

User manual for the escape roomours facilitation

diversit.



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Foreword

Rumours are stories or pieces of stories that might be true or false and that have the characteristic of quickly spreading from a person to another. They are not systematically negative, and we are all vehicles of rumours, in many situations in our daily life. Yet, they can become very harmful when they are based on stereotypes, i.e. on unchecked and prefixed ideas about what someone or something is like. Stereotypes feed into prejudice, which is an unfair and unreasonable opinion or feeling formed through a pre-judgment without enough thought or knowledge.

At the level of today diverse societies, the spreading of stereotypes and prejudice through rumours can actually impact the way in which we relate to each other, the way in which we interact - or renounce to interact - with people of diverse origin and backgrounds. They can set individuals and groups apart, marginalise and discriminate people, putting individuals in boxes in which they don't necessarily fit because identities, feelings and behaviours are very complex matters that intersect within each other and that may evolve depending on a lot of variables.

Rumours, stereotypes and prejudice are indeed the first step towards feeding hate, which may lead to hate speech and sometimes to hate crime. But while many countries have started prohibiting hate speech by law, and while hate crimes are dealt by criminal law, rumours cannot be the object of legislation as they pertain to the private sphere, to the level of thoughts, they are not necessarily spread with the intention of causing harm, even if they may have a very negative impact on the ability of certain groups of people to be fully part of society.

That's why the Anti-rumours strategy promoted by the Council of Europe and implemented by many of the cities that are part of the Intercultural Cities programme builds on active citizens, giving them a prominent role towards dismantling rumours and countering diversity-related stereotypes that may otherwise hinder our ability to living well in diverse societies.

The Escape Rumours is the newest of a whole set of tools to improve living together in diversity.

1. Introduction

The Escape Roomours is an online tool based on the escape room/break out methodology and with introductory content to the antirumours strategy approach.

The tool has been produced by the Intercultural Cities program of the Council of Europe in collaboration with Antirumours Global.

The goals of this innovative tool are:

- To bring users closer to the knowledge of the main concepts of the anti-rumour strategy (interculturality, prejudice, rumours, discrimination...) as well as some of the strategies to be able to debunk and reduce them.
- To promote critical thinking and awareness of the challenges posed by diversity and the importance of maintaining a proactive and rigorous attitude in order to challenge prejudices and rumours and prevent discrimination.
- Attract young people and other social actors to the objectives and methodologies of the anti-rumour strategy, to become more involved and educated in this area.

This tool is especially designed for young people (14-20 years old) but can also be used for other audiences, as a different and participatory way to learn more about the anti-rumour approach.

Although the online Escape Roomours can be used individually, it is advisable to do it in a planned way and in a group with the support of a facilitator who leads the session and promotes discussion and reflection by sharing his/her screen through a teleconference.

The Escape Roomours is flexible and can be used as an individual dynamic that can last 30-45 minutes, or as a tool for group dynamics and workshops that can last between 1 and 2 hours, depending on the time dedicated to the debate. This flexibility makes it a very useful resource to adapt to different contexts.

2. The Escape Roomours narrative

One of the most important ingredients for a good Escape Room is to ensure that participants will like the story and be able to overcome the challenges it poses.

The Escape Roomours is about an Interplanetary Relations Agency who detects a message from an alien but can only access an initial part of it.

The Agency does not know if this message is an attempt to peaceful contact from another planetary civilisation or if it is a threat. The message consists of a logbook by an extra-terrestrial orbiting the Earth, and the Agency needs to decipher the full content of the message to be able to prepare its strategy; for that, the Agency requires the help of the participants.

Each challenge solved by participants will allow them to decipher part of the logbook's content and pave the way to the next step.

The content of the logbook consists of the alien's analysis of how humans relate to each other and especially the role played by prejudices and rumours about socio-cultural diversity.

The content of the logbook is made of synthesis of the key ideas on which the anti-rumour's approach builds on and can be used to open up various discussions on the issues raised. It is important to note that – for the purposes of the game to be accessible to all publics, including unexperienced ones – the proposed concepts are simplified and do not reflect the complexity of the anti-rumours methodology implemented by ICC member cities.

