



Return on Experience - France

The STEAMER project aims to transmit educational concepts in a playful way. During the preparation of this project in 2019, we noticed a real enthusiasm for escape rooms among young (and not so young) people. These rooms offer investigations in a collaborative mode, where the strength and skills of each person must be shared in order to achieve a common goal: to solve an enigma (escape, or prevent the end of the world depending on the scenarios offered).

Different resources were produced by the partners during this project. In France we are fortunate to have a network of teachers who are particularly active in this area. Publishers already offer ready-to-use educational escape games, but it seemed more relevant to us:

- to support teachers in understanding the learning mechanisms involved in this type of educational content,
- to guide them in adapting their existing resources,
- to create bridges between formal and non-formal education,
- and finally, to allow them to test, create, and accompany and empower them in the implementation of their own creations.

Advice from our Italian partner Mystery Tour in designing the processes for engaging participants in this type of "game" was of great help during the different phases of the project.

Logopsycom allowed us to respect the inclusion standards necessary to build projects for inclusive classrooms.

The feedback from teachers and their pupils in the different countries of the partnership during the test phases of our "e-learning module" and "escape rooms" content ready to be used was very instructive in order to be able to adapt our resources to their expectations and to the level of difficulty expected by the school curriculum.

We had the opportunity to test two of our escape rooms with two different classes.

- The first one in a high school with students of the second year of secondary school, "The flight of Mona Lisa" uses knowledge in science, mathematics and chemistry more specifically. The teacher wanted to propose this activity in order to recreate cohesion between the students following the numerous distance learning courses that had taken place during the COVID-19 period, while implementing applied theoretical knowledge in a more practical and playful setting. The feedback from the students and their teacher has been extremely positive. They insist on the notions of "communication", "listening" and "fun".

- The second test was carried out in an association providing homework help for pupils with learning difficulties (DYS, ADHD, etc.). These pupils are generally demotivated by the traditional school system. The support staff are therefore particularly interested in this type of resource and in the possibility of training in its implementation, particularly the e-learning module for trainers. The pupils enjoyed this activity very much, the pooling of skills and the fact of successfully completing the escape room were very rewarding.