



## "Gamified eco entrepreneurship education"

Collection of the scenarios for the development of the gamified-educational resources tools and activities that teach and promote social and eco-entrepreneurship to youth



Co-funded by  
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### **Name: Calculate the break-even point**

**Type:** Digital Educational resource & activity

**Format:** Excel exercise or similar table; Moodle platform

**Methods:** Game based learning, Data processing, Analyzing, Brainstorming

#### **Pedagogical objective:**

Understanding of marketing planning on the example of examining the market potential of a certain product in relation with the business circumstances from the example.

#### **Inspiration from European Heritage (O1 good practices):**

##### [Humana Nova](#)

Organization works in the scope of 3 areas: environment, social environment and economy. They employ persons with disabilities and other socially excluded persons. The company produces clothing and textiles through reusing, repurposing, recycling and other sustainable techniques.

#### **SYNOPSIS:**

The participants are given to calculate the break-even point based on the given numbers/amounts.

When entering a certain market, it is of great importance to assess the sales potential of a new product, that is, the assessment of the possible market realization of the new product, more precisely, whether the product is profitable. Although it is a demanding phase of marketing planning, with the help of the given indicators, you can easily access the online educational game.

Some of the main explanations:

Fixed costs are costs that do not react to increase or decrease in business volume, such as:

- lease of business premises,
- bookkeeping services,
- advertising and promotion,
- gross wages of employees, etc.

Variable costs are costs which change in proportion to the changes volume of business, and per unit of performance remain same, such as:

- raw materials and packaging,
- energy sources (electricity, fuel, water, etc),
- profit tax.

The break-even point of sales is the volume of sales at which the total revenue equals the total costs. Profitable business, i.e. profit, is realized above this volume of sales. The volume of sales up to the

break-even point results in a loss-making business because the total costs are greater than the total income. The break-even point is often referred to as the break-even point. This analysis is especially useful for entrepreneurs - beginners in business (start-ups).

**Requirements:**

- Prepare a table or similar space with the given data;
- Enable participants with clear instructions what they need to do;
- Leave enough time for the participants to prepare, 5-10 minutes;
- Create online game based on given data.

**Competences gained:**

- Understanding the importance of marketing planning so that when the participant enters a certain number of pieces /quantities, the profit (amount) changes (Excel table with formulas can be provided);
- Understanding of sales volume planning in relation to testing market potential (relation between prices, costs and volume of sales);
- Mastery with one specific market /business planning examination technique.

**Number of participants:**

The game can be played individually or in pairs/teams (3-5 participants).

**Duration:**

5-10 minutes for preparation

20-30 minutes for exercise

10-15 minutes for discussion (if in pairs).

**Sources:**

This example was created on the basis of exercises that CDP "Globus" used to prepare its educational programs, and on the basis of available data from real social enterprise, in this case a workshop in which people with disabilities are engaged on making didactic material from recycled paper.

1. Sales volume	0	100	400	600	850	1000
2. Selling price	12	12	12	12	12	12
3. Total income <b>(1X2)</b>	0	1200	4800	7200	10200	12000
4. Variable costs per unit of product	2	2	2	2	2	2
5. Total variable costs <b>(1X4)</b>	0	200	800	1200	1700	2000
6. Total fixed costs	10000	10000	10000	10000	10000	10000
7. Total costs <b>(5+6)</b>	10000	10200	10800	11200	11700	12000
<b>8. Profit (3-7)</b>	-10000	-9000	-6000	-4000	-1500	<b>0</b>

Break-even analysis results:

The quantitative threshold of profitability is 1,000 products.

The workshop needs to produce 83.3 products per month.  
In one day, the workshop needs to make an average of 3.7 products.

### **Name: Leadership in eco-social entrepreneurship**

**Type:** Digital educational tool – online

**Format:** JCloze

**Methods:** Creating an exercise to fill in the gaps in the text/ Learning about the topic of leadership through mastering the text

**Pedagogical objective:**

Understanding the role of leadership within the broader scope of organizational management, with specific focus on waste management, based on an example in which the participants need to fill in the blanks in the text (easily recognizable words).

**Inspiration from European Heritage (O1 good practices):**

[Ekopak d.o.o.](#) The mission of Ekopak is to enable the fulfilment of legal obligations in accordance with the Rulebook for the management of packaging and packaging waste at the lowest sustainable costs for all its clients and with the greatest environmental benefits for the Federation of Bosnia and Herzegovina.

**SYNOPSIS:**

The task consists of 2 parts:

First task for participant/s is to watch two videos the first of which refers to organizational management in order to become more familiar with the broader concept of management.

Proposal for video watching: <https://www.youtube.com/watch?v=q6LMjurECZM>

The second video is on Proper Waste Management | How waste reduction and recycling help our environment, proposal for video: <https://www.youtube.com/watch?v=Qyu-fZ8BOnI>

2) Participants get a text with empty fields that they need to fill in. The missing words are not difficult to bring into connection to the given text, and minor and appropriate deviations could be acceptable. Based on the given words, participants need to recognize which goes where and arrange them properly: environment, social, data, companies, in accordance, entities, experiences, types, establishment, distributed, activities, before, mark, company, countries, amount, prescribed.

In Bosnia and Herzegovina, there is no official data on the amount of packaging that is placed on the market, so we cannot talk about exact data and precise statistics on the amount of packaging that ends up as waste, its disposal or recycling, except for the part that is dealt with by management system operators packaging and packaging waste.

"Ekopak" is a company that was founded by leading local, regional and multinational companies operating in Bosnia and Herzegovina, in accordance with the provisions of the Rulebook on packaging and packaging waste management adopted by the Federal Ministry of Environment and Tourism. Their mission is to fulfill the recycling goals prescribed by the Federal Ministry of Environment and Tourism on behalf of business entities, manufacturers, importers, and distributors of packaged products. „Ekopak“ works on behalf of these business entities according to the principle of extended producer responsibility.



Ekopak strategy is based on:

- Application of legislation on packaging and packaging waste in accordance with the best experiences and knowledge from Europe and the world;
- Establishment and development of an efficient integrated system for managing packaging and packaging waste for all types of packaging waste: glass, paper, metal, plastic, wood;
- The use of existing communal capacities for the establishment of the system and their further development with the development of the system.

One of the principles of Ekopak is operating on a non-profit basis, which means that the owner's intention is not to make a profit through the company's activities. The profit made at the end of the business year is not distributed to the owners, but will be reinvested in the operator's activities.

Ekopak is the only one in Bosnia and Herzegovina that has the right to award the internationally protected mark "Green Dot" to companies that treat their packaging waste responsibly.

Responsibility towards the environment is also expressed through taking care of the packaging of the products we buy every day. That is why it is important to check whether the product is marked with the "Green dot" sign before purchasing.

"Green Dot" is an internationally protected symbol used to mark product packaging. It is a symbol that shows that the company using it is involved in the packaging waste recycling system. It is an indicator of the social responsibility of companies that contribute financially to the establishment and development of an efficient, transparent and sustainable system of collection and recycling of packaging waste.

"Green Dot" trademark is registered in more than 170 countries and it's considered as the most protected trademark in the world.

#### **Requirements:**

- Prepare a table or similar space with the given text;
- Create online game based on given data;
- Enable participants with clear instructions what they need to do;
- Leave enough time for the participants to prepare, 5-10 minutes.

#### **Competences gained:**

- Familiarizing with key features of organizational management;
- Understanding the significance of waste management in environment;
- Learning about eco-social leadership through text mastery on this topic.

#### **Number of participants:**

The game can be played individually or in pairs/teams.

#### **Duration:**

5-10 minutes for preparation

10 minutes for video watching

30-45 minutes for exercise/game

10-15 minutes for discussion (if in pairs).

**Sources:**

<https://www.ekopak.ba/>

<https://www.zelenatacka.ba/>

**Name: PR for social enterprise**

**Type:** Digital Educational resource & activity

**Format:** JQuiz or Kahoot

**Methods:** Game based learning based on quiz; Adoption of information; Brainstorming

**Pedagogical objective:**

Participants acquire knowledge about public relations, with a special focus on social and environmental impact, based on prepared materials and quiz.

**Inspiration:**

[Yulu PR](https://yulupr.com/melissa-orozco/) is a social and environmental impact relations agency using the tools of communications to drive positive change. An award-winning social and environmental impact communications firm founded on the principle of leading with impact to tell stories that matter. Web: <https://yulupr.com/melissa-orozco/>

**SYNOPSIS:**

1. Step: Through the content of the ppt presentation, participants are introduced to the concept and characteristics of public relations within the framework of socially and environmentally responsible business. Proposed content (partially or in whole): <https://www.slideshare.net/yulupr/impact-storytelling-pr-for-social-enterprises>
2. Afterwards, participants access a quiz on their device or computer using an access link or code, and they can approach quiz (marked correct answers):

**1. Public relations are related to:**

- a) Non-profit organizations
- b) Profit organizations
- c) All types of organizations who want to develop positive relationships between businesses and the public.

**2. Public relations refer to communication and relations with:**

- a) Government institutions
- b) Private companies
- c) Wider public, including listed above.

**3. What is the main purpose of public relationship?**

- a) Selling the product
- b) Communication with all stakeholders
- c) Development of a strategic plan.

**4. Analysis of public relations often includes:**

- a) Communication audit
- b) Communication strategy
- c) List of media contacts.

**5. Which criterion you expect to be most important in public relations messages distributed?**

- a) Timeliness
- b) Impact
- c) Expiration.

**6. Two most important features of public relations are:**

- a) Company's mission and vision
- b) Speaking and writing skills
- c) Credibility and competency.

**7. Publicity is based on sponsorship:**

- a) True
- b) False
- c) Sometimes.

**8) Which of the following is not a part of the core values of public relations, especially in social enterprise:**

- a) Knowledge
- b) Honesty
- c) Profit.

**9) The process of identifying publics who are involved and affected by a public relation is:**

- a) Stakeholders' analysis
- b) Focus groups
- c) Survey.

**10) The most important phase in developing a communication plan is:**

- a) Budget
- b) Message

### c) Research.

#### **Requirements:**

- Provide introductory content to familiarize participants with the topic;
- Create a quiz easily accessible;
- Ensure access to the quiz.

#### **Competences gained:**

- Acquired/improved knowledge of public relations in the social business context;
- Recognizing the social role of public relations;
- Understanding the purpose and tools in public relations planning.

#### **Number of participants:**

The game can be played individually.

#### **Duration:**

10 minutes for introductory ppt

20-30 minutes for game.