3. Accessing the game

The technical characteristics and operation of the game are explained in detail below, and some recommendations are also included in each section on possible questions to raise to promote discussion with the participants. However, each facilitator can lead the discussion depending on the specific objectives of the session, the issues that have arisen in the process of solving the tests or the profile of the participants.

LET'S START!

Recommendations:

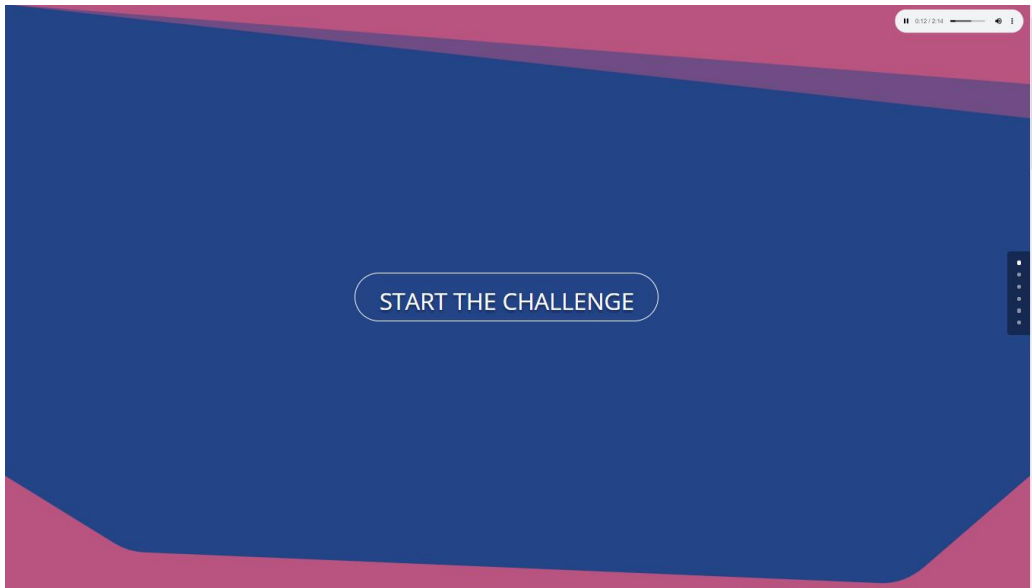
- To ensure a correct view, the website must be played from a computer.
- Use an updated Chrome browser.
- Maximise the computer screen.



Choose your preferred language: English or Spanish are for the time being available, in the upper right bar. Please note that once you have chosen the language you will not be able to change it, unless you start again.

[Click on the button “Do you want to play?”](#)

From now on there will be a background music track; you can change the volume from the top right button or mute it.

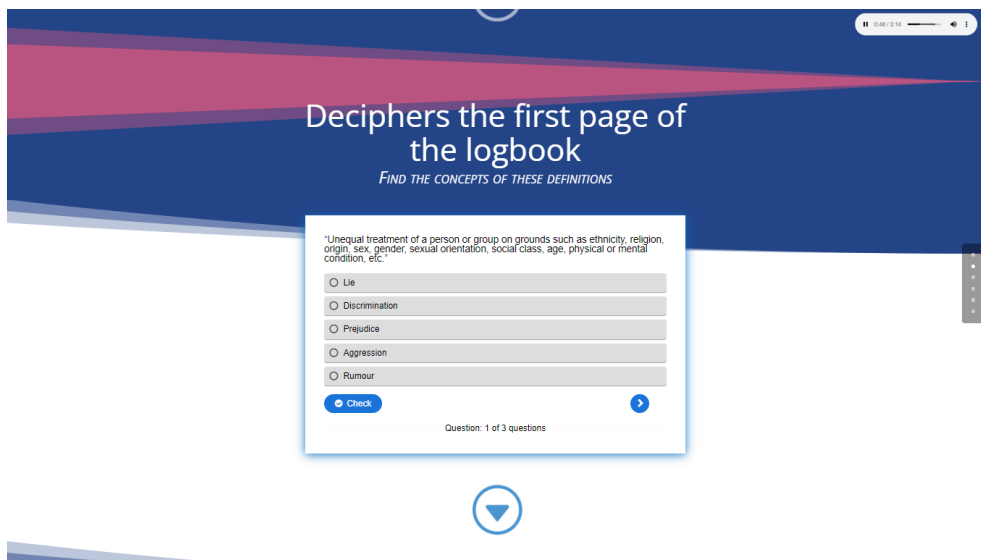


Click on the “Start the challenge” button.

