Teacher training materials

Unit 1. About Games

Unit 2. Promoting student teams

Unit 3. Best strategies to develop a product

Unit 4. Marketing plan

Unit 1

About Games

The StartUp_EU Game and Competition

In this unit you will be able to use games to promote entrepreneurship spirit in education. You will learn how to use StartUp_EU game in your classroom and how to organize a competition.

About this Unit

Duration

5 hours

Learning Objectives

At the end of this unit you will be able to:

1. Use games for educational purposes.
2. Use StartUp_EU Competition Package in your classroom
3. Organize a competition with your students

Activities

During this Unit we are going to develop the following activities:

- Review definitions for understanding the meaning of *game*, *educational game* and *serious game*.
- Familiarize and practice with the StartUp_EU Competition Package.
- Learn the main steps of the StartUp_EU game.

Adaptation

In this unit it is important to adapt the contents to the local and regional environment trying to find examples from previous and relevant experiences, as an example for competitions.

Evaluation

A questionnaire with 5 questions (Multiple options and True or False) will be available in the platform.

Training Materials

We are going to use the following materials:

Resource 1.1. Articles about educational games.

Resource 1.2. StartUp Competition Package.

Resource 1.3. Information about the collaborative competition.

Resource 1.4. Player Guide and How to Guide (available in the game platform).

Other useful resources include the Internet, selected video resources and books, and the glossary. All these resources are available in the online training platform.

Resource 1.1. Articles about educational games

Game

Decision theory: Situation of conflict (competition) in which the payoffs received by participants from their actions, choices, and decisions are at least partly determined by the actions, choices, and decisions of the other contestants. This concept of games includes contests of strategy (such as baseball, basketball, card-games, checkers, chess, cricket, hockey, soccer, tennis), but not those based on pure chance (such as lotteries). In these situations, while one may (with practice) become more adept at predicting the opponents' strategies and tactics, one's moves are still constantly conditioned by the other participants' moves.

Educational game

Educational games are games that are designed to teach people about certain subjects, expand concepts, reinforce development, understand an historical event or culture, or assist them in learning a skill as they play. Game types include board, card, and video games.

Educational games are defined as Individual or group games that have cognitive, social, behavioral, and/or emotional, etc., dimensions which are related to educational objectives.

Serious game

Serious games are designed for the purpose of solving a problem. Although serious games can be entertaining, their main purpose is to investigate, or advertise. Sometimes a game will deliberately sacrifice fun and entertainment in order to achieve a desired progress by the player. Whereas video game genres are classified by gameplay, serious games are not a game genre but a category of games with different purposes. This category includes educational games and advergames, political games, or evangelical games. The category of serious games for training is also known as "game-learning". Serious Games are computer and video games that are intended to not only entertain users, but have additional purposes such as education and training. They can be similar to educational games, but are primarily focused on an audience outside of primary or secondary education.

Business simulation game

Business simulation games, also known as economic simulation games or tycoon games, are games that focus on the management of economic processes, usually in the form of a business. "Pure" business simulations have been described as construction and management simulations without a construction element, and can thus be

called management simulations, indeed, micromanagement is often emphasized in these kinds of games. They are essentially numeric, but try to hold the player's attention by using creative graphics. The interest in these games lies in accurate simulation of real-world events using algorithms, as well as the close tying of players' actions to expect or plausible consequences and outcomes. An important facet of economic simulations is the emergence of artificial systems, gameplay and structures.

Resource 1.2. StartUp Competition Package

The StartUp competition package is composed by 3 elements: 1. The entrepreneurial learning game, 2. The technological platform and 3. The collaborative competition.

The entrepreneurial learning game

The START-UP project aims at developing an online game for fostering entrepreneurial attitude among young people in Europe.

