

To Whom it May Concern:

On behalf of Jellico High School Library, our students would like to thank you so much for the Jan Stauber award. With the funds you supplied, our entire school enjoyed and benefited from the Sherlock Holmes escape room created for them. Students were challenged to think for themselves and solve problems without the use of technology. They were exposed to the world of Sherlock Holmes, which few were familiar with, via the movie they were shown, the story they read, and the Escape Room they experienced. The project went as follows:

Pre-Planning:

1. Ms. Surber's Junior English class began reading Sherlock Holmes and the Hound of the Baskervilles, as did Ms. Justice's Freshmen and Sophomore English classes.
2. A few locks and 2 lock boxes were purchased and donated by Bruce Gap Bapt. Church.
3. Three books and an Escape Room game were purchased by the librarian and donated.
4. Paint for the wall mural was purchased by the librarian for the art department to use, as well as a pack of brushes.

April 22: Funds received; orders placed for required materials.

April 24: All materials received for Escape Room.

April 29: Librarian began fine-tuning Escape Room details, plot, and challenges.

Ms. Surber's class created presentations on Sherlock Holmes.

April 30: Students worked on presentations.

May 8: Art class sketched various representations of Sherlock Holmes to display in the library during the Escape Room challenge.

May 14: Last shipment of books arrived. (Cataloged and available same day) The total number of books received was 33 from Follett/Titlewave Corporation.

Project completion:

May 11-14: Escape Room challenge was conducted with students from various classes, in addition to Ms. Justice and Ms. Surber's English class. The Escape Room will continue to be played until the end of the school year, May 27, 2026. In the fall, resources gained from the grant will be reused to continue Sherlock Holmes based Escape Rooms since the students loved the idea of using 'real' detective skills to solve the mystery. In reality, the project will continue for years to come and hopefully never stop. Escape Rooms require students of all disciplines to use deductive reasoning to solve puzzles, riddles, and challenges. I cannot foresee our school deleting this activity from our curriculum.

Project description:

Students entered the library to find a letter that painted the scenario of the Escape Room. The plot was as follows: An accomplice of James Moriarty must be stopped before he steals a vase from the Louvre Museum in Paris. The accomplice feels certain they are smarter than the teams of students, so they have left clues to challenge them to track him down.

There were three challenge rooms in total for students to complete. In room one, students had a variety of physical locks and clues to solve. The accomplice left multiple clues in containers, behind posters, and even in balloons.

Room 1: The Toy Room contained more physical challenges for the teams which consisted of locks, ciphers, hunting for clues in various places, and popping balloons to find the next clue to the mystery.



Room Two (The Office) contained mostly mental challenges, including logic puzzles, a more complex cipher, detecting invisible ink, reading a map, and color-coded locks.



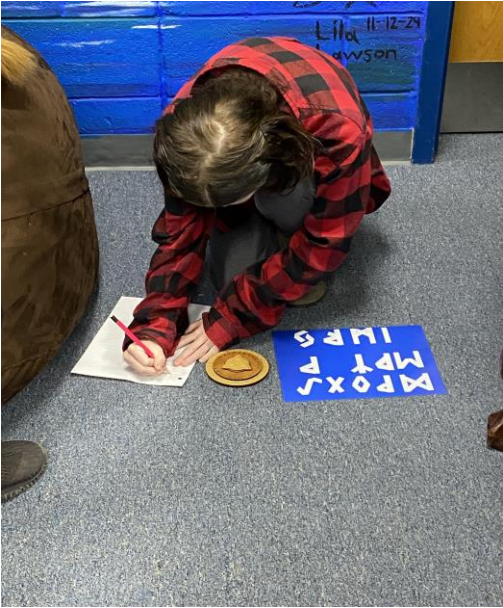
Upon detecting the combination to advance to the third room (The Evil Lair), students had to solve the color code to avoid 'falling into lava' as they traversed a 'colored bridge' to the finale.



The evil lair required teams to solve Sherlock Holmes related questions based on the information they encountered about Sherlock, Sir Arthur Conan Doyle, and the books mentioned in the previous rooms. They were unaware this would be the final challenge, so many had to really think about what they had learned from class or from the materials presented to them during the Escape Room.