You can navigate through the page by clicking on the arrows or by choosing the navigation points on the right side of your screen.

Click on the video playback icon.

Click on “” and go to the next slide.




The first test consists of the definition of a concept. A multiple-choice question displays. Participants have to mark the chosen answer and click on the check button to verify its correctness.

The aim of this challenge is to familiarise participants with the meaning of the concepts such as "prejudice", "rumour" and "discrimination", and to properly understand their differences.

Here the facilitator can provide inputs for the participants to engage into a discussion.

Possible questions:

- ✓ What are the differences between prejudice, stereotypes and rumours?
- ✓ Do we all have prejudices?
- ✓ Why do we have them?
- ✓ What is their origin and how do we learn them?

Once the answer is correct, click on the button “” and move on to the next questions.

When you are happy with your choices, click on the button.

CORRECT ANSWERS

"Unequal treatment of a person or group on grounds such as ethnicity, religion, origin, sex, gender, sexual orientation, social class, age, physical or mental condition, etc."

Lie

✓ Discrimination

Prejudice

Aggression

Rumour

1/1

Question: 1 of 3 questions

"Claim that is usually passed from person to person verbally or through social media, whose content has an ambiguous component and cannot be verified"

Discrimination

✓ Rumour

Lie

Prejudice

Aggression

1/1

Question: 2 of 3 questions

"A generally negative assessment or opinion that we formulate in advance and without prior knowledge about a group or a person because they are part of that group"