The goals of the START-UP project are the following**:**

1. For students: promote creativity, enhance communication skills, curiosity and enquiry
2. For teachers: providing support to teach entrepreneurship innovatively
3. Create links with the world of work
4. Enhance employability

The goal of START-UP is fostering creativity in entrepreneurship, helping students to develop an *entrepreneurial mindset*, i.e.:

*   Seeing opportunities, not problems (or: finding solutions to existing problems)
*   Desire to be independent
*   Investing in ideas with others (partnering) and connecting ideas
*   Balancing and reducing risks (not being afraid, enhancing risk management)

Learning goals

Such a definition of entrepreneurial mindset can be translated in the following learning goals.

1. When confronted with a problem, students will
    1. look for (innovative) solutions and opportunities, and not just complain and have discussions about its causes (ATTITUDE)
    2. be able to analyze the problem into its main components to identify possible solutions or new opportunities (SKILL)
    3. activate external resources to find solutions, including partners, team members, professionals, online and offline resources (SKILL)
2. When thinking about their professional life, students will consider independent work and entrepreneurship as a viable path, considering risks and advantages (ATTITUDE)
3. When working with others, students will
    1. share and connects ideas, instead of working on their own (ATTITUDE)
    2. listen to the ideas of others, mediate and bring them together (SKILL)
4. When confronted with potential risk-taking situations, students will
    1. analyze before making decisions, without excluding risks right away (ATTITUDE)

2. identify risk factors and gain factors, and identify possible balances (SKILL)
5. When thinking about entrepreneurship, students will
   1. recall the key concepts of business planning (e.g., needs analysis, idea, market analysis, marketing, finance) (KNOWLEDGE)
   2. recall examples of start-up companies (KNOWLEDGE)

Some general goals are addressed throughout the game, in particular goals 2, 3 and 5. Other learning goals are targeted specifically in some challenges.

The technological platform

The game is accessible through a Web2.0 platform http://www.startup.odl.org/. Inside the platform the teacher will find Learning contents, Games (Mini-games) a space for collaborative work with tools as Calendar, File upload, videos and Forum.

The collaborative competition

The StartUp_EU game requires organizing a collaborative competition. Therefore the teacher needs to compose groups of students and mentors according to the following rules.

- A team is composed by 3-6 students + a mentor.
  - Students are organized in a sort of organization chart (reflecting roles, among which: who posts assignments – this relates to rights management on the platform, see below).
  - The mentor can be a friend, or teacher, or parent. The game includes tasks that should be carried out by the mentor (providing feedback, etc).
- For the StartUp_EU competition teams either finds a mentor by themselves (this is preferred), or one is provided by the project (volunteers).

How to use it in your classroom?

The teacher needs to enroll in the game a class of students of 14-17 years old. After that s/he needs to:

1. Access to StartUp Platform.
2. Enroll in the training course for teachers.
3. Attend the online program e read carefully the Player Guide and the HowTo Guide.
4. Develop the game participating in the competition with students.

Resource 1.3. Information about the collaborative competition

Team Evaluation

During the collaborative competition, students will develop their Elevator pitch for their business plan. This must include a short video (max 3 min.) and either e summary or slides presentation. The evaluation will be done only on the basis of the elevator pitch.

Jury

The competition will have a Jury that should include: existing entrepreneurs, venture capitalists, business consultants and managers of incubators.

Winners Ceremony

The Awards Ceremony will take place in Spain in October or November 2013.

Prizes

2 prizes will be awarded: the jury prize and the community prize.

Other useful resources

Learn4good.com

This website is a site for free fun online games & interesting business strategy simulation activities.

http://www.learn4good.com/games/for-high-school-students.htm

Profitania

Profitania is a fun business simulation game.

http://www.learn4good.com/games/high-school-students-games/business-strategy-simulation.htm

Business dictionary

http://www.businessdictionary.com/definition/game-theory.html

Serious game

http://en.wikipedia.org/wiki/Serious_game

Business simulation game

http://en.wikipedia.org/wiki/Business_simulation_game

Unit 2

Promoting student teams

Motivation, creativity and innovation: Helping students in the generation of the idea.

