Gamify Your Teaching – increasing vocational competences of entrepreneurship Teachers with the use of gamification

Gamify Your Teaching

Didactic materials for VET Teachers

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# Contents

Part 1. About the project ........................................................................................................... 4  
Project description .................................................................................................................. 4  
Outputs ................................................................................................................................... 5  
Output 1 - Needs analysis report .......................................................................................... 5  
Output 2 - The game .............................................................................................................. 5  
Output 3 - Didactic materials for VET teachers ................................................................... 5  
Output 4 - Collection of case studies .................................................................................... 5  
Partnership .............................................................................................................................. 5  
  Romania - National Council of Private Small and Medium Enterprises in Romania, Arad branch (CNIPMMR Arad) ......................................................... 5  
  Italy – In Europa ................................................................................................................... 5  
  Lithuania – Social Innovation Fund (SIF) ........................................................................... 6  
  Poland - Center of Education and Entrepreneurship Support (CEES) ............................. 6  
  United Kingdom – Inova Consultancy .............................................................................. 7  
  Spain - FyG Consultores ..................................................................................................... 7  
  Greece - Family & Childcare Centre (KMOP) .................................................................... 7  
Part 2. Short description of the game GAMIFY ...................................................................... 8  
  Using games in the learning process .................................................................................... 8  
  Why learn through games? .................................................................................................. 8  
  What is GAMIFY? (technical details, logistics) .................................................................. 8  
  The aim of the GAMIFY game ........................................................................................... 9  
  Short presentation of each scenario .................................................................................... 9  
  How can the teacher/trainer to use/play the Gamify Game ................................................ 13  
  Technical details and device requirements ........................................................................ 13  
  Basic usage ............................................................................................................................ 14  
  Main Steps in playing the GAMIFY game ......................................................................... 14  
  Resetting a password ......................................................................................................... 15  
  Inside the game ................................................................................................................... 16  
  Modules, levels and playing ............................................................................................... 18
Gamify Your Teaching – increasing vocational competences of entrepreneurship Teachers with the use of gamification

Scoring.................................................................................................................................................. 21
Part 3. Learning outcomes ................................................................................................................................... 22
Part 4. Lesson plans - examples .................................................................................................................................. 23
Specific competences covered: .......................................................................................................................... 23
Operational objectives: .......................................................................................................................................... 23
Teaching strategy: .................................................................................................................................................. 23
Time and structure of each lesson ...................................................................................................................... 24
Detailed lesson plan ............................................................................................................................................. 25
Part 5. Useful Tips.................................................................................................................................................. 28

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Part 1. About the project

Project description
The aim of the “Gamify Your Teaching” project is to support professional development and vocational competences of VET Teachers and entrepreneurship trainers using gamification.

Students, teachers, trainers and other people will be actively involved in the activities of the project.

The project is implemented by a consortium of 7 European countries: Romania, Italy, Lithuania, Poland, United Kingdom, Spain and Greece.

For two years (September 2015 – August 2017) the partners will be involved in all the activities having to do with creating and testing and entrepreneurial game and developing a new innovative methodology of learning entrepreneurship with the use of gamification. All the activities will be based on specific research conducted by the partners and external partners in the field of social research. The reason for doing the research is to determine the ITC level of entrepreneurship teachers in consortium countries, and to ascertain the general characteristics of the game. As a result, a Needs Analysis report was produced that will be used in the creation of the game.

The project will have a big impact that can be observed especially in the increase of entrepreneurship competences of the students and a better approach of the teachers while presenting it in their classes.

In the long term, the project will increase the initiative of young people to start their way in life trough business (career opportunity) not only for the direct participants in the project but also for all interested students that will be informed trough media and online channels.

Furthermore, the project is a good opportunity to increase the collaboration between schools, organizations, social partners and other relevant people in Europe spreading European experience in the partner countries.
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Outputs

Output 1 - Needs analysis report
The analysis will provide insight into the level of ITC knowledge of entrepreneurial teachers that the game must address. This Output will therefore influence the characteristics and the features of the game.