Aggression

✓ Prejudice

Discrimination


Rumour

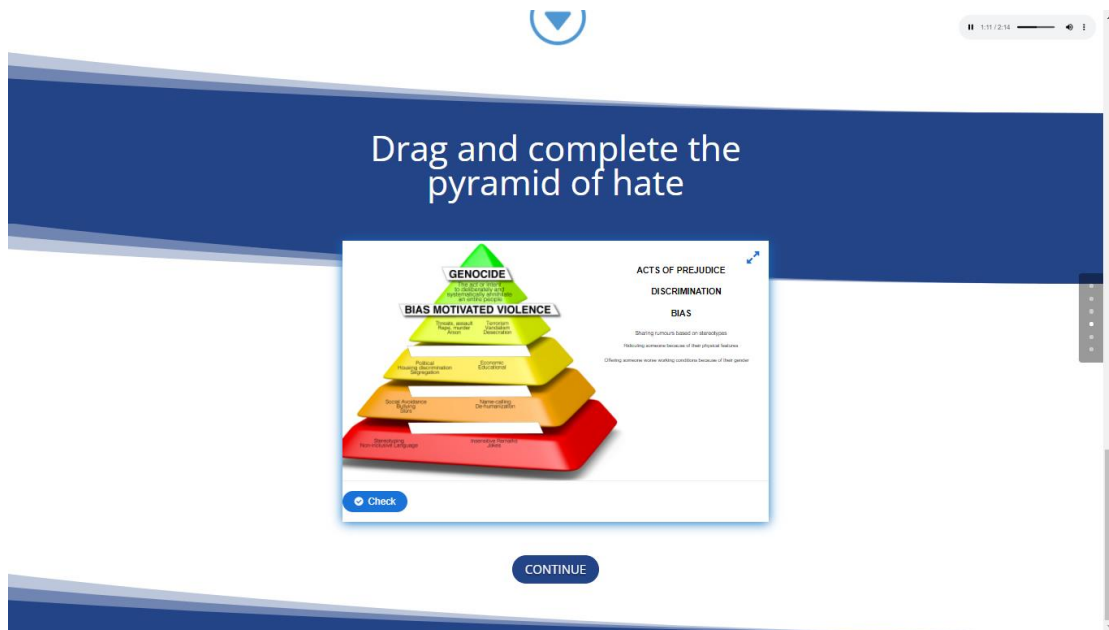
Lie

1/1

Finish

Question: 3 of 3 questions

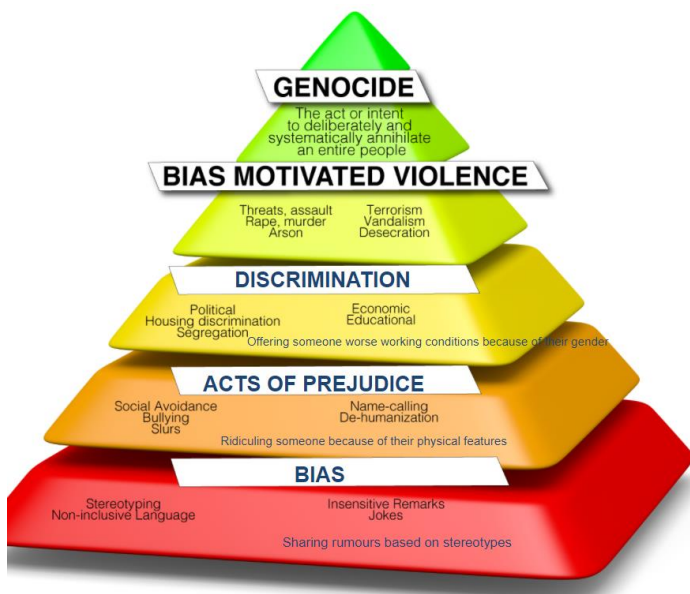
We move on to the next test. We can maximize the screen by pressing the “”



At this stage you'll find the "pyramid of hate", but with some of its sections incomplete; on the right-hand side you have a list of concepts that you must place in the correct level of the pyramid. The first three concepts are in capital letters and are the titles of the missing levels of the pyramid. The three lowercase concepts are examples of attitudes and actions that are related to the missing levels of the pyramid.

You should drag these one by one and place them in the correct place in the pyramid of hate.


CORRECT ANSWER



Click on the "continue" button.

Click on the video playback icon and read/listen to the contents of the logbook.

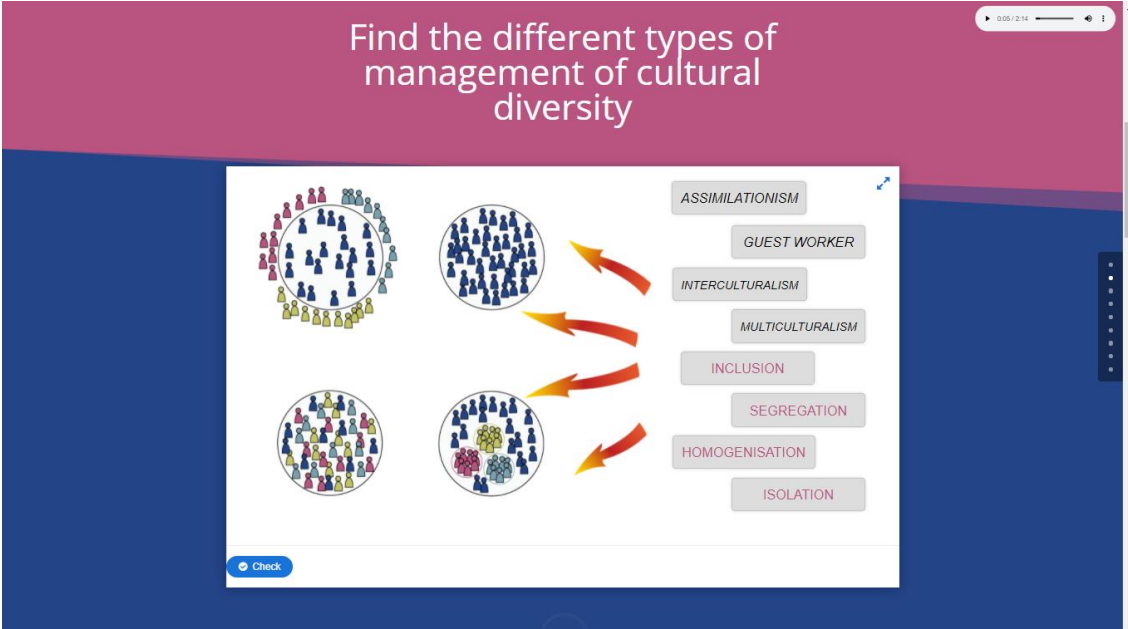
Press  and go to the next slide.