#### **Sources:**

Motivated by [https://www2.tesu.edu/tecep\\_desc/COM-210.pdf](https://www2.tesu.edu/tecep_desc/COM-210.pdf) and some articles on the topic.

#### **Name: “Time is money”**

**Type:** Digital educational tool – online

**Format:** JCross

**Methods:** Game-based learning, information gathering, solving the crossword puzzle

#### **Pedagogical objective:**

Based on certain hints, participants recognize the basic characteristics and elements of time management. The whole process is carried out in an interesting way through a crossword puzzle.

#### **Inspiration:**

[Cluster for eco-social innovations and development CEDRA Split](#) is an association founded in 2013, which operates in the field of promoting social entrepreneurship, sustainable development and social innovations. The association has experience with the preparation, mentoring, implementation and administrative management of projects financed from national, EU and other sources, and the projects are implemented through the cooperation of the public, private and civil sectors.

#### **SYNOPSIS:**

Step 1 is for the participants to look at a picture that illustrates all the key words of the crossword puzzle.



The second step - participants approach the crossword puzzle with hints that can help them solve the crossword puzzle.

#### Proposals for hints:

One of the main goals metrics says that goals should be time-bound. What matrix is it about? SMART

A list of items planned or to be covered at the meeting is? AGENDA

Doing more than one thing at a time is called? MULTI-TASKING

A written list that serves as a kind of guideline of what you have to do over the next 24 hours. TO DO LIST

The process of determining the importance of tasks, comparing them to one another, and arranging them in order to achieve goals in the most effective manner is? PRIORITIZATION

Assigning responsibilities to other people who are specialized for these tasks in order to get the job done in the most efficient and productive way is? DELEGATION

Free puzzle templates: [https://wordmint.com/public\\_puzzles](https://wordmint.com/public_puzzles)

Example: [https://www.educaplay.com/printablegame/5484995-puzzle\\_time\\_management.html](https://www.educaplay.com/printablegame/5484995-puzzle_time_management.html)

#### **Requirements:**

- Prepare appropriate instructions for participants;
- Prepare appropriate photo with illustrations;
- Create a network of interconnected words;
- Prepare crossword puzzle;
- Enable participants with access and hints leading to appropriate word.

#### **Competences gained:**

- Participants familiar with the basic characteristics and elements of time management;
- Encouraging participants to think about and study time management.

#### **Number of participants:**

The game can be played individually or in teams /pairs (2-3 persons).

#### **Duration:**

5 minutes for preparation

30-45 minutes for playing

10 minutes for discussion (optional).

#### **Sources:**

Idea motivated by examples like: [https://www.educaplay.com/printablegame/5484995-puzzle\\_time\\_management.html](https://www.educaplay.com/printablegame/5484995-puzzle_time_management.html)

## Name: Business through ethical lens

**Type:** Digital educational tool – digital educational escape room

**Format:** PowerPoint

**Methods:** Game based learning through digital gamification, educational escape room, brainstorming, role-play education, analyzing, problem-solving, critical thinking

### **Pedagogical objective:**

The participants are given 3 concrete scenarios of business situations (3 rooms) to examine ethical thinking. They should consider their potential role as responsible person in specific cases. Afterwards, they need to go through quick ethical tests in order to get out of the rooms.

The main goal is to understand basic ethical issues in concrete situations and to become aware of significance of doing business in an ethical way.

### **Inspiration from European Heritage (O1 good practices):**

Ekonest - Help customers contribute to a clean and healthy planet. They conduct their 49 business in an environmentally responsible, socially responsible and ethical manner, putting the environment at the core of everything.

### **SYNOPSIS:**

Three young people want to become entrepreneurs. They applied to the program, which includes, among other things, financial support. Whether they will receive financial support depends on whether they attended all the modules and completed the knowledge verification tests. It remains for them to pass tests on business ethics. Their task is to enter a room through an online game where they will take into consideration specific business cases.

Business case 1: A worker in a company that has been operating successfully for 10 years discovers that a new product - milk - has a negative impact on the health of a part of customers. This product has recently been the most wanted. The worker reports this to the director. If the director decides to withdraw the product in order to review and possibly solve problems related to the product, this will have a negative impact on the company's profit and endanger the business.

Business case 2: The company wants to start a new type of production in an area where such production could lead to the destruction of an animal species. As the company is in financial difficulties, the analyzes showed that there is a great demand for the product on the market and that precisely such production could lead to new income and business improvement.

Business case 3: A long-time employee suffers an injury at work, which is why he has to take sick leave. During the tests, it is established that the worker's health is seriously threatened, and the cause is most likely work with substances that have a negative impact on human health. As time passes, it becomes clear that the recovery will be long. The director has to make a decision whether to continue with the contractual relationship because another worker is needed in that position who can perform the necessary tasks.

After familiarizing themselves with the scenarios, the participants think for 5 minutes each about how they would act in specific situations if they were in the position of managers/directors. To get out of the room they have to pass quick ethics tests.

At the end, participants can discuss certain situations, that is, actions and what they learned during the game.

**Requirements:**

- To prepare a scene with business cases;
- To enable participant to enter the rooms;
- To ensure enough time to familiarize the participants with business cases;
- To prepare fast ethical tests.

**Competences gained:**

- General understanding of ethics in business;
- Knowledge about making ethical decisions in the context of specific business situations.

**Number of participants:**

The game is intended for three people.

**Duration:**

5-10 minutes for introduction of scenarios

20-30 minutes for game

10-15 minutes for discussion

**Sources:**

Original idea (CDP “Globus”).

**Name: Carbon Offset** [Ecological Responsibility + Resource Management]

**Type:** Digital educational tool – Data gathering and competition game based on statistical **differences which encourage progress in green technologies and policies.**

**Format:** Web / Mobile based app

**Methods:** Game like based learning using application techniques similar to fitness or statistics tracking app. Encourages users to perform „Green” actions using system of reward points which can be later redeemed for real-life compensations.

**Pedagogical objective:**

The pedagogical objective for carbon offsets is to raise awareness and understanding of the impact of human activities on the environment and the importance of reducing carbon emissions to mitigate the effects of climate change. Carbon offsets can be used as a tool to educate people on the concept of carbon footprint and the ways to offset the emissions that cannot be avoided. The objective is to encourage individuals, organizations, and governments to take responsibility for their carbon emissions and take steps to reduce their impact on the environment.

By teaching about carbon offsets, people can learn how to calculate their carbon footprint, understand the benefits of carbon offsets, and become more environmentally conscious. The pedagogical objective is to provide information and resources that can help people make informed decisions about their actions and contribute to the global effort to reduce greenhouse gas emissions.

The pedagogical objective for carbon offsets is to empower individuals to take action to reduce their carbon footprint and make sustainable choices that help protect the planet for future generations.

### **Inspiration from European Heritage (O1 good practices):**

[Fietspunten](#) - Association with social activity in Belgium. Bicycle points encourage the use of bicycles in combination with public transport, such as train stations. They are run by their members who are responsible for the maintenance of the bicycles at the train stations and for bicycle leasing for companies, local authorities or private individuals. They are social enterprises with a focus on sustainable bicycle mobility.

[EkoNest](#) – SME (family-owned, female-led company) in Cyprus that help customers contribute to a clean and healthy planet. They conduct their business in an environmentally responsible, socially responsible and ethical manner, putting the environment at the core of everything.

[Ecosia](#) - Social enterprise, a green start-up from Berlin, founded in 2009. The company donates 80% or more of its profits to non-profit organisations that focus on reforestation. It uses the generated money from advertisements to plant trees for the environment. So far, they have planted over 100 million trees and currently have around 7 million users.

[European Climate Pact](#) - The European Climate Pact for Green Buildings is an initiative launched by the European Commission to support the renovation of buildings in the European Union (EU) to make them more energy-efficient and environmentally friendly. The goal of the pact is to reduce the carbon footprint of buildings and to contribute to the EU's climate neutrality objective by 2050.

[World Economic Forum](#) - The World Economic Forum (WEF) is a non-profit organization that brings together leaders from business, government, and civil society to address global challenges. One of the main ideas promoted by the WEF is the concept of "net-zero living," which involves reducing one's carbon footprint as much as possible and then offsetting any remaining emissions through carbon offsetting schemes

### **SYNOPSIS:**

#### **Step 1: Calculate Your Carbon Footprint**

In this step, the player calculates their current carbon footprint. This can be done through an online calculator or by answering a series of questions about their daily habits. The player should aim to answer honestly to get an accurate estimate of their carbon emissions.

#### **Step 2: Set a Target Reduction Goal**

In this step, the player sets a target reduction goal for their carbon footprint. The goal should be challenging but achievable. The player should aim to reduce their carbon emissions by a specific percentage within a given timeframe.

#### **Step 3: Identify Areas to Reduce Carbon Emissions**



In this step, the player identifies areas where they can reduce their carbon emissions. This could include changing their diet, reducing energy consumption, or using more sustainable transportation options. The player should aim to identify at least three areas where they can make changes.

#### Step 4: Take Action

In this step, the player takes action to reduce their carbon emissions. This could include switching to a vegetarian diet, using public transportation, or installing energy-efficient appliances. The player should aim to make changes that align with their lifestyle and budget.

#### Step 5: Track Progress and Celebrate Success

In this final step, the player tracks their progress towards their carbon reduction goal. They can use a carbon tracking app or a spreadsheet to monitor their emissions. If the player reaches their target reduction goal, they can celebrate their success and set a new, more ambitious goal.

Overall, the game encourages players to take action to reduce their carbon emissions and make a positive impact on the environment. It also helps raise awareness about the importance of individual action in combating climate change.



#### Requirements:

1. Accurately Calculate Carbon Footprint: The app user should accurately calculate their carbon footprint using the app's carbon footprint calculator or by entering accurate information about their daily habits.
2. Set Realistic Carbon Reduction Goals: The app user should set realistic carbon reduction goals that are challenging but achievable within a given timeframe.



3. Identify Areas to Reduce Carbon Emissions: The app user should identify areas where they can reduce their carbon emissions, such as transportation, energy consumption, and food choices.
4. Take Action to Reduce Carbon Emissions: The app user should take action to reduce their carbon emissions, such as using public transportation, switching to a plant-based diet, and reducing energy consumption in their home.
5. Track Progress and Celebrate Success: The app user should track their progress towards their carbon reduction goals and celebrate their successes along the way.
6. Share Progress with Others and Compete: The app user can share their progress with friends and family to encourage and compete with others to make change and reduce their carbon output.