In Unit 2 you will learn how to organize a student´s team and motivate them. Here you will know the main principles and strategies to foster creativity and innovation, in order to help the students in the generation of the business idea.
This unit refers to challenges 1, 2 and 3 in the game.

About this Unit

Duration

5 hours

Learning Objectives

At the end of this unit you will be able to:

1. Organize a student´s team

2. Motivate students stimulating their creativity

3. Help students creating a business idea

Activities

During this Unit we are going to develop the following activities:

- To create a group assignment with different roles and duties

- To practice exercises to improve creativity and design new things using own ideas.

- To review stories about successful ideas of entrepreneurs.

Adaptations

In Unit 2 we recommend to be flexible with the business ideas of the students.

Evaluation

A questionnaire with 5 questions (Multiple options and True or False) will be available in the platform for the Unit 2.

Training Materials

We are going to use the following materials:
Resource 2.1. Templates for organizing a team (available on the game platform)

Resource 2.2. Sheet for creating draft ideas

Resource 2.3. Sources of inspiration

Other useful resources include the Internet, selected video resources and books, and the glossary. All these resources are available in the online training platform.

Resource 2.2. Sheet for creating draft ideas

Think outside your limits

Many of the products we take for granted today are the result of people thinking outside their limits. John Lynn recalls attending a computer conference in the 1980's at a hotel when someone joked that the next thing they'd be thinking of would be computerized doors. When he went back to the same hotel 20 years later, all the doors used computer-programmed key cards.

Here are some hints:

- let go of old ways of seeing, thinking and doing
- question what you see, remembering that we distort what we see with our perceptions
- be aware that thinking in familiar patterns can limit your options of what is possible
- free yourself from judging your own ideas
- find a stream of creative ideas by thinking more like a child
- take risks and dare to do things differently
- be absolutely sure that you will succeed.
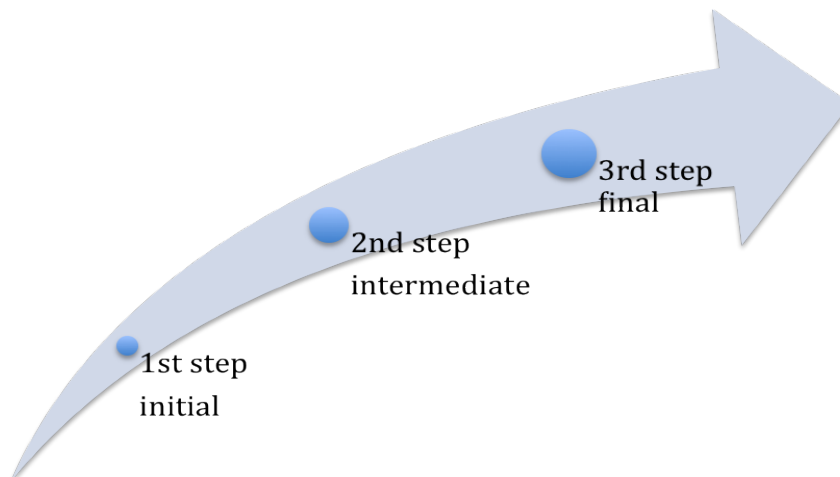
Below you can find some useful tools for thinking.

Write your ideas in a box after a brainstorming session

Idea 1	
Idea 2	
Idea 3	

Write your main idea in the center and related ideas or concepts in the smallest one (you can use a whiteboard or PowerPoint).