Output 2 - The game
It will include 7 modules based on specific entrepreneurial content and scenarios that will act as a stimulus in the learning process. Each module will encompass one of the 7 scenarios and will be divided into levels.

Output 3 - Didactic materials for VET teachers
The purpose of the materials is to support and encourage teachers to use gamification during entrepreneurship classes. The materials will also be made available to teacher for download from the project website www.gamify-project.eu

Output 4 - Collection of case studies
The collection includes 35 examples of real life successful businesses, gathered from all consortium countries that will serve as an inspiration and motivation for the young entrepreneurs.

Partnership

Romania - National Council of Private Small and Medium Enterprises in Romania, Arad branch (CNIPMMR Arad)
National Council of Private Small and Medium Enterprises in Romania - Arad Branch is a non-governmental and non-profit organization founded in 2004.

The purpose of the organization is to defend the interests of its members and other SMEs in their relations with public authorities and syndicates, as well as to stimulate and promote economic relations and international cooperation in the interests of Romanian enterprises with private capital. Our mission is to promote and sustain the business environment of SMEs in relation with local and national authorities.

Italy – In Europa
In Europa Srl is an Italian Ltd providing information and services with ability and professionalism, with the aim to promote the sensitization of public and private bodies
on policies and programs of the European Union, to elaborate projects and supply anyone is interested in Community opportunities with technical assistance.

In Europa has been founded in January 2006 by experts that for more than 20 years have been working on Community projects and subjects aimed at supporting public and private bodies and associations in the access to European Community financial opportunities.

**Lithuania – Social Innovation Fund (SIF)**

Social Innovation Fund is a non-governmental organization, established in 1994 to assist people with fewer opportunities and disadvantaged backgrounds to make positive changes in their life through the provision of educational opportunities, social support, information and advice.

Since its establishment the Social Innovation Fund has worked with different socially disadvantaged groups - unemployed, disabled, single parents, people in remote areas, migrants, women survivors of domestic violence. SIF also provides help and assistance to the young people having fewer opportunities in the society and the labor market, with a special focus on young women aiming to foster their employability and entrepreneurship through guiding, coaching and mentoring services.

**Poland - Center of Education and Entrepreneurship Support (CEES)**

The Center of Education and Entrepreneurship Support (CEES) is a non-governmental, non-profit organization founded in 2004 by a group of entrepreneurs, teachers, social activists and IT specialists from Rzeszów. CEES works in the field of youth, cooperates with businesses, universities, schools, enterprises and educational institutions operating as the associated partners.

CEES has experience in organizing complex support for people at different stages of their lives, from childhood to advanced age. It promotes entrepreneurship to young people at school as well as to those who already run their own businesses. The association also supports victims of violence, not only on informative level, but more importantly on material support level.
United Kingdom – Inova Consultancy

Inova Consultancy is a female-owned SME which specializes in providing consultancy services and project work in the field of gender and non-traditional fields and entrepreneurship. Inova has extensive experience in working on European Funded Projects in the field of enterprise and career support both as a partner and contractor in LLP projects.

Inova has specialist experience in running workshops, training courses and mentoring programs aimed at women starting up or developing their business.

Spain - FyG Consultores

Instalofi Levante, s.l. (FyG consultores) is a private for-profit consultancy firm, specialized in entrepreneurship, Strategy and Internationalization of start-ups and SME’s. The company was created by experienced professionals from the international business consultancy field with an extensive background in entrepreneurship education and training.

Instalofi Levante, s.l. (FyG consultores) is specialized in business innovative solutions related with strategy and internationalization of the companies. One of its main services is organizing training on transversal skills such as internationalization, leadership, creativity, entrepreneurship and innovation models, etc.

Greece - Family & Childcare Centre (KMOP)

KMOP - which translates to Family & Childcare Centre - is a Greek non-profit organization with more than 30 years of field-based experience in providing integrated support services for various groups at risk. Based in Athens, KMOP has managed to establish during the last decades a strong presence not only in Greece (Attica, Central Macedonia, East Macedonia and Thrace, Peloponnese, Central Greece and Thessaly) but also internationally (Kosovo, Egypt, FYROM, Bosnia & Herzegovina, Kyrgyz Republic etc.), focusing primarily on underprivileged areas and regions.