#### **Competences gained:**

1. Environmental Awareness: Players can gain a deeper understanding of the environmental impacts of their daily habits and learn about sustainable practices that can help reduce their carbon footprint.
2. Problem-Solving: Players can learn how to identify areas where they can reduce their carbon emissions and develop strategies to implement these changes.
3. Goal-Setting: Players can learn how to set realistic carbon reduction goals and develop a plan to achieve them.
4. Data Analysis: Players can learn how to use data to track their carbon footprint and monitor their progress towards their carbon reduction goals.
5. Collaboration and Communication: Players can learn how to work collaboratively with others, share ideas, and communicate their progress towards reducing their carbon footprint.

Overall, playing a carbon reduction game can help players develop a range of competencies that are valuable in both personal and professional settings.

#### **Number of participants:**

One singular participant plays and collects data which is later compared to annual progress, as well as having a leaderboard with their friends.

#### **Duration:**

5 - 10 minutes for App setup,

30 minutes for Carbon reduction and offset research,

10 - 15 minutes for further planning and implementing new found data and techniques. Data is collected by direct user input and with that the user chooses the input frequency.

**Sources:** All resources for the application are creator made and manufactured. Logotype and graphics presentations are produced using Adobe Creative Cloud suite as well as Microsoft Power Point for presentational capabilities.

**Name: CarboNation (Carbon Nation)** [Ecological Responsibility + Resource Management + Finance Management]

**Type:** Competitive single player game – User is given a country to run and is in charge of doing its own research, which encourages resourcefulness and data analytics.

**Format:** Data gathering/Comparison – Both Offline and Online formats

**Methods:** Game like based learning using research techniques similar to standardised data collection and statistics tracking framework. Encourages users to achieve „Green” status as a country by balancing expenses, benefits and trade-offs.

**Pedagogical objective:**

By requiring the user to gather and analyse data about a specific country, the game encourages the user to think critically about different aspects of that country, such as its geography, culture, and economy. The user must also practice effective research skills, such as identifying credible sources, organizing information, and synthesizing data.

Additionally, the game could aim to enhance the user's cross-cultural understanding and awareness. By exploring different countries and their unique characteristics, the user can gain a better understanding of the diversity of the world and develop a more nuanced perspective on global issues.

Resourcefulness refers to the ability to effectively and efficiently locate, obtain, and utilize resources. In the context of the game, this would involve the user being able to identify credible and relevant sources of information about the country, including primary sources like government reports and statistics, as well as secondary sources like news articles and academic papers. The user would then need to evaluate and synthesize this information to make informed decisions about how to best run the country.

Overall, the pedagogical objective of the game would be to help the user develop valuable research, critical thinking, and cross-cultural skills that are applicable in many different contexts.

**Inspiration from European Heritage (O1 good practices):**

[Fietspunten](#) - Association with social activity in Belgium. Bicycle points encourage the use of bicycles in combination with public transport, such as train stations. They are run by their members who are responsible for the maintenance of the bicycles at the train stations and for bicycle leasing for companies, local authorities or private individuals. They are social enterprises with a focus on sustainable bicycle mobility.

[EkoNest](#) – SME (family-owned, female-led company) in Cyprus that help customers contribute to a clean and healthy planet. They conduct their business in an environmentally responsible, socially responsible and ethical manner, putting the environment at the core of everything.

[Model United Nations](#) - In Model UN, participants research and prepare for the conference by learning about the country they are representing, its foreign policy, and its position on various global issues. During the conference, participants engage in debates and negotiations with other delegates in order to draft and pass resolutions that address the challenges facing the world.

[United Nations COP 27](#) - The COP is a yearly conference where representatives from nearly 200 countries come together to discuss global climate action and progress towards reducing greenhouse

gas emissions. The COP serves as a platform for negotiating and implementing international agreements on climate change, including the Paris Agreement.

#### SYNOPSIS:

The objective of the game is to challenge the user to implement environmentally sustainable policies and practices in different countries with the aim of making it more green. Having in mind that the Western Balkans region is greatly affected by climate change and accompanying environmental challenges such as the ecological crisis, the game will enable users to develop valuable research, critical thinking and intercultural skills that are applicable in many different contexts, as well as applying good practices from EU countries - Belgium, Cyprus in the countries of the Western Balkans.

Here are 6 possible synopsis points for the game's objectives:

**Step 1.** Environmental awareness: The game seeks to promote awareness of the importance of environmental sustainability and the role that individuals and governments can play in reducing carbon emissions and protecting the planet.

**Step 2.** Strategic decision-making: Through the game, users will need to make strategic decisions to address environmental issues in their assigned country, such as reducing carbon emissions, protecting biodiversity, and promoting renewable energy sources.

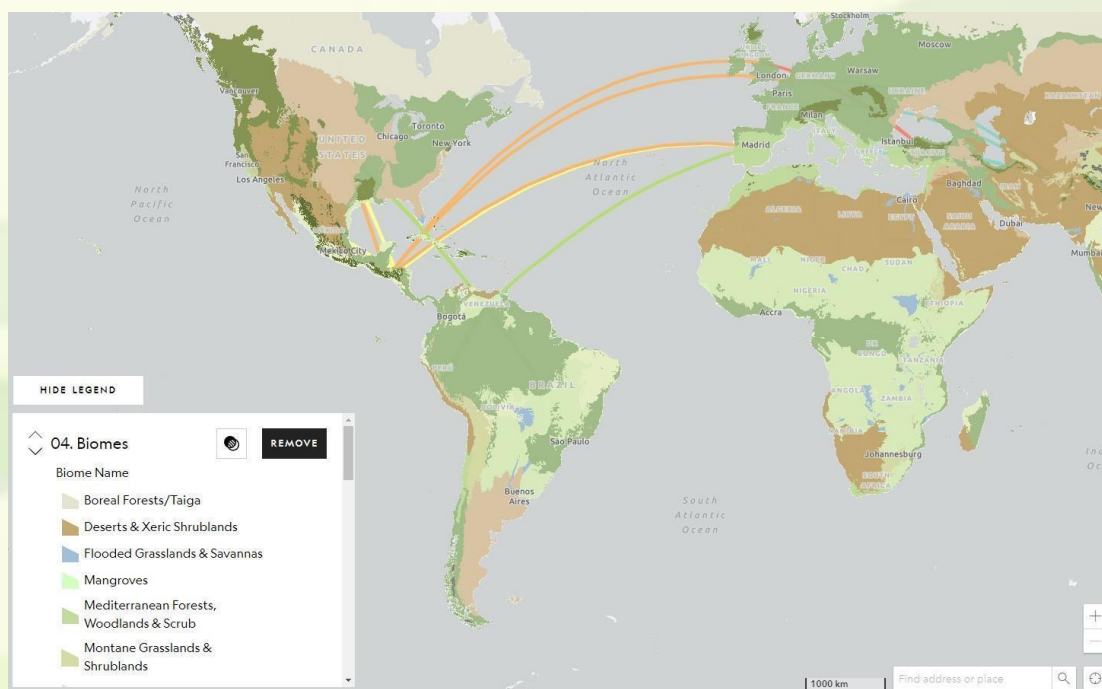
**Step 3.** Resource management: Users will need to manage resources effectively, such as water, energy, and land use, in order to make the country more environmentally sustainable.

**Step 4.** Collaboration and diplomacy: Users may need to collaborate with other countries, organizations, or stakeholders to address environmental issues that go beyond national borders. The game encourages diplomacy and negotiation skills to achieve collective solutions.

**Step 5.** Impact assessment: Users will need to assess the impact of their policies and actions on the environment and track their progress over time, using data analytics and feedback mechanisms.

**Step 6.** Education and engagement: The game aims to educate and engage users in the challenges and opportunities of environmental sustainability, by providing a fun and interactive learning experience that promotes long-term behaviour change.





### Requirements:

1. **Realistic simulation:** The game should simulate the complexities of managing a country, including the social, economic, and political factors that affect environmental sustainability. The simulation should be based on real-world data and models, providing users with an accurate representation of the country they are managing.
2. **Data analytics:** The game should require users to gather, analyze, and interpret data to make informed decisions about environmental policies and practices. The game should provide users with access to a range of environmental data, including carbon emissions, energy consumption, land use, and biodiversity.
3. **Customization:** The game should allow users to customize their policies and practices based on their own priorities and values. This may include setting targets for reducing carbon emissions, investing in renewable energy, or protecting endangered species.
4. **Feedback mechanisms:** The game should provide users with feedback on the impact of their policies and practices, allowing them to see how their decisions affect the environment and the country they are managing. The game should provide users with visualizations and data analytics to help them track their progress over time.
5. **Collaboration and competition:** The game should encourage users to collaborate with other players to address environmental challenges and share best practices. The game may also include a competitive element, such as a leaderboard or scoring system, to motivate users to achieve their goals.
6. **Educational resources:** The game should provide users with educational resources, such as articles, videos, and quizzes, to help them learn more about environmental sustainability and the challenges

facing the world today. The game should also provide users with tips and resources to help them make more sustainable choices in their own lives.

### **Competences gained:**

- 1. Strategic thinking and decision-making:** Users will need to make informed decisions about environmental policies and practices based on available data and limited resources. This will require them to think strategically, weighing the costs and benefits of different options.
- 2. Data analytics:** Users will need to gather, analyse, and interpret data to make informed decisions about environmental sustainability. This will require them to develop skills in data collection, statistical analysis, and data visualization.
- 3. Resource management:** Users will need to manage resources effectively to make their country more environmentally sustainable. This will require them to develop skills in resource allocation, energy management, and waste reduction.
- 4. Collaboration and diplomacy:** Users may need to collaborate with other countries, organizations, or stakeholders to address environmental issues that go beyond national borders. This will require them to develop skills in diplomacy, negotiation, and consensus-building.
- 5. Environmental awareness:** The game aims to promote awareness of the importance of environmental sustainability and the role that individuals and governments can play in reducing carbon emissions and protecting the planet. This will help users to develop a deeper understanding of environmental issues and their impact on society.
- 6. Communication skills:** Users will need to communicate their policies and practices effectively to stakeholders, including citizens, businesses, and other countries. This will require them to develop skills in public speaking, writing, and media relations. Overall, playing a carbon reduction game can help players develop a range of competencies that are valuable in both personal and professional settings.

### **Number of participants:**

One singular participant, score can later be compared with other competition/participants.

### **Duration:**

5 minutes for App setup,

25 minutes for active gameplay,

10 - 15 minutes for data analysis and possible comparison points for future improvements. Overall length: 45 Minutes

### **Sources:**

- 1. [National Geographic Map Maker](#)** – Map Created and provided by NG Map Maker.
- 2. [Eurostat](#)** – Comparison data provided by Eurostat



## Name: A healthy mindset - A Successful Workplace [Human resource relations and wellness management]

**Type:** Digital educational tool

**Format:** Video game

**Methods:** Game based learning through digital gamification, critical thinking, analysing, problem-solving, time management, organising, team management, communication.