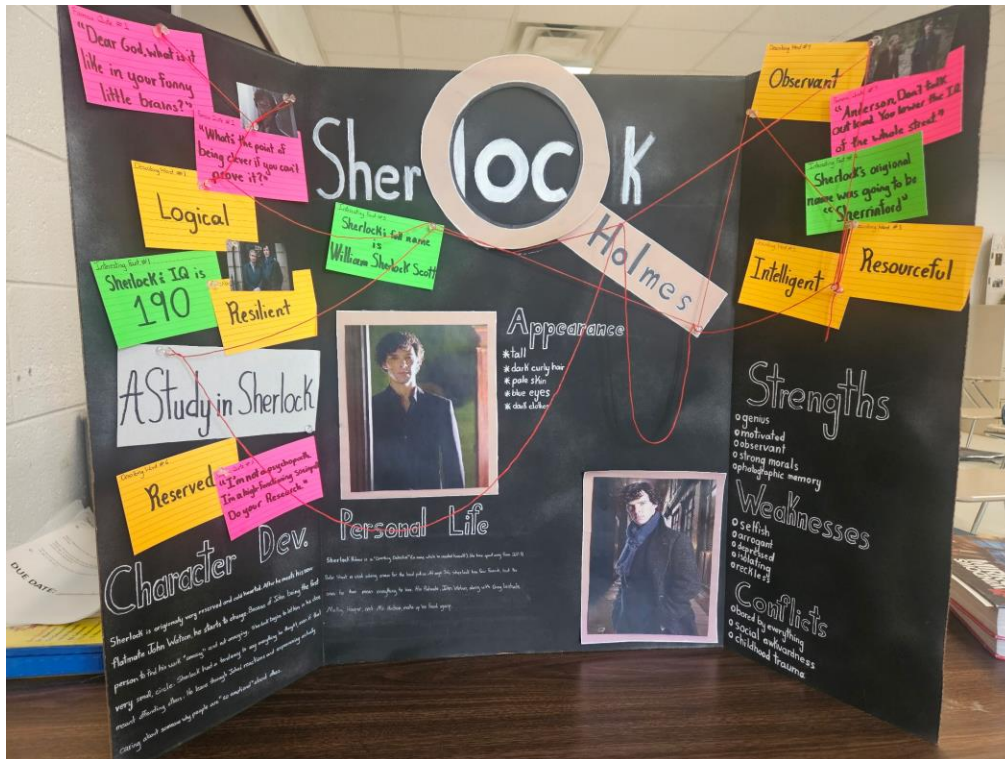


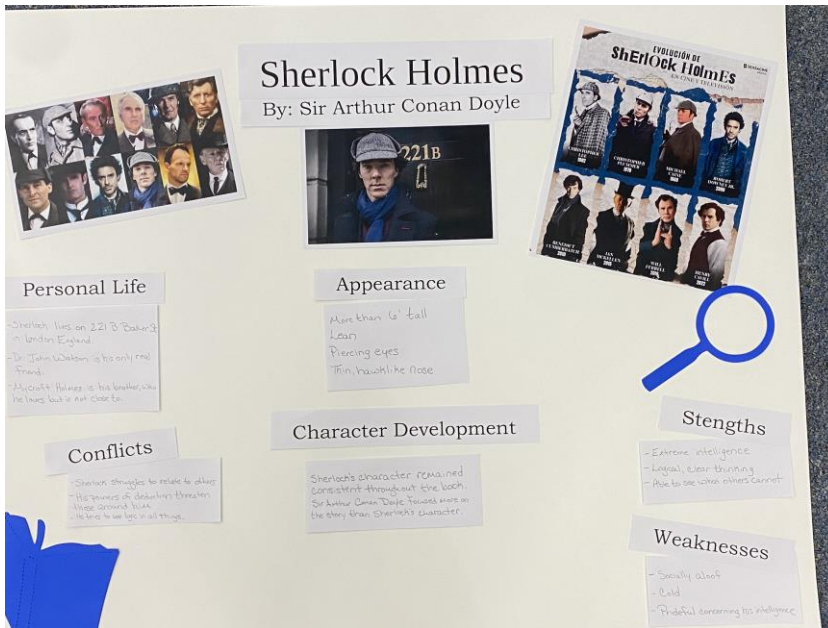
Here are some various photos of our students working hard throughout the challenge:





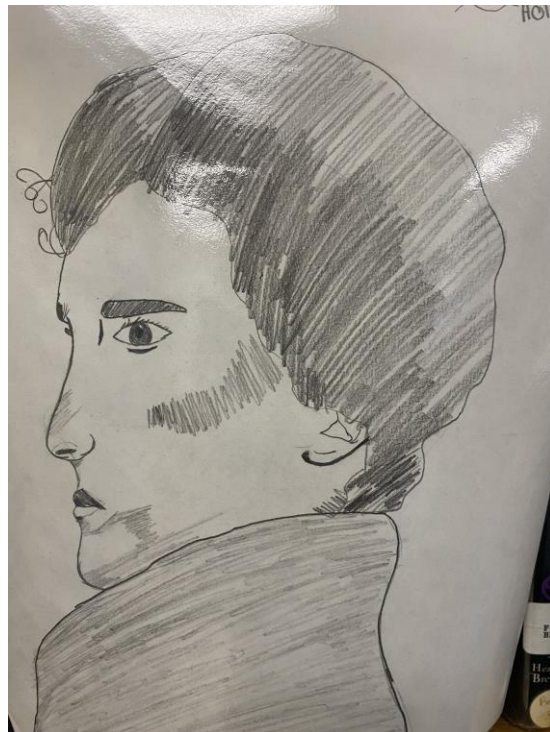
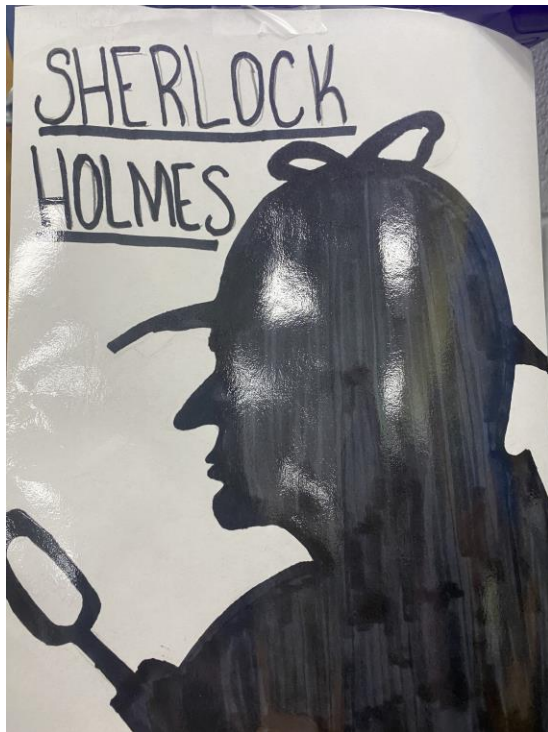
Examples of Student Work from the English Classes:





Art Class Working in the Library





Goals achieved:

Students school-wide learned about Sherlock Holmes, and how Sir Arthur Conan Doyle can be considered the father of forensic science. They were not allowed to use their phones and found the mental challenges stimulating as they had to reason out the tasks before them.

The project provided a fun, end-of-the-year activity for Ms. Surber and Mr. Justice's English Class, as well as Mr. Day's Science Class and Ms. Vincent's Environmental Science Class.

Mr. Davis' math class learned how to solve Logic Puzzles, while Ms. Justice and Ms. Surber's class learned how to solve a cryptogram.

All students were allowed to try the Escape Room during their lunch, opening the event to everyone in the school.

Ms. Day's art class was challenged to think out of the box about how to represent Sherlock, and to apply previously learned skills to draw portraits and silhouettes from photos.

As a whole, the Escape Room taught: teamwork, problem solving; critical thinking; and time management skills to all who participated.

Project impact:

On the grantee: In our small school, the library prides itself on being the central hub for students to gather in their free time, or when they need assistance with assigned work. As the librarian, the grant gave the opportunity to treat the kids to a creative way to learn new skills and build teamwork. Thank you for providing a fun, inviting, learning activity for our students.

On the school: Classes from different disciplines were able to apply the skills needed for the escape room based on the Sherlock Holmes stories to solve common problems. As a result of the activity, school attendance remained slightly more consistent at the end of the year as students competed against the clock, as well as each other. Previous competitors enjoyed watching others work to finish the Escape Room.