KMOP’s main goal and vision is to contribute to making a positive difference in the lives of socially vulnerable groups, bringing about sustainable improvements in their lives.
Part 2. Short description of the game GAMIFY

Using games in the learning process

We don’t need more time in the classroom to learn how to think and perform in the face of real-world challenges. We need effective, interactive experiences that motivate and actively engage us in the learning process. This is where game-based learning comes in. As it turns out, for many years, videogame designers have been producing and refining highly motivating learning environments for their players to enjoy.

Good game-based learning applications can draw us into virtual environments that look and feel familiar and relevant. According to Dr. Susan Ambrose, director of Carnegie Mellon’s Eberly Center for Teaching Excellence, this is motivational because we can quickly see and understand the connection between the learning experience and our real-life work.

(source: www.rightworldadventures.com)

Why learn through games?

- Because it is a controlled and safe environment
- You can make mistakes and your world will not come apart
- You can apply quickly what you learned
- Students learn through the process of playing the game
- Games provide a context for engaging practice
- Through games, students can learn a variety of important skills
- While playing games, students develop a variety of connections with the content and can form positive memories of learning
- Games grab students’ attention and actively engage them
- They are motivating and challenging
- Even shy students can participate positively

What is GAMIFY? (technical details, logistics)

GAMIFY is an entrepreneurial online game that aims at helping teachers to make their classes more effective and interactive, playing being one of the best methods of learning.

Through the extensive research conducted by all project partners it was determined that majority of young people play at least one game.

The project started with a need analysis report that helped us to understand better which of seven topics are more relevant for students and teachers and pay attention to the most important ones. From needs analysis research results we listed all 7 topics from most important ones and so they have more attention in game.
The aim of the GAMIFY game

The game is aimed at facilitating the learning of Entrepreneurship issues through gamification.

It is an innovative way to explain and fix easier a lot of information about Entrepreneurship and in the same time, develop IT & C, digital competences in using PC among teachers and students.

GAMIFY includes seven scenarios about different topics of the entrepreneurship as follows:

- Increasing self-confidence and self-belief (More materials can be download!),
- Market research,
- Goal setting and visualization,
- Understanding if self-employment is right for me,
- Developing a business model,
- Role of social media in establishing a business,
- How to start and run a business from home.

Short presentation of each scenario

This presentation will help teacher to understand the content of the Game and choose which one is appropriate to their class.

**Believe in Yourself**

**Increasing self-confidence and self-belief**

**Description of this lesson:** How you see yourself has a big impact on how others see you. Working to increase your self-confidence and self-belief can help you to make the most of your potential. Starting a business in itself can also be a great way to increase your self-confidence, as you start to see just what you are capable of!

**The objective is that students to know/understand**

Different ways of seeing them-self and their business using metaphors. Get tips about increasing self-confidence. What are their personal barriers. Develop an action plan to help them get started on their journey to starting up in business.
### Market research

**Description of this lesson:**
Marked research represents the process of collecting important information to help you find out if the product or service you want to offer is requested and needed. The results of the research help entrepreneurs to make wise and profitable business decisions. The key for having a successful business is to understand the needs of your customers and giving this to them in a way that is profitable for you.

**The objective is that students to know/understand**
- Understanding what market research is
- It’s role in business
- How to make a questionnaire for the research

### Goal setting and visualization

**Description of this lesson:**
If you write your goals down you have more chance of achieving them. Visualising goals also helps to make them come alive. This lesson help to understand this process and simulate all this on a concrete situation.

**The objective is that students to know / understand**
- Here you will learn how to organize day-to-day tasks, set your goals, give priorities, and create clear visions for your professional expectations.
### Understanding if self-employment is right for me

#### Description of this lesson:
Many people have thought at some time about going it alone and starting up in business for themselves. The benefits of working flexible hours, the possibility of spending quality time with family and friends and making some money, can all make a tempting picture. Before you start up a business you can save yourself potential problems further down the line if you stop and think first about whether you’re suited to working for yourself.