### **Pedagogical objective:**

Our game has two modes: Office employee POV and Manager POV.

As an office employee, our player is presented with a list of tasks that need to be finished within a certain time period. While doing those tasks, the player has to maintain his stress levels, by doing stress management techniques.

As a manager, our player is tasked with observing and controlling the office environment. The player will have to handle the events that happen in the office accordingly. He is responsible for his employee's performance, motivation, attendance and well being. He will also have to invest in the office, with limited resources that were provided to him, to make sure the employee's needs and wants are met.

### **Inspiration from European Heritage (O1 good practices):**

[SYNTHESIS Center for research and education](#) - The leading organisation in Cyprus, in the fields of social entrepreneurship and social innovation. Pioneering organisation that initiates and implements projects of social impact, with a focus on social inclusion.

### **SYNOPSIS:**

Our game puts the player in two different kinds of roles (game modes). The first role is of an office employee working in SYNTHESIS, where the player will have to do a list of designated tasks, while trying to manage and regulate himself. The second role is of an office manager in SYNTHESIS, where the player will have to observe and manage the whole office environment. The aim of this approach is to convey the importance of viewing the office as a multifaceted environment, comprising of many individual components while also functioning as a cohesive unit.

The first game mode, where the player is an office employee, is presented as a set of short mini games. Each mini game has a list of activities/tasks that must be finished. Besides the task list, our player would also be presented with a time limit and a stress bar.

The stress bar is constantly rising. In the beginning, the rate at which it rises is slow. Spikes of stress will happen due to mistakes the player makes, or by the random events that will happen in the environment the player is in (the manager walks in as our player is working...). As the stress bar rises, our player will start doing self harming activities such as nail biting. The severity of these activities rise as the stress bar gets closer to 100%.

The player will counter the stress bar by doing stress management techniques - breathing exercises, playing with fidget toys, talking with a friend, taking a break...

Each mini-game would have a time by which all tasks should be finished. If the player has not finished his tasks within the time limit, the game would not stop, but it would rather increase the speed at

which the stress bar is rising. After all of the tasks have been finished, a new mini-game starts, and the time bar resets. The stress bar gets lowered by 20%. If the player finishes before the time limit, the player has the ability to relax and do stress relieving activities, until the time runs out and a new mini-game starts.

True game over is if the stress bar reaches 100%, and not if the player fails to finish a task, or finish before the time limit. The intention behind this is to teach our players that the most important thing in our lives is our health, and not some goal or deadline. We accept those mistakes and move on, while trying to stay healthy.

The second game mode, where the player is an office manager, is presented as a management game, where the player has to observe and control the office environment. The player will be presented with three bars - an atmosphere, productivity and resource bar.

The atmosphere bar serves as an indicator of the collective well-being of all employees. It encompasses mental and physical health, mood, motivation and general satisfaction of being in the office.

The productivity bar encompasses performance, attendance and timeliness of employees.

The resource bar shows how much resources are available for the player to invest in improving the office environment.

The values of the bars are interdependent. A decrease in atmosphere will lead to a corresponding decrease in performance and resources, while an increase in atmosphere will result in an increase in performance and productivity. In a special case, where the player uses force to coerce his employees to work harder, it is possible to increase performance and resources, even if the atmosphere bar is low.

The player will be faced with different kinds of employee states and events - an office quarrel between employees, high/low performance of employees, high/low motivation of employees, high/low attendance, great/bad performance, high/low motivation, good/bad employee requests.

The player can implement two different kinds of solutions to all of these states - positive or negative. Depending on the choice the player makes, the bar's values will increase or decrease.

The end goal is for the bars to reach 100%. An alternative good ending will happen if the player manages to keep all bars at 90% or above. If the atmosphere bar reaches 30% or lower, the player loses. It does not matter if the productivity and resource bars are above 70%, it will still be a game over. The intention behind this is to teach our players that high performance and profit can be attained without having an inhumane work environment and that we should take care of our employees, providing a healthy work environment.

#### Requirements:

- Design character sprites, environments, game screens and mini - games
- Make visual assets in Aseprite and other drawing programs (Canva, Photoshop, Procreate...)
- Make game soundtrack and sound effects in sfxr or other music making software; download free creative commons soundtracks from orangefreesounds or pixabay
- Write dialogue and events
- Make the game in Unity (using C#)

- Publish game on Steam

### Competences gained:

- Improved time - management and planning skills
- Improved ability to resolve conflict in an assertive and productive way
- Deepened empathy and understanding towards office employees and employees in general
- Improved problem solving, critical thinking, analysing and information gathering
- Heightened awareness of one's well being

### Number of participants:

This is a singleplayer game (with the possibility of making it a multiplayer game in the far future).

### Duration:

Both games don't have a set time of playing, they can be played as long as the player wishes to.

In the first game mode, Office employee POV, the goal is to avoid game over and survive as long as possible. Mini-games can last from 3 - 10 minutes.

In the second game mode, Office manager POV, the goal is to play and reach the goal as fast as possible.

### Sources:

Game inspiration: [Stardew Valley](#), [Papers Please](#)

Software: [Aseprite](#), [Photoshop](#), [Procreate](#), [Sfxr](#), [Unity](#)

Publishing: [Steam](#)

### Name: Umiri.me

**Type:** Digital Education tool and hybrid methodology

**Format:** Mobile application

**Methods:** game based learning through digital gamification, guided exercises and activities in nature reserves, national parks, ecological sites and rural communities.

### **Pedagogical objective:**

The player is given recommendations for “green” places he can visit in his country both alone and or with a group. At those places he is given different tasks and exercises he can do through which he can learn how to handle his own stress better, learn more about the nature surrounding him (both the flora and fauna and how the ecosystem works), how to better take care of that nature (recycling, planting, using sustainable sourced materials....) and similar concepts.

After each completed exercise or activity, the players profile is updated with the experience points in each skill the activity or exercise is relevant to.

### **Inspiration from European Heritage (O1 good practices):**



[Seljak.me](#) - The first internet platform that provides the fastest and most efficient way for farmers to sell their products, featuring the biggest offer of homemade products for customers. The portal has a blog with informational-educational articles that provide farmers with important information necessary to upgrade their knowledge and improve their production. The same team of five young people who created this platform also implemented a direct digitization project in farm production, installing devices such as calving sensors, GPS collars for cattle and bee sensors

[Održivo d.o.o.](#) - Održivo d.o.o. is a social enterprise that provides living environment solutions for clients based on permaculture, architecture, and urban design. Their work puts emphasis on the sustainability and efficiency of buildings, as well as the regenerative effect on the environment.

[Move On Wood Recycling](#) - Move On Wood Recycling is a social enterprise in Edinburgh that collects waste wood, sells quality timber and provides work experience, training and volunteering opportunities for disadvantaged persons, especially NEETs.

[Eko korijen](#) - The first platform for creating and publishing approachable, applicable, and understandable environmental content online and in-person, aimed at the wider audience in the Balkans. Responsibilities include environmental education, digital content creation (courses, eworkbooks, social media posts), green event organization, etc.

#### **SYNOPSIS:**

Welcome to our stress management game, where you can embrace your environment and surroundings to reduce stress. When you first enter the game, you will be presented with two options: "Start" and "Notes". This is the starting point of the game. Once you click on "Start", you will be prompted to create a profile that includes your location.

Based on your profile, a map of Montenegro will appear, with your city highlighted. Clicking on your city will bring up a new map that shows several highlighted pinpoints. These pinpoints represent places where you can go and have a stress-reducing experience.

The map will show the walkable distance, distance by bike, and distance by car to each location from your current position. When you arrive at your destination, you will receive information about the place and have several options to choose from. For example, you can choose to meditate, exercise, breathe, or learn more about the place's ecology and eco-friendliness.

All locations are chosen for their eco-friendliness, such as green spaces and eco-friendly businesses. If you choose meditation or breathing exercises, a separate panel will appear with audio and visual guidance to improve your experience. If you choose exercises related to ecology, you will have a panel of specific exercises that you can do, such as making art out of broken wood or taking photographs of certain areas. Throughout these exercises you will be given different mini-games and quizzes that will help you learn more about nature and ecology.

#### Some mini-game examples:

Eco Trivia - A game where you answer questions about ecology, conservation, and sustainability.

Eco Explorer - A game where you explore different ecosystems and learn about the plants and animals that live there.

Eco Puzzle - A game where you solve puzzles related to environmental issues such as recycling, water conservation, and renewable energy.

Birdwatcher - A game where you identify and learn about different bird species in your local area.

Environmental Memory - A game where you match pairs of cards featuring environmental themes such as endangered animals, renewable energy sources, and conservation practices.

Outdoor cook – A game where you learn which plants are edible and learn some simple recipes you can cook while outdoors

If you visit an eco-friendly place like national parks or family run local businesses, you will receive instructions for a tour of the area with information about the reasons why the place is eco-friendly. You can also take notes to describe your experience and share it on social media.

Once you have completed the tour and exercise, you will receive statistics about your stress levels before and after visiting the place. You will also be asked to fill out fields about your knowledge before visiting the location and general statistics about the improvements you gained through the exercises.

Additionally, you will have a place for notes about the place you visited, giving you a memory in a calendar for each location you visit. With our stress management app, you can reduce your stress levels while learning about eco-friendliness and embracing your surroundings.

#### **Requirements:**

- Two developers experienced in mobile app/game development
- Access to a development platform, such as Android Studio or Unity
- A server to store and manage user data
- Access to mapping APIs, such as Google Maps API
- Access to social media APIs, such as Facebook or Twitter
- Research - The content team should conduct extensive research on stress management techniques, eco-friendly locations, and related topics. This research will inform the content strategy and ensure that the information presented in the app is accurate and helpful.

#### **Competences gained:**

- The importance of eco-friendliness and how to identify eco-friendly businesses and green spaces.
- Stress management techniques, including meditation, breathing exercises, and outdoor activities, that they can use in their daily lives.
- How to incorporate eco-friendliness and stress management techniques into their daily routines.
- About the local history, culture, and ecology of their area.
- About the benefits of spending time in nature, and how to do so in an environmentally friendly way.
- And how to be more fulfilled by the environment in which they lived in.

#### **Number of participants:**

You can have a solo experience or you can do tasks and exercises in groups.

#### **Duration:**

Exercises and activities can vary in length from 5 minutes to multiple hours.



