## Discussion:

- Do you have a special idea about people with an African background? What do you think about Afrophobia?
- What do you think about the history of Afrophobia? If the West had not colonized Africa, what do you think would have been different today?
- What do you think about the fact that we in Sweden have removed the word race, good or bad?
- Where are you on the line racist - anti-racist?
- How can we all help reduce Afrophobia?

**Now you can write your dream related to Afrophobia:** how would a racism-free world look like for you? Invite each group to write a short sentence on the speech roll, this can stay there game after game.

## Restart checklist:

1. Remove a **battery** from the UV lantern and place it in an unlocked pocket of the backpack.
2. Place the **little cloth** for erasing the whiteboards in an unlocked pocket of the backpack.
3. Make sure the **little whiteboards** for the small pocket of the backpack have decoy numbers written on them in whiteboard marker.
4. **Big box:** folded A3 map of Africa with the name of 10 countries, UV lantern, 10 country cards, speech-piece with "I have a dream that we will see each person as unique". Put the grey lock on it (1921). Place it in the middle backpack pocket.
5. **Middle backpack pocket:** 1921 map, red whiteboard marker, speech-piece with "I have a dream we won't forget our history", the locked big box. Put the black lock (1885) on the middle backpack pocket.
6. **Small backpack pocket:** little whiteboards with numbers written on them. Instructions card about the word RACE. Speech-piece with "I have a dream out actions speak our language." Put the green lock (1960) on it.
7. **First backpack pocket:** racist-antiracist line, 5 card pieces to arrange, instructions with the quote about racism/antiracism, locked small box, speech-piece with: "I have a dream that being silent is not an option." Put the black lock (2011) on it.
8. **Small box:** book covers, instructions card about matching them, empty speech-piece for the speech. Put the letter lock (BRYT) on it.

**Special considerations:** If you need to play the room with more than 1 group in the same session, please prepare some spare whiteboards with already written numbers on them: 2011 in permanent marker and decoy numbers in whiteboard marker. At the end of a session, make sure you delete the decoy numbers from the little whiteboards, because they can become difficult to delete if you leave them there for a long time.

# WORKSHOP Escape the phobia 1 h 45 min

## Intro | 5 min

- How was it to play the educational escape rooms?
- Now we will do some exercises to reflect some more on the topic of prejudices and discrimination.

## Exercise 1: "Belong to different groups" | 10 min

- Everyone is sitting on chairs in a circle
- A statement is made, those who agree with the statement change places, those who do not agree with the statement remain:
  - *I like ice-cream*
  - *I believe in a higher power*
  - *I am born in Sweden*
  - *I like to dance*
  - *I have prejudices*
- Show movie "All that we share" <https://www.youtube.com/watch?v=jD8tjhVO1Tc>
- **Reflection:** We all belong to different groups and may have certain things in common with some and other things in common with others. That's why it's important not to carry prejudices about others, maybe you have more in common than you think?

## Exercise 2: "One step forward" (Privilege walk) | 15 min

- Everyone stands in a row, gets a role
- Everyone should enter into their role in silence
- Everyone should think about their role's housing, what an ordinary day looks like, what they have been through, what they dream of...
- A statement is read out, if you think it agrees with your role, you take a step forward, otherwise, you remain still:
  - *My holidays have a red number on the calendar.*
  - *No one has aggressively asked me if I was a boy or a girl.*
  - *I'm not afraid of being called a terrorist*
  - *I can buy patches that have a similar tone as my skin color*
  - *I have never been stopped by the police*
  - *I can go hand in hand in town with the one I'm with without getting weird looks*
  - *I do not have to think about changing my name to make it easier to get a job*
  - *Every day I can read about successful people with the same skin color as myself*
  - *No one has told me that my sexuality is a disease*