On the participants: Students asked for more logic puzzles and mental deduction books (which were ordered with project funds) to be provided for them in their free time. Thanks to the grant, books were purchased and made available for checkout to all students. They also became more interested in serial killers and how they were caught using forensic evidence. Books were purchased through the grant and are now available to all students for checkout. Also, more students became interested in becoming a forensic investigator. They liked how Sherlock always seemed to be a step ahead of the criminals. The school community was brought closer as students from different grade levels used teamwork to solve the mystery presented to them. Students also learned how to work a cipher and solve logic puzzles, which is something not typically taught in day-to-day classes.

Conclusion:

The Sherlock Holmes Escape Room available to Jellico High School through the Jan Stauber Grant has been a wonderful, creative end-of-the-year event for all students at our rural Appalachian school. Many of our students do not travel into areas that have escape rooms available, and most of those that do travel cannot afford to participate in one. To add Sherlock Holmes stories and the foundation of forensic science to the room was a wonderful bonus. For the school library, the books added to the collection helped to update and replace the Sherlock Holmes books on hand. It also added books at level for many of our reluctant and special education readers. We cannot thank the

Beacon Society enough for your consideration and contribution to our library program.
Thank you so much.

Sincerely,

Jennifer Seals

Enclosed:

Additional Pictures

Overall Winners: 24:15



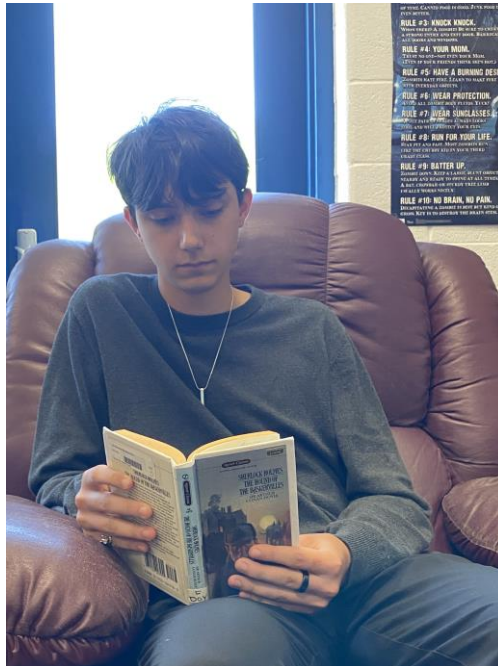
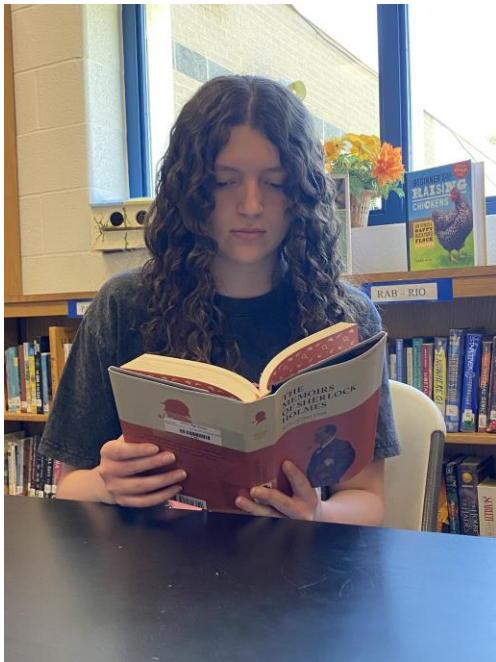
Second Place: 24:40



Third Place: 28:25



Readers in the Library:





James Moriarty has found a new accomplice to help him steal a key that unlocks the case housing a valuable, rare vase he wants to illegally obtain from the Louvre Museum in Paris. Sherlock is working on finding Moriarty and has asked your team to stop Moriarty's newest accomplice before the crime is committed.

Moriarty's new assistant feels confident they can outsmart you, so they dared to leave you clues to catch them in this valuable game of cat and mouse. Find clues to move forward in the game. The accomplice plans to meet Moriarty in 30 minutes. Stop them, if you can, by getting to the key first before their flight leaves for Paris.

Good luck!

The game is afoot!