## Sources:

**[The American Institute of Stress](#)**: This website offers a collection of relaxation techniques and breathing exercises to help reduce stress and anxiety. They also offer articles and resources on stress management.

**[Yoga Journal](#)**: This website offers a variety of yoga poses and breathing exercises to help reduce stress and promote relaxation. They also offer articles and resources on yoga and mindfulness.

**[The Calm Clinic](#)**: This website offers a range of anxiety-reducing techniques, including breathing exercises, mindfulness practices, and relaxation techniques. They also offer articles and resources on anxiety and stress management.

**[Mindful.org](#)**: This website offers a variety of mindfulness practices and exercises, including breathing exercises and guided meditations, to help reduce stress and promote relaxation. They also offer articles and resources on mindfulness and meditation.

**["Crnogorsko društvo ekologa" \(Montenegrin Ecologists Society\)](#)**: offers efficient and effective models in addressing challenges related to nature conservation and environmental protection, through their activities."

## **Name: Code Red [Crisis management]**

**Type:** Digital educational game

**Format:** RPG Maker Game Format

**Methods:** Simulation-based learning through digital gamification, storytelling, analytical thinking and problem solving.

**Pedagogical objective:** The pedagogical objective of a game that teaches players how to act in emergency situations in an office is to test and improve their knowledge, skills, and attitudes related to emergency preparedness and response. It's mostly aimed for company employees, so that, based on results, employers can decide whether they need to organize official training in these fields.

## **Inspiration from European Heritage (O1 good practices):**

**[Laboratorio Cartiera](#)** – Social enterprise in Italy that offers concrete responses to the challenges of our time: the creation of new employment opportunities, the economic integration of migrants and asylum seekers, the rediscovery of qualified artisanship, the repopulation of former industrial areas, the recovery of primary materials otherwise destined for disposal, and a production which has a minimal environmental impact.

**[The International Association of Emergency Managers \(IAEM\)](#)** - IAEM is a global organization that promotes the principles of emergency management and provides a platform for professionals to exchange ideas and best practices. They offer a range of training and educational programs, including courses on disaster response and recovery.

**[The European Environment Agency \(EEA\)](#)** - EEA is an agency of the European Union that provides information and data on the environment in Europe. They offer a range of educational resources and tools, including information on natural hazards and disaster risk management.

[The Red Cross EU Office](#) is a membership office representing the 27 National Red Cross Societies in the EU, the Norwegian Red Cross, the Icelandic Red Cross and the International Federation of Red Cross and Red Crescent Societies (IFRC). The Red Cross EU Office has developed a new publication, Red Alert, showcasing good practices, challenges and lessons learned by National Red Cross Societies in Europe and the IFRC on reducing and managing disaster risks across the region.

**SYNOPSIS:**

Code Red is an innovative and engaging video game designed to teach players the basics of first aid and emergency response in the event of an earthquake or fire in the office of the Laboratorio Cartiera. The game is designed to simulate real-life scenarios in a fun and interactive way that will help players learn how to act quickly and effectively in high-stress situations.

The game is divided into two main parts: the first part consists of multiple levels, each with multiple-choice questions that players must answer based on the given scenario. After choosing an answer, a pop-up window will explain why that answer is correct or incorrect and what best practices are in a given situation. This way, players can learn from their mistakes and make more informed decisions in the future. This part of the game is considered as an educational part, while the second part is competitive and sort of a test.

Educational part will cover crisis in case of fire, earthquake and basic first aid training:

<p>First aid:</p> <ul style="list-style-type: none"> <li>• choking</li> <li>• cuts</li> <li>• CPR</li> <li>• seizure</li> <li>• fracture</li> </ul>	<p>Fire:</p> <ul style="list-style-type: none"> <li>• composure</li> <li>• evacuation</li> <li>• types of fire and how to extinguish</li> <li>• fire extinguishers</li> <li>• burns</li> </ul>	<p>Earthquake:</p> <ul style="list-style-type: none"> <li>• first steps</li> <li>• choosing appropriate response</li> <li>• things to avoid</li> <li>• what to do in case you're trapped</li> </ul>
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The second part of the game introduces players to more complex scenarios, where they must put their knowledge to the test in a high-pressure situation with a time limit. This final challenge includes all learned matter, combined in bigger problems, and it will give players the opportunity to apply what they have learned throughout the game and see how well they can handle a real-life emergency.

Overall, Code Red is an excellent video game that provides players with the tools they need to respond quickly and effectively in case of an emergency. By playing the game, players will learn valuable skills and knowledge that could one day save someone's life.

**Requirements:**

- **Research:** The game should have well-researched and accurate educational content on first aid and natural disaster preparedness that is appropriate for the target audience. The content should be organized into modules or levels that progressively build upon each other, allowing players to gradually learn and practice new skills.

- Planning: Creating a gameplay that incorporates the learning objectives and the subject matter. Considering what types of scenarios and challenges will be included in the game and how they will be presented to the player.
- Implementation: Creating simple, interactive and easy user interface that reinforces learning. Creating a full game layout using RPG Maker.

#### Competences gained:

- Players will learn about different types of emergencies that can occur in an office environment, as well as the appropriate procedures for responding to them. This includes understanding the roles and responsibilities of each individual, knowing how to evacuate the building safely, and understanding how to use emergency equipment such as fire extinguishers.
- Players will be able to apply their knowledge to real-life situations by practicing decision-making and problem-solving skills. This includes being able to assess the situation quickly and make decisions under pressure.
- Players will develop a positive attitude towards emergency preparedness and response, recognizing the importance of being proactive and prepared in case of an emergency. They should also understand the consequences of not following proper emergency procedures and the potential impact on themselves and others.
- Players will learn about different types of injuries and medical emergencies, as well as the appropriate first aid procedures for treating them. This includes understanding how to assess the situation, recognize symptoms, and provide the appropriate care.

**Number of participants:** The game is designed for one player.

**Duration:** Final version with official full training has a planned duration of one hour.

#### Sources:

- Basic first aid procedures: [Verywell Health - Know More. Feel Better.](https://www.verywellhealth.com/first-aid-procedures/)
- Fire emergency response: <https://fireblockplans.com/>
- Earthquake emergency response: <https://safeworkmethodofstatement.com/>
- Graphic design: [https://www.canva.com](https://www.canva.com/)
- Graphic design: <https://www.gimp.org/>

Program for development of role-playing video games: <https://www.rpgmakerweb.com/>

#### Name: Save the Green zone

**Type:** Digital educational tool – digital educational escape room

**Format:** PowerPoint Show

**Methods:** game based learning through digital gamification, educational escape room, brainstorming, information gathering, critical thinking, analysing, problem-solving, group building (for cooperative gameplay only)

**Pedagogical objective:**

The player is given various company documents that he/she should investigate and understand to solve the game's final riddle, which is to help stop ecological catastrophe. The main goal is for them to exercise their entrepreneurial skills while learning about eco-social entrepreneurship operations.

### **Inspiration from European Heritage (O1 good practices):**

[Humana Nova](#) (Social enterprise) works in the scope of 3 areas: environment, social environment and economy. They employ persons with disabilities and other socially excluded persons. The company produces clothing and textiles through reusing, repurposing, recycling and other sustainable techniques.

### **SYNOPSIS:**

Humana Nova that runs as a social enterprise is situated in one of the biggest EU's green zones. One day the staff discovers a secret room at the facility during a lunch break. The room is full of posters, writings, notes, empty snack boxes and similar. Suddenly someone locks them in, and a clock is heard ticking. Pretty soon they realize somebody has infiltrated the organization and tinkered with production facilities, programming the recycling machine to explode and release devastating gasses in the atmosphere. If the player does not resolve the riddles a recycling machine will cause a huge environmental catastrophe and drastically increase the carbon footprint of the green zone area. A timer is set for 1 hour!

They must research the room and find the code that deactivates the programming.

There is writing on the wall "the code is here" and the group has to search the room and find the 4-digit code that deactivates the programme.

During their investigation, the players encounter 4 puzzles designed as locked boxes, each of them containing a number that when put in the right order makes up a code to deactivate the programme. They find various company documents in terms of clues, such as SWOT analysis, CVs of employees, motivational letters, and the story about a person responsible for their captivation.

During the game, participants will have to deal with:

- Rearranging SWOT analysis of Humana Nova as an eco-social enterprise
- Sustainable development goals aims and main aspects
- Examples of CVs of social enterprise staff

### **Requirements:**

- Create an interactive presentation consisting of 4 puzzles according to the synopsis and save it as PowerPoint Show format
- Create short instructions for the players according to the storyline of the game
- Start the presentation on the computer or a tablet
- Discuss the gameplay with the participants after they finish the game

### **Competences gained:**

- A deeper understanding of eco-social entrepreneurship
- Understand the basic elements of a SWOT analysis specific to eco-social enterprises



- Get inspired by the real eco-social enterprise Humana Nova from Croatia
- Improvement of several entrepreneurial skills through gameplay: brainstorming, information gathering, critical thinking, analysing, problem-solving, and group building (if played cooperatively)

**Number of participants:**

The game can be played individually or in pairs/teams. For efficiency, it is recommended implementing in groups of no more than 16 persons (divided in pairs or teams)

**Duration:**

5 minutes for preparation

15-30 minutes for playing

10 minutes for discussion

Total duration: 30-45 minutes

**Sources:**

ER scenario inspiration: <https://er-se.eu/download/18-synopsis-to-inspire-you-%e2%80%8b/>

European eco-social enterprises heritage: <https://humananova.org/>

Swot analysis materials: <https://www.canva.com/graphs/swot-analysis/>

Europass CV examples: <https://europa.eu/europass/en/create-europass-cv>

**Name: Strategize**

**Type:** Digital educational tool – online game

**Format:** GDevelop game format (json)

**Methods:** game based learning through digital gamification, educational puzzle, brainstorming, information gathering, critical thinking, analysing, problem-solving

**Pedagogical objective:**

The player is given basic information about three different social enterprises and simple instructions on brainstorming a SWOT analysis. Player should carefully examine the materials in order to identify which aspects of the businesses belong to their strengths, weaknesses, opportunities and threats.

The main goal is for them to understand strategic planning method in entrepreneurship and to be able to strategically plan their own business ventures.

**Inspiration from European Heritage (O1 good practices):**

**Sfera Visia** (Croatia): A social enterprise developed as a centre of ideas that recognizes the virtues and advantages of all the team members in order to create better conditions for the employment of blind and visually impaired persons. The main product of the company is an all-natural liquid soap made by their disadvantaged staff.