#### The objective is that students to know /understand
- Think about different ‘ways of seeing’ yourself and your business
- Explore your motivations for setting up in business
- Think about the key skills you need to set up in business
- Ask yourself key questions to see if you’re ready to start up
- Think about your strengths, weaknesses, opportunities and threats (SWOT) for your business
- Develop an action plan for any skills gaps.

### Developing a business model

#### Description of this lesson:
Introduction: What is a Business Model?
This is probably the first question you have asked yourself when reading the title. Here you have the answer: a business model is the strategy that a company follows in order to obtain revenue from the selling of their product/service.

A business model is totally customizable; on other words, you will probably not find two equals. It is adapted to each company, not only to the product/service offered but to any part of the firm, from the employees to the consumers.

#### The objective is that students to know /understand
- Understand what a Business Model (BM) is;
- State in which way you want to provide additional value to the consumer and gain revenues;
- Highlight the main parts of the business you need to take into account when making a BM;
- Develop your Business Model (Canvas business model);
### Role of social media in establishing a business

**Description of this lesson:**
Social media networks have a big role in establishing a business. Every business of any size is looking to promote their brand online. The great news is that the platforms are free to use and they have the option of paid advertising to bring more success in reaching more audience.

**The objective is that students to know / understand**
- What a Social Media (SM) is and its importance!
- Tips and tricks in using social media in your business!
- Types of SM and their qualities!
- How to plan your SM strategy!

### How to start and run a business from home

**Description of this lesson:**
How to start your business at home! There are a lot of businesses that can be carried out at home, but you need to know the advantages and disadvantages of working at home, how to organize your work schedule, or how to grow your home business performance.

**The objective is that students to know / understand**
- Advantages and disadvantages of running a business from home
- Are you suited to working from home?
- Get you thinking about how you can develop the skills that will make running your business from home more effective
- Give some hints and tips about getting the best out of running your business from home
How can the teacher/trainer to use/play the Gamify Game

Each teacher is invited to use the game in class.

The students can work individually or in pairs, all they need is a computer and an Internet connection.

The teacher will introduce the topic as it is mentioned below (Lesson Plan) for each scenario and let the students play. The teacher can decide to use the modules in any order that may be needed by the class, but it is very important to underline that the modules order decided in the game is not random: it has been developed to follow a logic structure so it may be useful for the teachers to use the game in the predetermined order.

After completion of each level, the teacher can give additional explanations or can conduct a discussion with players about what they have learned, understood, discovered, about personal opinions and feedbacks regarding the topic faced (it is important to investigate if students think that it could be applicable, whether they think it is useful in real life, have to be deeper studied, can be exercised, etc.).

Timing/Duration: estimated time for playing each Module is 45 min.

Each scenario represents a topic of the game and has different challenges for the students. Each scenario presents information about topic, has different tasks to play and read & learn and/or play again.

Technical details and device requirements

The GAMIFY game has been built as a web-based interactive game working in an online mode. Therefore, playing it requires either a PC or a tablet device with an active Internet connection, with most recent version of web browser supporting HTML5 installed (most popular of them are Chrome, Firefox and Safari). As the GAMIFY game is equipped with audio effects, it is advisable (although not mandatory), to play it with the use of speakers or headphones.

The requirement regarding an active Internet connection is connected directly with the GAMIFY game engine that loads the required assets (graphics, sounds, levels) to be shown to the player, but also with the fact that the GAMIFY game uses a central storage database where it stores information about the players (usernames and passwords), along with their scores and levels accomplished. This approach allows the players to take advantage of an automatic state-saving mechanism, meaning that once the player achieves
and unlocks specific levels, relevant data records will be created, allowing for easy resume of the game at a later stage.

In the light of the technical specifications outlined above, the players should be aware that the GAMIFY game is an on-line software that works via a web browser and it is not possible to download it in the form of a standalone, locally installed application. In addition to that, the reliability of the Internet connection impacts how the game works. Even though there are appropriate mechanisms in place that try to be bandwidth-efficient, the poor or unstable Internet connection will result in slow responsiveness of the game interface.

**Basic usage**

The interface of the GAMIFY game should be self-explanatory. Nevertheless, for even better clarity regarding its use, it’s basic operations are presented in the following sections.