main idea
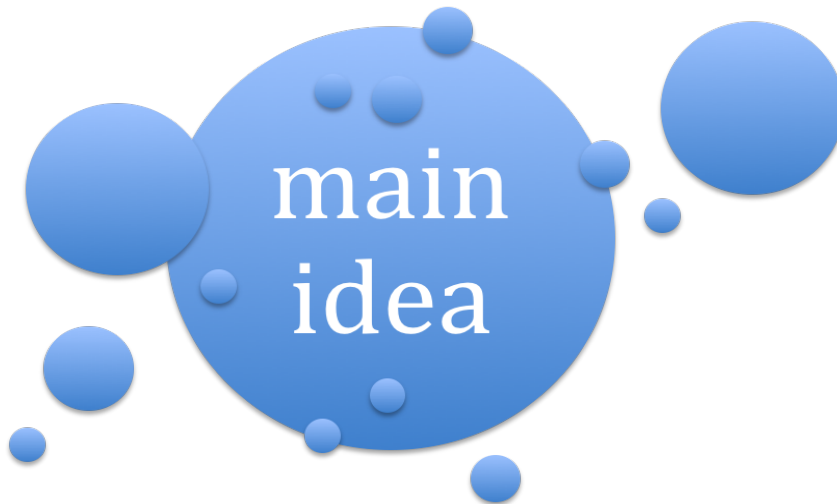
You can imagine an idea and the process:

1st step initial

2nd step intermediate

3rd step final

Summarize your idea:

Resource 2.3. Sources of Inspiration

(from businessdictionary.com)

Story 1

Two guys, with only $8,000 in savings and a $4,000 loan, rented an old gas station in Burlington, Vermont – a college town without a proper ice cream shop – and opened an ice cream shop. Their only formal training had been a correspondence course in the art of ice cream making. They purchased equipment and came up with "unique flavors" – such as "Red Velvet Cake" and "Late Night Snack" – which differed from the standard flavors offered by large chains like Baskin-Robbins. Twenty years later, Ben Cohen and Jerry Greenfield's ice cream business, *Ben & Jerry's*, brings in $237 million in annual revenue.

Story 2

Meanwhile, two ladies, Pamela Skaist-Levy and Gela Nash Taylor, took $200 in cash and a revolving line of credit. Neither woman took a salary for two years as they worked to popularize their brand. Their signature velour tracksuits eventually caught the public eye, and were soon adopted by the likes of Madonna, who turned the tracksuit into a public trend in the 1990s. The limited supply of the product increased its affordable luxury appeal, and soon its brand was available at *Saks Fifth Avenue*, Neiman-Marcus and Bloomingdales. The company, Juicy Couture, posted $47 million in annual revenue by 2002, prior to being acquired by fashion giant Liz Claiborne for an undisclosed amount.

Story 3

Whereas the first two examples needed capital (although not much) to get started, Dana Levy's story is even more amazing as it started with nothing more than a computer with an Internet connection. Levy started an e-mail newsletter, *Daily Candy*, which informed New Yorkers of the latest restaurant openings, hip hangouts, events and great deals around the city, all written in an informal "Gossip Girl" style. The first newsletter was sent in March 2000 to a mailing list of 700 members. The newsletter soon became a trendsetter, and led to its expansion into a dozen other cities. Levy eventually sold the newsletter to a venture capital group for $3 million in 2003, which in turn was sold to Comcast for $125 million in 2008.

Other useful materials

12 tips for building a wining team

http://www.businessknowhow.com/manage/12winteam.htm

Creative thinking tips: become more creative

http://bookboon.com/blog/2012/08/become-more-creative-7-creative-thinking-tips/

Sources of Inspiration: Entrepreneur Success Stories

http://www.businessdictionary.com/article/518/sources-of-inspiration-entrepreneur-success-stories/

Unit 3

Best strategies to develop a product

The SWOT analysis & other best practices

In this unit you will be learn the best strategies to develop a product and to conduct a SWOT analysis.
This unit refer to challenges 2 and 3 in the game.

About this Unit

Duration

5 hours

Learning Objectives

At the end of this unit you will be able to:

1. Develop a product idea

2. Conduct a SWOT analysis

3. Get valuable information using Best Practices

Activities

During this Unit we are going to develop the following activities:

- Learn the main steps to develop a product idea

- Conduct SWOT analysis

- Learn best practices tips

Adaptations

Some language adaptation will be is needed when we will identify Best Practices in order to explain to the students in their own words, avoiding technical explanations.

Evaluation

A questionnaire with 5 questions (Multiple options and True or False) will be available in the platform for Unit 3.