**Brigadadomar** (Portugal): The association's main purpose is to decontaminate the coastline. They develop and implement actions and events aimed at protecting biodiversity, activities related to recycling and awareness campaigns, in order to alert society in general to the scourge that is marine litter, encouraging citizens to join individually, or through their own organisation.

**Various Coop** (South Korea): A Cooperative that uses useless natural tree parts left over from wood industry to produce toys for children.

**SYNOPSIS:**

Game consists of 3 parts.

First part is the explanatory scene that explains the basics of SWOT analysis and main aim of the game. This scene can also be reached at any point of the game as a tip for the player.

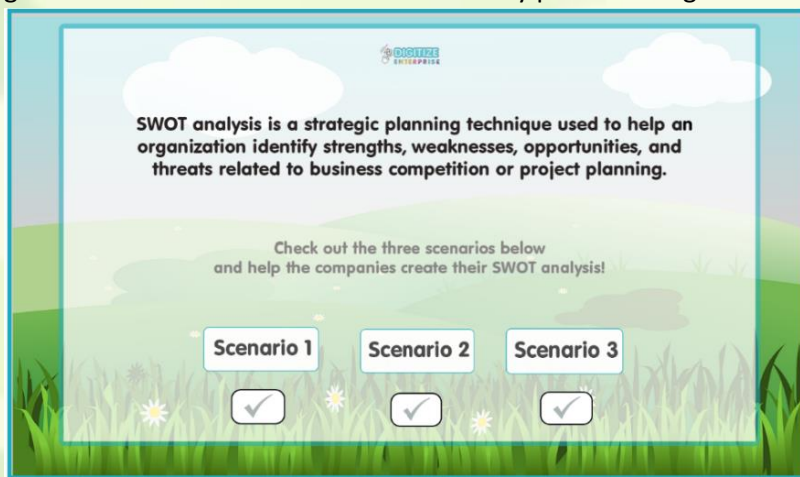


Image source: <http://www.digitizeenterprise.org/swot-analysis/>

The second part of the game consists of 3 profiles of real eco-social companies: Sfera Visia from Croatia, Brigadadomar from Portugal and Various Coop from South Korea.

Example of one profile:

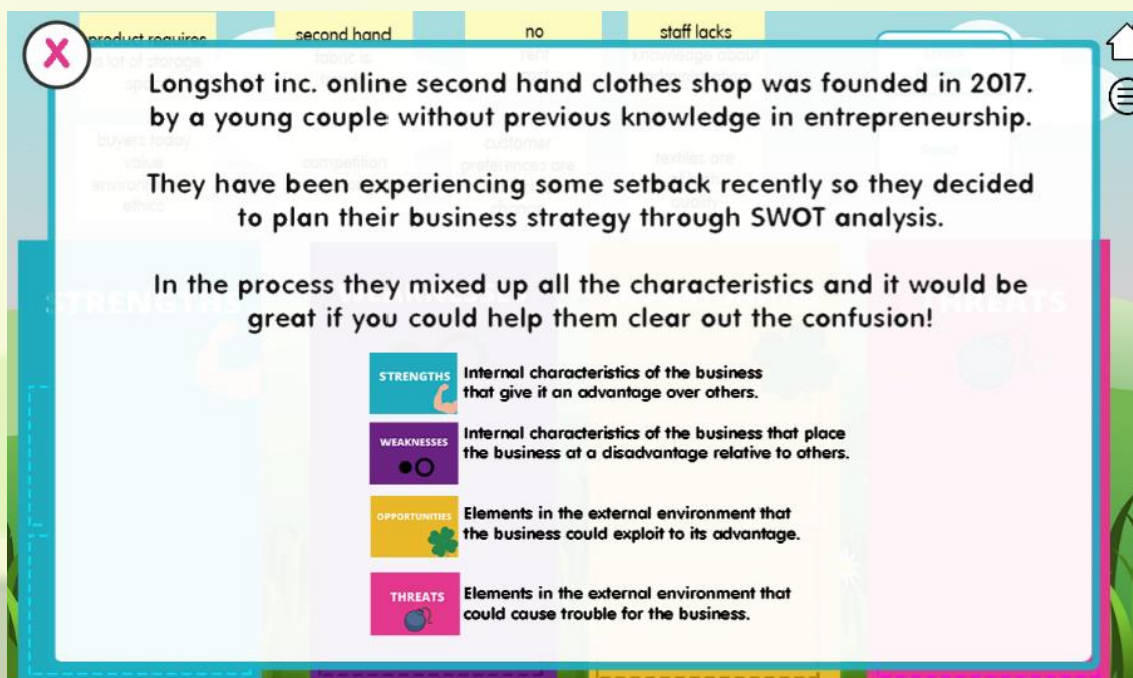


Image source: <http://www.digitizeenterprise.org/swot-analysis/>

The third part of the game consists of various facts about each specific company that should be rearranged in order to develop their SWOT analysis.

Example of the puzzle:



Image source: <http://www.digitizeenterprise.org/swot-analysis/>

Player should arrange the facts in the corresponding categories of SWOT. There are indefinite number of tries until the player arranges them in the correct order. Once the player finishes all three SWOT analyses the game is considered won!

During the game, participants will have to deal with:

- Rearranging SWOT analysis elements of three real-life eco-social enterprises
- Understand the difference between internal and external factors necessary for developing a strategy for a business
- Examples of real eco-social enterprises in Europe and Asia.

**Requirements:**

- Create in Canva or any other designing programme one visual scene that explains the basics of strategic planning, specifically internal and external factors and definitions of strengths, weaknesses, opportunities and threats in entrepreneurial planning.
- Create three separate scenes explaining the profiles of the three companies and purpose of the gameplay
  - Example: *Sfera visia* is a social enterprise developed as a centre of ideas that recognizes the virtues and advantages of all the team members in order to create

*better conditions for the employment of blind and visually impaired persons. The main product of the company is an all-natural liquid soap made by disadvantaged staff. Help Sfera Visia organize its strategic planning elements in order to increase the chances of their business success.*

- Investigate all three companies and create 8 short facts related to each of the companies, 2 for each SWOT category. Specifically, you should come up with 2 internal strengths, 2 internal weaknesses, 2 external opportunities and 2 external threats.
- Develop each of the facts as a separate image.
- Download [GDevelop](#) Open source game development software and use [software tutorials](#) to develop the interactive content between the scenes and game elements.
- Embed the game on a website in order to facilitate or play it with youth on your computer.

#### **Competences gained:**

- A deeper understanding of eco-social entrepreneurship
- Understand the basic elements of a SWOT analysis specific for eco-social enterprises
- Get inspired by the real eco-social enterprises
- Understand the difference between internal and external factors necessary for developing a strategy for a business
- Improvement of several entrepreneurial skills through gameplay: brainstorming, information gathering, critical thinking, analysing, problem-solving

#### **Number of participants:**

Game can be played individually or in pairs/teams.

#### **Duration:**

5 minutes for preparation

30-45 minutes for playing

10 minutes for discussion (optional)

Total duration: 50-60 minutes

#### **Sources:**

Game type and design inspiration: <http://www.digitizeenterprise.org/swot-analysis/>

European eco-social enterprises heritage:

<https://sferavisia.hr/>

<http://www.brigadadomar.org/>

<https://www.variouscoop.com/>

Swot analysis materials: <https://www.canva.com/graphs/swot-analysis/>

Graphic design programme for beginners: [www.canva.com](http://www.canva.com)

GDevelop software & tutorials for use: <https://gdevelop.io/>



## Name: Business dates

**Type:** Digital Educational resource & activity

**Format:** infographics for a storytelling activity based on business networking (blended learning)

**Methods:** digital storytelling, role-play education, role model education, networking, information gathering, critical thinking, analysing, problem-solving, group building

### **Pedagogical objective:**

A team of 6 players are given 6 different company profiles in a format of infographics based on real eco-social companies, they are given instructions to role play in a networking activity in order to understand the main rules of successful networking in business.

### **Inspiration from European Heritage (O1 good practices):**

[GREENS d.o.o. \(B&H\)](#) - Company for the production of micro vegetables, herbs and edible flowers.

[Seljak.me](#) (MNE) - The first internet platform that provides the fastest and most efficient way for farmers to sell their products, featuring the biggest offer of homemade products for customers.

[ROUM \(CRO\)](#) is a discarded objects rescue centre, where Roma and artists come together to make interior design pieces out of discarded objects.

[NewPen \(SRB\)](#)- Produces graphite pencils and crayons made of recycled newsprint, aimed primarily at protecting the environment in many ways.

[Paysans-artisans \(BE\)](#) – Cooperative’s economic activity is focused on the marketing of artisanal and local food products.

[C.I.P. Citizens in Power \(CY\)](#) – A social enterprise focusing on education implements an international project that supports CCS professionals and artists with developing the necessary digital and entrepreneurial skills that will allow them to ensure their sustainability.

### **SYNOPSIS:**

Step 1: The facilitator explains the main rules of networking in business by showing a video on youtube. What it is. Why it is used. What to look for in building networks (basic business area, needs, joint goals, similar values, practicalities of business cooperation a.k.a if it makes practical sense for 2 companies to work together).

Step 2: Players are given 6 QR codes. One code for each player. They are instructed to scan their code in order to retrieve an infographics containing a profile of the company they will be presenting. Each player is given 15 minutes to study carefully the infographic in order to be able to role-play as a member of this company.

Step 3: Players are seated in a room and instructed how to network through a speed dating method. 3 persons are sitting and 3 persons are standing. One by one they have to visit each of the other persons and initiate a short (3 minute) meeting where they should present each other’s main work, future goals and values. The aim is that each player gets to communicate with every other player for 3 minutes.

Step 4: Once all players communicated to each other they are given a google form to grade the company representatives that they would like to establish a business relationship.



Step 5: The facilitator analyses their answers and they all meet together in the plenary to discuss their choices.

The game is set specifically so that each profile corresponds to the values, needs and goals of only one other company out of 6. In this way there is only one perfect business match for each participant, they just have to read carefully the infographic, listen to the storytelling of other participants and through creative thinking realize their true business match.

The best matches are:

Greens d.o.o. -> Seljak.me (one produces organic foods in Bosnia and the other offers an internet platform solution for marketing and selling such products in Montenegro. These companies could initiate a join alliance in order for Greens to expand to neighbouring country while Seljak.me can get an additional supplier and also expand regionally)

Roum -> NeWPen (One uses discarded objects to create new value from them but mostly for furniture and other design pieces, the other found creates pencils and crayons made of recycled newsprint. Companies can join forces and contribute to each other's production, marketing and overall sales reach.)