**Main Steps in playing the GAMIFY game**

1. **GO TO THE GAME WEB SITE:** [http://play.gamify-project.eu](http://play.gamify-project.eu)
2. **Logging in and creating a new account**
   
   Once the game is opened, the following screen is shown:

   ![Login Screen](image)

   In order to start the game, the player is asked to provide their username and password and click on “**log in**” button. For first-time visitors, there is a need to create a new account. This operation can be performed by clicking on the “**sign up**” button visible on the screen.
Once it is done, a form will be shown asking the player to provide their basic information, as shown below:

![Create a new account form](image)

The account details with further instruction will be afterwards delivered to the player’s e-mail address.

**Resetting a password**

In case the password is lost, resetting it can be done in a few simple steps. From the main screen, the player needs to click on “**reset password**” button, which will show the following screen:

![Reset password form](image)
The player is asked to provide their e-mail address used at the time of registration. The GAMIFY game will then send an e-mail with further instructions leading towards resetting the password.

**Inside the game**

Once the player logs in successfully to the game, the following screen is shown:

![Inside the game](image)

The main important actions are presented in the main area of the screen.

Starting from the top one, “**continue**” will enable the player to resume the game by loading information from the main GAMIFY server on their scores and achievements from specific levels.

The second button, “**new game**”, will erase all scores and achievements, and as a result the player’s account will be as if it had just been created.

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The last button, “select your avatar”, allow the player to customise their virtual character, as shown on the screen presented below:

![Avatar Selection Screen](image)

After the game character is selected, it will be used in all game levels.

The remaining buttons visible on the main screen can be used to get more information about the game. The button “credits” will present information about the GAMIFY project partnership. An example is shown below:

![Credits Screen](image)
Finally, the last button, “scoreboard”, can be used to see best performing players. After clicking on it, the game will show five highest scores among all players, as shown below:

![Scoreboard](image)

The scoreboard can be used for tracking player’s own performance by comparing how others are performing.

**Modules, levels and playing**

The GAMIFY game is divided into seven modules as shown on the screen presented below:

![Choose your topic](image)
There are no requirements imposed regarding the order in which the modules should be played, therefore it is up to the player to decide which module is of their particular interest. Once a module is opened, a screen similar to this one will be shown:

The information presented acts as an introduction to the module. By reading it, the player knows which specific areas the module is focusing on. The “next” button closes the introduction and shows the list of levels available in the given module, as shown below:

It is important to note, that within the given module, its levels can only be played in the specific order. Therefore, in the screen shown above, only the first level is available for playing. Once this level is completed by the player, the second one will be unlocked.
automatically. The same applies to the remaining levels. After all levels are unlocked, then the player is able to enter them in any order.

After opening any level, a short information to the player is shown that gives a brief overview of the situation and acts as an engagement factor. Sample level introduction is presented below:

At any time during the play, the player is able to use the menu located in the top right corner of the game. Once the menu icon is clicked, it expands as presented below:

The first button with home icon, takes the player back to the main screen. The second one can be used to mute/unmute sounds that are part of the game. Last, but not least,
the button provides the player with entrepreneurial content that can (and should) be read for better understanding of the subject matter.

**Scoring**

For every single level in the game, the player can get up to 50 points that are referred to as “entrepreneurial points”. Given a total number of 24 levels available in 7 modules, the absolute maximum that the player can get is 1200 entrepreneurial points.

The score and therefore the feedback for a particular level is divided into three thresholds:

- 0-20 points = poor
- 21-44 points = good
- 45-50 points = very good

The player is welcomed to revise their points by trying to learn additional information from the top-right corner menu and play the levels once again.
Part 3. Learning outcomes
The students will have a better understanding on entrepreneurial skills & business issues