## Roles

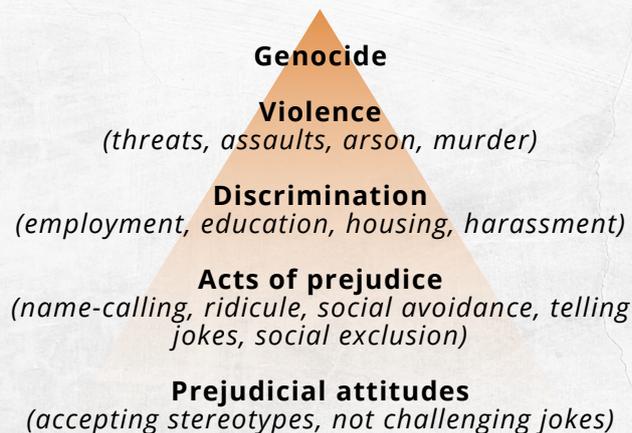
1. You're a Muslim girl. You live with your parents who are deeply religious. You study the social sciences program.
2. You're a Muslim guy. You go to the aesthetics program because you like to sing.
3. You were born in Somalia and came to Sweden when you were four years old.
4. You are a non-religious girl who grew up in the country outside Örebro.
5. You study in the science program and are gay.
6. You are a transgender person who enjoys watching movies.
7. You were born in Sweden but your parents are from Ethiopia.
8. You live in a villa with your parents and in your free time, you play hockey.

- **Reflection:** What do you think about this exercise, what does it show? What privileges did you have and what did you not have? What do these privileges lead to in society and for people? Can you connect them to the different phobias we are talking about?

### Review: "What prejudices lead to" | 5 min

- Go through the Pyramid of Hate and the Pyramid of alliance (bring a prepared flipchart/presentation):

#### The Pyramid of hate



#### The Pyramid of alliance



### Exercise 3: "Ladder of actions" | 30 min

- Put the different steps on the floor or put them up on the wall and tell the participants to stand in silence and without the influence of others where they feel they are. They must answer honestly and, as I said, not be influenced by others.
- Ask the questions:
  - *Where on the steps do you stand when it comes to Islamophobia?*
  - *Why do you think you stand where you stand?*
  - *Where would you like to stand? What prevents you from standing there?*
- Then do the same with Afrophobia and Homophobia

If the participants stand in different places depending on what phobia it is about, challenge them in this and ask how it comes about. Emphasize that it is important to stand up for everyone's human rights and not just the rights that belong to the group you belong to.

Headings to write on the notes: Actively participate in oppression, Ignores/does not see oppression, Knows that there is oppression but does nothing, Knows that there is oppression and does something, + constantly learn more, + teaches others, + support in different ways, + takes initiatives/preventive measures.

#### Exercise 4: "Cases civil courage" | 20 min

Divide into smaller groups, everyone gets to hear the case and then discuss it in the group. They should think in the case that they are a person who actively takes initiative against oppression (standing on the far end of the line from the previous exercise).

##### **Case 1: Islamophobia**

On the bus home, you hear an elderly lady mutter "go home your terrorist, we do not want people like you here" as she walks past a Muslim girl wearing a veil. You are sitting behind the girl - How do you intervene?

##### **Case 2: Homophobia**

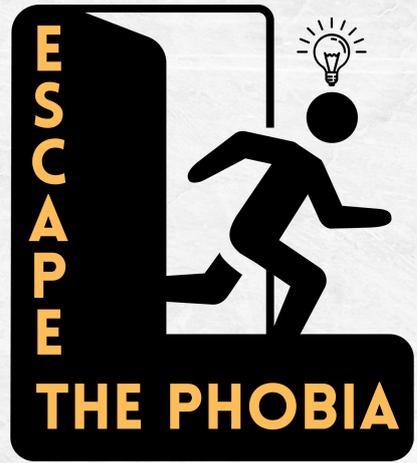
In the school corridor, you walk past a classmate who says to a guy "fucking gay bastard" - how do you intervene?

##### **Case 3: Afrophobia**

You sit at the kitchen table and have dinner with your family when your dad says "fucking 'n-word' they are all just criminals" - how do you intervene?

#### Closing: "Check-out-circle" | 20 min

- All sit in a circle - Tell everyone, one by one to answer the questions: What do you bring with you from today? What should you start/stop doing?



M · A · N · U · A · L