Payasans-artisans -> CIP Citizens in Power (One is focused on marketing artisanal products and other creates learning programmes and educational resources for artists in order to help them increase their entrepreneurial skills to ensure sustainability in the artistic sector. They can build an alliance in order to work together and create a comprehensive aid strategy for the purpose of benefiting the arts sector both through education and marketing.

During the game, participants will have to deal with:

- Understanding the values, needs and future goals as main business elements
- Understanding the basics of networking and gaining networking skills
- Making business decisions based on storytelling and role-play activity

#### Requirements:

- Create a short presentation or a video that explains the main rules of business networking
- Create 6 different infographics for each European Heritage eco-enterprises
- Generate QR codes for each infographics
- Create a google form for players to evaluate potential business matches

#### Competences gained:

- A deeper understanding of the purpose of networking
- Knowledge about main areas of focus when it comes to building networks in business (values, needs, goals)
- Understanding the speed networking concept and its usability in business
- Learn about and get inspired by the real eco-social enterprises from Croatia, Bosnia, Serbia, Montenegro, Belgium and Cyprus.

- Improvement of several entrepreneurial skills through gameplay: creativity, information gathering, memory, critical thinking, analysing, problem-solving, networking and group building

### **Number of participants:**

The game should be played with 6 participants total. One participant per infographic.

It is also possible to increase the number of players to 12 or 24 so that pairs or groups represent one infographic each.

### **Duration:**

10 minutes for preparation

40 minutes for playing

10 minutes for evaluation

15 minutes for results and discussion

Total duration: 60-75 minutes

### **Sources:**

Networking in business as educational activity: <http://www.digitizeenterprise.org/toolkit/m7-building-networks/>

Business Speed dating methodology: <https://advancednetworking.me/2015/05/14/business-speed-dating/>

European eco-social enterprises heritage:

<https://greens.ba/>

<https://roumupdesign.com/>

<https://roumupdesign.com/>

<http://www.newpen.rs/>

<https://paysans-artisans.be/>

<https://citizensinpower.org/activity/digiport-digital-pop-up-shop-platform-for-ccs-professionals-and-artists/>

Free infographic creator: <https://www.canva.com/infographics/templates/>

Free QR code generator: <https://www.qr-code-generator.com/>

Evaluation questionnaire example: <http://www.digitizeenterprise.org/toolkit/m7-building-networks/>  
(see step 7.4)

Evaluation questionnaire tool: <https://docs.google.com/forms/>

## Name: “Free Sea”

**Type:** Digital educational tool – online games

**Format:** On-line games and collaboration in teams

**Methods:** game-based learning through digital gamification, educational puzzle, information gathering, critical thinking, analysing, pitching

### **Pedagogical objective:**

The players are provided with info about sea pollution, overfishing and problems for local communities connected to that.

The main goal is to understand how eco-social enterprises can help with saving local ecosystems in coastal areas and keep the sea clean.

### **Inspiration from O1 good practices:**

[AKTI Project and Research Center](#) creators of an extensive network of collaborators and volunteers for raising environmental awareness and promoting sustainable development.

[Enaleia](#) is a non-profit social enterprise tackling two directly related problems for the marine environment: reduction of fish stocks and plastic sea pollution.

[Brigadadomar](#) develops and implements actions and events aimed at protecting biodiversity, activities related to recycling and awareness campaigns, in order to alert society in general to the scourge that is marine litter, encouraging citizens to join individually, or through their own organisation.

### **SYNOPSIS:**

The game consists of 3 parts:

**1)** The first part explains the importance of maritime ecosystem perseverance and the main aim of the game. Players search online and try to find connections with UN Agenda 2030.

**2)** The second part of the game consists of 3 profiles of real eco-social companies that relate to maritime engagement:

- AKTI Project and Research Center (Cyprus)
- Enaleia: (Greece)
- Brigadadomar: (Portugal)

**3)** The third part of the game consists of various games

- **Jigsaw puzzles** (5 images connected to maritime) <https://puzel.org/en/features/create-jigsaw-puzzle>
  - Each puzzle contains the keyword for problem solving. All 5 words (*The Plastic Bank Recycling Corporation*) together are the clue to finding 4<sup>th</sup> example of good practice which is **Plastic Bank (Canada)** <https://plasticbank.com>

- **Google form quiz** <https://docs.google.com/forms>
  - Players have 5 minutes to go through Plastic Bank website and they need to answer 10 questions regarding ESE and 4<sup>th</sup> example of good practice
  - The winner of the game is a team that solves puzzles first and has the most correct answers to questions (points are awarded for best times and number of correct answers)
  - Teams present 4<sup>th</sup> example of good practice

During the game, participants will have to deal with:

- Searching for blue and green ESE information and connected UN Agenda 2030 goals
- The team works in finding solutions for games
- Examples of real eco-social enterprises in Europe

#### Requirements:

- Create in Canva (or similar) programme 5 visual images for jigsaw puzzles
- Make jigsaw puzzles on Puzzle.org
- In Google Form write a questionnaire with 10 questions about ESE connected to the maritime ecosystem and about 4<sup>th</sup> example of good practice

#### Competences gained:

- A better understanding of eco-social entrepreneurship through the examples
- Understanding the importance maritime ecosystem and how can ESE contribute to its perseverance
- Get inspired by the real eco-social enterprises
- Improvement of several entrepreneurial skills through gameplay: information gathering, team working, critical thinking, analysing, brainstorming, presentation skills

#### Number of participants:

A game can be played individually or in pairs/teams.

#### Duration:

- 5 minutes for preparation
- 30-45 minutes for playing and pitching
- 10 minutes for discussion
- Total duration: 50-60 minutes

#### Sources:



Social Enterprises examples:

- AKTI Project and Research Center <http://www.akti.org.cy/marine-litter-database/>
- Enaleia: [www.enaleia.com](http://www.enaleia.com)
- Brigadadomar: <http://www.brigadadomar.org>

Game-based educational tool:

- Jigsaw puzzles <https://puzel.org/en/features/create-jigsaw-puzzle>
- Google form <https://docs.google.com/forms>

Graphic design programme for beginners: [www.canva.com](http://www.canva.com)

### **Name: “The Rs”**

**Type:** Digital educational tool – online games and pitching

**Format:** On-line games and collaboration in teams

**Methods:** game-based learning through digital gamification, educational puzzle, information gathering, critical thinking, analysing, pitching

**Pedagogical objective:**

The players are provided with basic information about Rs and instructions on finding different Rs on the internet. The task for players is to find different Rs and get basic ideas about each R they find and why are they important in eco sustainability in local systems.

The main goal is to understand how eco-social enterprises can implement some of the Rs (Rethink, Refuse, Reduce, Repair, Reuse, Recycle, Rot, etc.) in their work and the importance of Rs.

**Inspiration from O1 good practices:**

[Humana nova](#) works in the scope of 3 areas: environment, social environment and economy. They employ persons with disabilities and other socially excluded persons. The company produces clothing and textiles through reusing, repurposing, recycling and other sustainable techniques.

[NewPen](#) is a social enterprise producing graphite pencils and crayons made of recycled newsprint, aiming primarily at protecting the environment in many ways.

[Move On Wood Recycling](#) is a social enterprise in Edinburgh that collects waste wood, sells quality timber and provides work experience, training and volunteering opportunities for disadvantaged persons, especially NEETs.

**SYNOPSIS:**

The game consists of 4 parts:

- 1) The first part explains different Rs and main the aim of the game. Players search online for the Rs and get an idea of what are they about
- 2) The second part of the game consists of 3 profiles of real eco-social companies and what Rs are they implementing in their enterprises:
  - Humana nova (Croatia)
  - NewPen (Serbia)
  - Move On Wood Recycling (Scotland)
- 3) The third part of the game consists of various games:
  - **Memory game** (connecting images and Rs words) <https://puzzel.org/en/features/create-memory>
    - In memory game players connect images with words (different Rs). Idea is to make at least 7Rs pairs. Once all pairs are matched game is finished. The team with the most pairs wins.
  - **Word search (Rs)** <https://puzzlemaker.discoveryeducation.com/word-search>
    - In the word search game players need to find 7R words and the winner is the team with the quickest time.
  - **Mirror image** and finding Rs in text <https://www.resizepixel.com/mirror-image/>
    - In the mirror image game, there will be a short story about the importance of Rs and players need to find all R words in the text. There will be also 3 questions regarding text. The winner is a team that finds all Rs and provides the right answers to 3 questions in the shortest time.
- 4) The fourth part is **pitching**:
  - “Our R is the best R!” – teams choose 1 R and explain its benefits of it
  - Provide basic pitch instructions

During the game, participants will have to deal with:

- Searching for Rs and understanding why each R is important
- The team works in finding solutions for games
- Examples of real eco-social enterprises in Europe
- Pitching and presentation skills

#### Requirements:

- Create in Canva (or similar) programme visual images for every 7 Rs that you will use in the memory game, then make a memory game in Puzzle.org
- In [puzzlemaker.discoveryeducation.com](https://puzzlemaker.discoveryeducation.com) make a word search game that consists of 7R words

- Write a short text about Rs and put it in a mirror image (resizepixel.com) and write 3 questions regarding the text
- Write short instructions about pitching Rs (for example each team has 45 seconds to pitch their R).

### Competences gained:

- A better understanding of eco-social entrepreneurship through the examples
- Understanding the importance of Rs
- Get inspired by the real eco-social enterprises
- Improvement of several entrepreneurial skills through gameplay: information gathering, team working, critical thinking, analysing, brainstorming, pitching

### Number of participants:

A game can be played individually or in pairs/teams.

### Duration:

- 5 minutes for preparation
- 30-45 minutes for playing and pitching
- 10 minutes for discussion
- Total duration: 50-60 minutes

### Sources:

Social Enterprises examples:

- Humana nova: <https://humananova.org/>
- NewPen: [www.newpen.rs](http://www.newpen.rs)
- Move On Wood Recycling: <https://moveonwood.org.uk/>

Game-based educational tool:

- Memory game <https://puzel.org/en/features/create-memory>
- Word search (Rs) <https://puzzlemaker.discoveryeducation.com/word-search>
- Mirror image and finding Rs in text <https://www.resizepixel.com/mirror-image>

Graphic design programme for beginners: [www.canva.com](http://www.canva.com)

Pitch videos: [https://www.ted.com/talks/one\\_minute\\_idea\\_pitchers\\_one\\_minute\\_idea\\_pitches](https://www.ted.com/talks/one_minute_idea_pitchers_one_minute_idea_pitches)

## **Name: Digital labyrinth**

**Type:** Digital educational tool – digital educational labyrinth (online game)

**Format:** PowerPoint Show

**Methods:** game-based learning through digital gamification, educational labyrinth, information gathering, critical thinking, analysing and problem-solving

### **Pedagogical objective:**

In order to get out of the maze, the player needs to answer correctly the questions about eco-social entrepreneurship, through which he will gain knowledge in that field.