<table>
<thead>
<tr>
<th>Lesson</th>
<th>Learning Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Increase self-confidence and self-belief</td>
<td>Different ways of seeing them-self and their business using metaphors;</td>
</tr>
<tr>
<td></td>
<td>Get tips about increasing self-confidence;</td>
</tr>
<tr>
<td></td>
<td>What are their personal barriers;</td>
</tr>
<tr>
<td></td>
<td>Develop an action plan to help them get started on their journey to starting up in business.</td>
</tr>
<tr>
<td>Market research</td>
<td>Understanding what market research is;</td>
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<tr>
<td></td>
<td>It’s role in business;</td>
</tr>
<tr>
<td></td>
<td>How to make a questionnaire for the market research</td>
</tr>
<tr>
<td>Goal setting and visualization</td>
<td>Capacity to organize day-to-day tasks, set your goals, give priorities and create clear visions for professional expectations</td>
</tr>
<tr>
<td>Understanding if self-employment is right for me</td>
<td>Understanding of their strengths, weaknesses, opportunities and threats (SWOT) for a business;</td>
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<tr>
<td></td>
<td>Knowing the key skills needed in set up in business;</td>
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<td></td>
<td>Key questions to see if you’re ready to start up;</td>
</tr>
<tr>
<td></td>
<td>Develop an action plan for any skills gaps.</td>
</tr>
<tr>
<td>Developing a business model</td>
<td>Understand what a Business Model (BM) is;</td>
</tr>
<tr>
<td></td>
<td>Applying The Canvas business model;</td>
</tr>
<tr>
<td></td>
<td>Highlight the main parts of the business is needed to take into account when making a BM;</td>
</tr>
<tr>
<td>Role of social media in establishing your business</td>
<td>Tips and tricks in using social media in your business</td>
</tr>
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<td></td>
<td>Types of SM and their qualities</td>
</tr>
<tr>
<td></td>
<td>How to plan your SM strategy</td>
</tr>
<tr>
<td>How to start and run a business from home</td>
<td>Help to weigh up personal advantages and disadvantages of running a business from home;</td>
</tr>
<tr>
<td></td>
<td>How can develop the skills that will make running a business from home more effective</td>
</tr>
</tbody>
</table>

After completing the game the students will gain a **Certificate** proving their involvement in the project as a beneficiary of the game.
Part 4. Lesson plans - examples

This lesson plan contains general information on:

**TOPIC** (1 out of the 7 topics/scenarios presented): it will be selected by the Teacher, based on his/her interest and the level of the students.

**Type of lesson:** communication and new knowledge on entrepreneurship through gamification.

Purpose of the lesson: Developing for students new knowledge and skills specific to an entrepreneur.

**Specific competences covered:**
The proper use of entrepreneurship-specific concepts;
Digital and IT& C competences in process of learning entrepreneurship

**Operational objectives:**
At the end of classes, the student will be able to:

O1: Understand better the entrepreneurial concepts and defined them;
O2: To present the specific notions learned through the GAMIFY game;
O3: To use words specific to this subject.

**Teaching strategy:**
A. Procedural resources: conversation, exercise, explanation, play;
B. Material Resources: Online GAMIFY Game and Game Scenarios;
C. Forms of organization: frontal, individual, groups.
### Time and structure of each lesson

<table>
<thead>
<tr>
<th>Duration</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>5 min.</td>
<td><em>Explain the rules of the game GAMIFY</em> (how create the account, respond to the question of the game, receiving entrepreneurial points for their answer)</td>
</tr>
<tr>
<td>15 min.</td>
<td><em>Playing the game</em> (different topics, based on the option of Teacher)</td>
</tr>
<tr>
<td>8 min.</td>
<td><em>Q &amp; A session</em>. Student and teacher on the topic played (if they do not understand the explication given in the frame of the game)</td>
</tr>
<tr>
<td>7 min.</td>
<td><em>Play again after clarification and obtain a better score.</em></td>
</tr>
<tr>
<td>10 min.</td>
<td><em>Discussions and Evaluation on that what they learn by Gamify and if the lesson achieve the objectives.</em></td>
</tr>
</tbody>
</table>

**Total time:** 45 min.
**Gamify Your Teaching – increasing vocational competences of entrepreneurship Teachers with the use of gamification**