Congratulations! You are now ready for the next test. You can maximise the screen by pressing the symbol “”.

The objective of this stage is to visually identify the different models of diversity management: "guest workers", "assimilationism", "multiculturalism" and "interculturalism", and choose the concept that best summarise the possible impact of each model on diversity (isolation, homogenization, separation, and inclusion).

On the left side of the screen, you can see four representations of four different models of managing diversity, of course these are simplifications of the reality. On the right side of the screen, you can see 8 different concepts. The four on the top are the names of the four representations, while the four on the bottom represent key characteristic or potential outcome of the model.

Drag with the mouse the titles and the characteristics and place them over the representation you believe that they correspond to. Then press on the check button and make sure you did it correctly.



The screenshot shows an interactive quiz interface. At the top, a pink header contains the text "Find the different types of management of cultural diversity". Below this, there are four circular diagrams representing different models of diversity management. Each diagram shows a group of people icons in various colors and arrangements. Arrows point from these diagrams to a list of eight concepts on the right side of the screen. The concepts are: ASSIMILATIONISM, GUEST WORKER, INTERCULTURALISM, MULTICULTURALISM, INCLUSION, SEGREGATION, HOMOGENISATION, and ISOLATION. A "Check" button is located at the bottom left of the quiz area. The interface also includes a video playback icon in the top right corner and a vertical navigation bar on the right side.

The different models are briefly defined below in a simplified way for the purpose of the game, but it is important to stress that there are no complete or static models and that reality is always more complex and all models can produce undesired impact (i.e. separation...)

- ***Guest Worker** migrants are regarded as a temporary labour force which will eventually return to their countries of origin and so policy is seen as short term and without the intention of promoting real inclusion (not recognition of cultural diversity, political rights etc.)*
- ***Assimilationism** is the practice of requiring a foreign national or minority group to adopt the same behaviour, customs, and traditions as the host population, as a condition to achieve integration. In societies which apply the policy framework of assimilation cultural differences and diversity is not encouraged and newcomers are expected to give up their heritage to become part of the dominant culture.*
- ***Multiculturalism** is a policy framework which recognises that cultures and ethnicities, particularly those of minority groups, deserve special acknowledgement of their differences within a dominant political culture. It works to remove stigmatisation, exclusion, and domination in relation to such groups. However, by doing so, multiculturalists categorise groups by ethnicity, race, or religion, which may encourage segregation due to a lack of interaction and prevent the valorisation of common and shared elements.*
- ***Intercultural integration** refers to the result of a two-way process consisting in the effective, positive, and sustainable management of diversity, based on reciprocal and symmetrical recognition, under an overarching human rights framework. The process is based on the principles of interculturalism which are equality, recognition of diversity, meaningful interaction and active citizenship.*

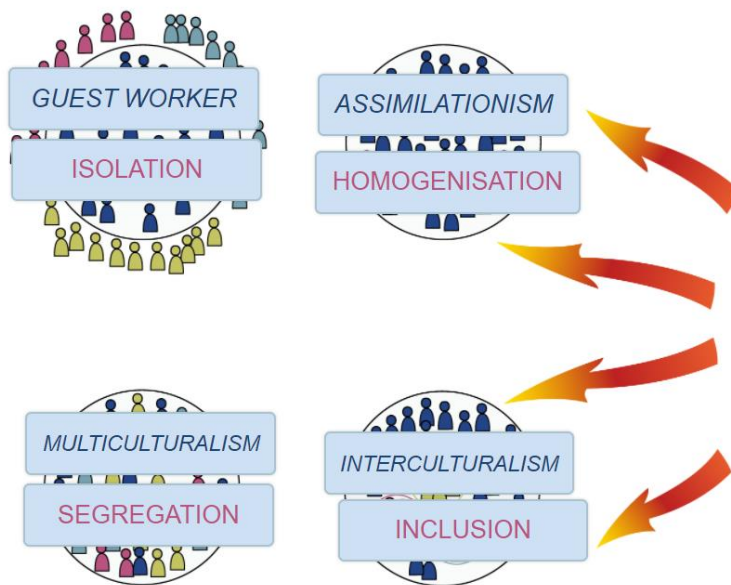
And a brief reminder of the basic principles of interculturality:

- ***Equality** as a clear commitment to equal rights and social opportunities for all citizens. This implies the need to promote policies against exclusion and discrimination.*
- ***Recognising and valuing socio-cultural diversity** as a structural reality that is part of the human condition and that brings with it complexities and opportunities that should be taken advantage of.*
- ***Positive interaction** is about creating conditions for positive and constructive everyday encounters across people in a climate of mutual respect, understanding and co-operation, to reduce prejudices, promote inclusion and take advantage of the opportunities that come from diversity.*

Tips for the discussion:


- ✓ What rights does each model prioritise?
- ✓ Can we identify any country that has applied any of these models?
- ✓ Which is the model applied in your country?
- ✓ What are the basic principles of the intercultural model?
- ✓ Do we know of any actions or projects that are truly intercultural?
- ✓ Which role can cities play in the application of the intercultural model?

CORRECT ANSWER



Click"  " and go to the next slide.

Press the video playback icon and read/listen to the contents of the logbook.

Click"  " and go to the next slide.

Welcome to the next stage! This test is about the nature and characteristics of rumours and the reasons that push us to spread them: "We tend to share rumours if...".

This is the challenge which will probably trigger the most animated conversation as we are all potential vehicle of rumours and have experience their impact on ourselves.

Tips for discussion:

- ✓ What are the basic characteristics of rumours?
- ✓ Why do we tend to share them, even if we don't know whether they are true or not?
- ✓ What are the consequences of rumours?
- ✓ Have you ever suffered the consequences of a rumour concerning you?
- ✓ What rumours have you recently heard related to cultural diversity and/or about specific groups?
- ✓ What are currently the main vehicles for the dissemination of rumours?

Mark the statements chosen by the participants that correctly continue de sentence "We tend to share rumours if..." among the nine different options and click on the "check" button.

Why do we help spread rumors?
Mark the best claims

Who tend to share rumours if...

They give us information that we consider relevant	They are ambiguous and can be adapted to suit our imagination and interests	They are complex and fact-rich explanations
There is clear evidence to prove their truth or falsity	They confirm our prejudices and preconceptions	They challenge our beliefs
They are consistent with social norms	They satisfy emotional needs such as fear or anxiety management	We don't care about the subject


CORRECT ANSWERS

Why do we help spread rumors?
Mark the best claims

Who tend to share rumours if...

✓ They give us information that we consider relevant	✓ They are ambiguous and can be adapted to suit our imagination and interests	They are complex and fact-rich explanations
There is clear evidence to prove their truth or falsity	✓ They confirm our prejudices and preconceptions	They challenge our beliefs
✓ They are consistent with social norms	✓ They satisfy emotional needs such as fear or anxiety management	We don't care about the subject

5/5

Once the test has been carried out correctly, click on  and go to the next slide.

Click on the video playback icon and read/listen to the content of the diary.

Press "  " and go to the next slide.

Press the "continue" button.

You are now into the next test: "Discover the hidden words".

Here participants have to re-order the different boxes so that three basic strategies to counter or reduce prejudices and rumours reveal. To do that you have to proceed by colour, completing the blue (answer: critical thinking), pink (answer: empathy) and yellow (answer: interaction) lines.



The screenshot shows a game interface with a pink header and a blue background. The title "Find the hidden words" is centered, with the subtitle "Attitudes and strategies that help reduce prejudice and rumours" below it. A video player control bar is visible in the top right corner. The main content is a 3x5 grid of letter boxes. The first row contains: I N (yellow), . (yellow), I O N (yellow), T E R (yellow), E M (pink). The second row contains: A (pink), P (pink), T H Y (pink), I T I (blue), C (blue), H I (blue), N K (blue). The third row contains: . (pink), C R (blue), T (blue), . (blue), A C T (yellow), A L (blue), I N G (blue). The first box in the first row is highlighted with a white border.