Training Materials

We are going to use the following materials:

Resource 3.1. Your ideas template (available on the game platform)

Resource 3.2. SMART ideas and SWOT analysis (available in the HowTo Guide, 2.3)

Resource 3.3. Best Practices

Other useful resources include the Internet, selected video resources and books, and the glossary. All these resources are available in the online training platform.

Resource 3.3. Best Practices

A best practice is an experience indications about how to conduct a process or solve a problem. The issue here is helping students to generate ideas and to assess which ones are promising for a business plan development.

In the HowTo Guide you can find indications about how to run a brainstorming session (HowTo 2.2) and how to evalaute ideas (HowTo 2.3). Unless you have direct experience with these team techniques, it will be difficult for you to provide support to the students. For this reasons, we encourage you to think of some non-school problem you might have, and run a brainstorming session with some friends. You can then conduct a SWOT analysis on the outcomes and determine which idea is SMART-er.

Other useful resources

SWOT analysis
http://en.wikipedia.org/wiki/SWOT_analysis

Top 12 Low-Cost Technology Solutions for Small Business
http://sbinformation.about.com/od/ecommerce/tp/techsolutions.htm

Promoting the adoption and use of Best Practices
http://ctb.ku.edu/en/tablecontents/MainSection19.6.aspx

Unit 4

Marketing Plan

Advertising and how to help the students to sell the product or service

In this unit you will be learn how to create a Marketing Plan, organizing an advertising campaign helping the students to sell their product or service.
This unit is related with challenges 4 and 6 in the game.

About this unit

Duration

5 hours

Learning Objectives

At the end of this unit you will be able to:

1. Create a Marketing Plan
2. Organize and advertisement campaign
3. Help students to sell their product or service

Activities

During this Unit we are going to develop the following activities:

- Create a summary of a Marketing Plan with the main steps

- Organize an Advertisement Campaign using social networks as a main channel

- Prepare the elevator pitch

Adaptations

Some adaptation will be needed in the advertisement campaign when we will use students' own ideas and vision and also the social networks that are more familiars for them.

Evaluation

A questionnaire with 5 questions (Multiple options and True or False) will be available in the platform for Unit 4.

Training materials

We are going to use the following materials:

Resource 4.1. How to develop a marketing plan (available in the HowTo Guide)

Resource 4.2. What is an advertisement campaign?

Resource 4.3. An effective elevator pitch (available in the HowTo Guide)

Other useful resources include the Internet, selected video resources and books, and the glossary. All these resources are available in the online training platform.

Resource 4.2. What is an advertisement campaign?

An advertising campaign is a series of advertisement messages that share a single idea and theme which make up an integrated marketing communication (IMC). Advertising campaigns appear in different media across a specific time frame.

The critical part of making an advertising campaign is determining a *campaign theme* as it sets the tone for the individual advertisements and other forms of marketing communications that will be used. The campaign theme is the central message that will be communicated in the promotional activities. The campaign themes are usually developed with the intention of being used for a substantial period but many of them are short lived due to factors such as being ineffective or market conditions and/or competition in the marketplace and marketing mix.

An advertising campaign is typically broadcast through several media channels. It may focus on a common theme and one or few brands or products, or be directed at a particular segment of the population. Successful advertising campaigns achieve far more than the sporadic advertising, and may last from a few weeks and months to years.

Following are some examples.

Nike – Just do it

It appealed to the mood of the times for action, particularly sporting action, to achieve some purpose in life without hesitation and deliberation. The slogan, combined with the Nike 'swish' logo, became a global icon.

Apple – Get a Mac

While there have been many great Apple campaigns, this one made the list above all others because no campaign has captured a consumer group's persona quite like "I'm a Mac." You know that guy; you know exactly who they were talking about as soon as they came on the screen; you wanted to be the Mac.

Other useful resources

Marketing

http://en.wikipedia.org/wiki/Marketing

Advertising campaign

http://www.businessdictionary.com/definition/advertising-campaign.html