**Detailed lesson plan**

<table>
<thead>
<tr>
<th>Crt. No.</th>
<th>Stage of the lesson</th>
<th>Operational Objectiv</th>
<th>Time</th>
<th>Teacher Activities</th>
<th>Student Activities</th>
<th>Didactic Strategy</th>
<th>Evaluation Methods</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Catching the attention &amp; Announcing the topic of the lesson and objectives</td>
<td>O1, O2, O3</td>
<td>5'</td>
<td>Do you want to play today and learn something new? 1. The teacher speaks about a new method in learning entrepreneurship education through GAMIFY Game. It is an on-line GAME, developed in the framework of an European Programe - Erasmus +, by a Partnership of 7 organizations from 7 countries in U.E. 2. The teacher introduces the topic chosen for playing.</td>
<td>Receives message content</td>
<td>Exposure</td>
<td>Exposure, Conversation</td>
</tr>
</tbody>
</table>

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</thead>
<tbody>
<tr>
<td><strong>2</strong></td>
<td>Students play GAMIFY game. Evaluation of the results</td>
<td>O1</td>
<td>15’</td>
<td>Teacher coordinates/ supervises the process of playing, starting with level 1 and continuing with next (2, 3, 4, etc) After completing each level, the teacher can give supplementary explanations.</td>
<td>Receive the content of the message; Solve the tasks of each level/ Complete some answers</td>
</tr>
<tr>
<td></td>
<td></td>
<td>O2</td>
<td></td>
<td></td>
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<tr>
<td><strong>3</strong></td>
<td>Q &amp; A session. Student and teacher on the topic played (if they do not understand the explication given in the frame of the game) Getting the feedback</td>
<td>O1</td>
<td>8’</td>
<td>The teacher explains any misunderstandings; Respond to students’ questions Makes additional insights on student concepts (from Content for Scenarios / Scenarios)</td>
<td>Request additional information Listen to the teacher’s explanations</td>
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<tr>
<td></td>
<td>O2</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>O3</td>
<td></td>
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Gamify Your Teaching – increasing vocational competences of entrepreneurship Teachers with the use of gamification

<table>
<thead>
<tr>
<th></th>
<th>Fixing new information/knowledge by playing again GAMIFY GAME</th>
<th>The teacher recommends playing again GAMIFY game after clarification. The teacher observes if the students can obtain a better score.</th>
<th>Solve this task, based on the new information and clarification received. Request additional information. Correct himself/herself.</th>
<th>Frontal activity Conversation Explication, Online game.</th>
<th>Questionnaire (written) Score obtained within the game.</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.</td>
<td></td>
<td>O1 O2 O3</td>
<td>7'</td>
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<th></th>
<th>Discussions and Evaluation on that what they learn by Gamify and if the lesson achieve the objectives.</th>
<th>The teacher asks students to mention 3 notions they have learned and 3 new skills they have practiced.</th>
<th>Answer the teacher’s questions. He/She expresses his/her appreciation for the new knowledge gained through the game.</th>
<th>Frontal activity Explication, Conversation Online game.</th>
<th>Questionnaire (written) Score obtained within the game.</th>
</tr>
</thead>
<tbody>
<tr>
<td>5.</td>
<td></td>
<td>O3</td>
<td>10'</td>
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End of the activity

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Part 5. Useful Tips
This part includes additional suggestions for teachers in order to facilitate the use of the game, or to teach/explain info from the 7 Scenarios.

- Divide a Scenario in 2 or 3 episodes, each of 45 minutes.
  
  If a Scenario could not be played during 45 minutes (not enough time), Teacher can choose to play the game during 2 episodes. For example: at 1st class can play 2 or 3 level and discuss the result and next time, play the next level and discuss and explain to student other subject.

- Use also our Case study collection with stories of entrepreneurs from the seven countries involve in the project, about their motivation, difficulties and opportunities during their start up in business and development of their activities. You can find also on our web-site: www.gamify-project.eu

- In order to maintain smooth in-class experience, consider using headphones or advice your students to mute the game sounds.

- Make sure that each student uses their own account, as otherwise it would be difficult to track each one’s progress and performance.

- Advice your students that they should also access additional entrepreneurship content that is available in all levels from the sidebar.

- To personalise gamification experience, ask your students to choose their own avatar that will be present across all levels.