CORRECT ANSWER

(BL-PI-GR)


C R T	I T I H I	C N K	A L I N G	.
E M	P	A	T H Y	.
I N T E R	A C T	I O N	.	.

Time spent
0:28
Total Moves
13

Discussion

tips:

- ✓ How can you foster critical thinking and empathy? Share a concrete example.
- ✓ Which criteria must be met for meaningful interaction to facilitate a real reduction in prejudice? Share a concrete example.
- ✓ What other type of intervention strategy can help reduce prejudice?
- ✓ Which areas should be prioritised to promote this type of strategy?


Click " " and go to the next slide.

Complete the definition of the rumour formula by dragging the words in the right place.


The goal of this stage is to identify/recall some key characteristics of rumours and some attitudes/strategies to help dismantle them. To do that, participants have to place at the top of the formula two elements that reinforce rumours (their relevance and their ambiguity) and at the bottom of it the three ingredients that counter and reduce them (critical thinking, empathy and interaction).

CORRECT ANSWER

$$\text{Rumour} = \frac{\text{IMPORTANCE} \times \text{AMBIGUITY}}{\text{CRITICAL THINKING} \times \text{INTERACTION} \times \text{EMPATHY}}$$

Click "" and go to the next slide.

Press the video playback icon and read/listen to the content of the journal.

Press "" and go to the next slide.

Welcome to the next test: “Choose the most effective options in your anti-rumour dialogue”.

Here participants are presented with a hypothetical situation where they meet a neighbour who disseminate a rumour about a group that he/she sees under a stereotype lens, and they should use dialogue to counter the rumour... They will be presented with two options and chose which one is – in their views - the most likely to engage in a constructive dialogue that can stimulate critical thinking in the neighbour.

Discussion tips:

- ✓ How have you reacted when someone you know has shared a rumour that you believe to be false and based on prejudice and stereotypes?
- ✓ What other types of anti-rumour dialogue strategies do you think might be effective?
- ✓ In what cases do you think it may not be advisable or desirable to engage in such a dialogue?

Choose the best available options for antirumours dialogue

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SITUATION

A neighbour with whom you have a good relationship makes a comment that you consider to be an unfounded rumour based on a negative stereotype about a particular group.

Your objective is to show that you disagree, but also to generate some doubt or reflection so that he/she thinks twice before repeating the comment.

The type of response and arguments you give will depend on how successful you can be:

From the following options, choose the options that you think could be effective in building your anti-rumour dialogue strategy:

Choose the options that you think could be effective in building your anti-rumour dialogue strategy.

Raise your voice and tell him that he is a racist and that it is unbelievable that he would say these things.

Politely inquire about the sources of that information.

▼

RESPONSES THAT ARE CONSIDERED TO BE THE MOST EFFECTIVE

Choose the options that you think could be effective in building your anti-rumour dialogue strategy.


Raise your voice and tell him that he is a racist and that it is unbelievable that he would say these things.

Politely inquire about the sources of that information. ✓

Choose the options that you think could be effective in building your anti-rumour dialogue strategy.


Share a positive personal experience you have had with people in that group, incorporating an emotional dimension. ✓

Make it clear to them that they are ignorant and that you have nothing in common.

Choose the options that you think could be effective in building your anti-rumour dialogue strategy. 


Be very firm and uncompromising in our position.

Ask questions to identify inconsistencies and weaknesses in their argument, but don't lecture. ✓

Choose the options that you think could be effective in building your anti-rumour dialogue strategy. 

Offer a lengthy explanation with references to studies and statistics that demonstrate the falsity of the rumour.

Share relevant information from "official" sources that dispute the rumour. ✓

Choose the options that you think could be effective in building your anti-rumour dialogue strategy. 

Highlight a positive contribution that people from that group have made to the neighbourhood that matches your interlocutor's interests or values. ✓

Make it clear that you know much more than the other person.

Press "" and go to the last video.

[Click on the video play icon.](#)

And GAME OVER!