### **Inspiration from European Heritage (O1 good practices):**

[C.I.P. Citizens In Power](#) is an independent non-profit, non-governmental organization. CIP constitutes one of the leading organizations in Cyprus in the fields of global education, social innovation, entrepreneurship, STEM and sustainable growth.

### **SYNOPSIS:**

This game is intended for beginners, who do not have basic knowledge about social entrepreneurship and for those who want to start their own social enterprise.

The player controls a character who is in a maze. Each time a question will be asked, and the player can see three different roads with three different answers (The number of answers doesn't need to be constant). The player must answer correctly, in order to take the right road. The task of the character is to find the way out of the labyrinth. The character has 3 lives, so if he chooses a wrong answer, he will lose one life and have a chance to choose the correct answer again. When a character loses all 3 lives, the game ends.

### **Requirements:**

- Create an interactive presentation consisting of 4 puzzles according to the synopsis and save it as PowerPoint Show format
- Create short instructions for the players according to the storyline of the game
- Start the presentation on the computer or a tablet
- Discuss the game play with the participants after they finish the game

### **Competences gained:**

- A deeper understanding of eco-social entrepreneurship
- Improvement of several entrepreneurial skills through game play: information gathering, critical thinking, analysing, problem-solving

### **Number of participants:**

The game can be played individually.

### **Duration:**

5 minutes for preparation



10-30 minutes for playing

10 minutes for discussion

Total duration: 25-45 minutes

**Sources:**

ER scenario inspiration: <https://er-se.eu/download/18-synopsis-to-inspire-you-%e2%80%8b/>

Graphic design programme for beginners: [www.canva.com](http://www.canva.com)

**Name: Starting a business**

**Type:** Digital educational tool – online game

**Format:** GDevelop game format (json)

**Methods:** game-based learning through digital gamification, information gathering, role-play education, role model education, critical thinking, analysing and problem-solving

**Pedagogical objective:**

The player gets acquainted with the basic things that await him when he establishes a business and for each step, he gets the opportunity to choose an environmentally friendly option. After each choice, he receives an explanation of whether the choice is right or not, which helps him learn a lot about eco-social entrepreneurship on a concrete example.

**Inspiration from European Heritage (O1 good practices):**

[Algramo](#) aims to empower everyone to radically change consumption habits and secure a thriving future for current and next generations. It's the most innovative company of 2015 and 2020 in Latin America.

**SYNOPSIS:**

This game is intended for beginners, who do not have basic knowledge about social entrepreneurship and for those who want to start their own social enterprise.

The player controls a character that is in the city and walks through a street full of different shops. His task is to establish his business in one of these stores. When the character chooses what his business will be, he should choose the best possible options. He will be given 3 options for each situation. When he successfully chooses an option, he will receive information on how it can be good for his eco-business and how that decision affects society.

**Requirements:**

- Create short instructions for the players according to the storyline of the game
- Prepare questions and answers for the game
- Download [GDevelop](#) Open source game development software and use [software tutorials](#) to develop the interactive content between the scenes and game elements.
- Embed the game on a website in order to facilitate or play it with youth on your computer.

- Discuss the gameplay with the participants after they finish the game

### Competences gained:

- A deeper understanding of eco-social entrepreneurship
- Improvement of several entrepreneurial skills through gameplay: information gathering, critical thinking, analysing, problem-solving

### Number of participants:

The game can be played individually.

### Duration:

5 minutes for preparation

10-30 minutes for playing

10 minutes for discussion

Total duration: 25-45 minutes

### Sources:

Digitize enterprise: <http://www.digitizeenterprise.org/toolkit/m7-building-networks/>

GDevelop software & tutorials for use: <https://gdevelop.io/>

Graphic design programme for beginners: [www.canva.com](http://www.canva.com)

### Name: Eco building

**Type:** Digital educational tool – online game

**Format:** GDevelop game format (json)

**Methods:** game-based learning through digital gamification, brainstorming, analysing and problem-solving

### **Pedagogical objective:**

Through two stages - simulations of the production of green blocks and the construction of eco-friendly buildings, the player will get to know eco-construction in the right way.

### **Inspiration from European Heritage (O1 good practices):**

[Boodla](#) works innovatively to care for and develop cities' green values. They started with urban farming as a tool to create security in neighborhoods and spread knowledge about biodiversity, cultivation and sustainable food systems, and now they work broadly with many new ideas on how to make available and activate green spaces in the city.

[ECODOME](#) wants to collaborate in the transformation of the planet. Together with the University of Granada, they have developed a truly revolutionary bioconstruction system with earth.

## SYNOPSIS:

The first stage of the game should simulate the process of producing green blocks and provide useful information about the environmental benefits of using them. The production of the block should be realistic and described through the game. The next stage in the game is the use of those blocks. The amount of blocks that is produced can be now used for building. More precisely, a limited number of buildings can be built with a certain number of blocks, which would aim for a more realistic construction process. The goal is to conquer the polluted city by building eco-friendly constructions. The game aims to build an entire ECO city. Through further construction in the game, space is opened to present some more models and parts of green construction.

## Requirements:

- Create short instructions for the players according to the storyline of the game.
- Download [GDevelop](#) Open source game development software and use [software tutorials](#) to develop the interactive content between the scenes and game elements.
- Embed the game on a website in order to facilitate or play it with youth on your computer.
- Discuss the gameplay with the participants after they finish the game.

## Competences gained:

- A deeper understanding of eco-social entrepreneurship
- Acquired knowledge in the field of green construction
- Improvement of several entrepreneurial skills through gameplay: information gathering, critical thinking, analysing, problem-solving

## Number of participants:

The game can be played individually.

## Duration:

5 minutes for preparation

30-60 minutes for playing

10 minutes for discussion

Total duration: 45-75 minutes

## Sources:

GDevelop software & tutorials for use: <https://gdevelop.io/>

Graphic design programme for beginners: [www.canva.com](http://www.canva.com)

### Name: PR quiz

**Type:** Digital educational tool – Quiz

**Format:** On-line game, Google form

**Methods:** game-based learning through the quiz, information gathering and analysing.

### **Pedagogical objective:**

Considering that many social enterprises have weak marketing and not many people know about them, the main goal of the quiz is for such enterprises to get advice on how to get the word out about them. The quiz would help eco-social enterprises to develop contact with their consumers through marketing and PR knowledge.

### **Inspiration from European Heritage (O1 good practices):**

Vinted - is a Lithuanian online marketplace for buying, selling and exchanging new or secondhand items, mainly clothing and accessories - <https://www.vinted.lt/Vinted>

The Lexi - It is London's only social enterprise cinema, a volunteer-run picture palace with strong links not just to their local community, but to a unique charity project thousands of miles away in South Africa. Enterprise gives 100% of its profits to charity, providing vital support to the pioneering Sustainability Institute in South Africa - a sustainable living and learning center based in rural Stellenbosch, South Africa with educational and food programmes and ecological research initiatives.

<https://thelexicinema.co.uk/TheLexiCinema.dll/Home>

### **SYNOPSIS:**

The quiz would not be the same for users with different levels of knowledge, before the quiz itself it would be possible to do a knowledge assessment test on business, marketing, and social entrepreneurship.

The questions in the main quiz would be from different areas, for example – website, visual identity, specific social network, public relations and similar. The questions are closed type with the answers offered and whether the user answers correctly or not, after each question there will be an explanation of the answer and why their answer is correct or not. At the end of the quiz, there would be an assessment in which segment the user made the most mistakes, with a more detailed explanation and feedback. Also, the user could create an account on the platform to connect with other users more easily.

This would solve the problems of eco-social enterprises in connecting with potential customers/clients.

### **Requirements:**

- Create short instructions for the players.
- Prepare questions and answers for the quiz.
- Discuss the quiz with the participants after they finish it.



**Competences gained:**

- A deeper understanding of eco-social entrepreneurship
- Acquired knowledge in the field of marketing and PR
- Improvement of several entrepreneurial skills through gameplay: information gathering, critical thinking and analysing.

**Number of participants:**

The game can be played individually.

**Duration:**

5 minutes for preparation

10-30 minutes for playing

10 minutes for discussion

Total duration: 25-45 minutes

**Sources:**

Graphic design programme for beginners: [www.canva.com](http://www.canva.com)

Google form: [www.google.com](http://www.google.com)

**Name: Saving the world**

**Type:** Digital educational tool –online game

**Format:** GDevelop game format (json)

**Methods:** game-based learning through digital gamification, information gathering, critical thinking, analysing and problem-solving

**Pedagogical objective:**

The task of the player is to research and improve the level of available technology so that they can prevent the volcano before it erupts, without endangering the world too much due to resource exploitation or pollution.

**Inspiration from European Heritage (O1 good practices):**

[Ecosia](http://Ecosia) uses the profit they make from our searches to plant trees where they are needed most.

[Enaleia](http://Enaleia) is an organisation with a vision to make the marine ecosystem sustainable through circular and social economy solutions. Enaleia runs several projects worldwide.

**SYNOPSIS:**

The world of our game is threatened by an upcoming volcanic eruption. The game world is similar to Earth, and there are different biomes such as forests, plains, and rivers, as well as several types of plants to harvest and animals to hunt. The game is a multiplayer and survival game that allows players to interact with both the world and each other. The game encourages players to imitate a sustainable lifestyle. Players must take care of a balanced diet and control the collection of natural resources,

otherwise they will negatively affect or destroy the environment. For example, cutting down too many trees reduces the amount of air pollution that can be abated, and creating too much pollution by using high-tech machinery can raise sea levels and some species of plants or animals can become extinct if players harvest or hunt too much. The main goal is for the player to learn how to use natural resources.

#### Requirements:

- Create short instructions for the players according to the storyline of the game
- Download [GDevelop](#) Open source game development software and use [software tutorials](#) to develop the interactive content between the scenes and game elements.
- Embed the game on a website in order to facilitate or play it with youth on your computer.
- Discuss the game play with the participants after they finish the game

#### Competences gained:

- learning how to use natural resources
- Improvement of several entrepreneurial skills through gameplay: information gathering, critical thinking, analysing, problem-solving

#### Number of participants:

The game is a multiplayer and survival game that allows players to interact with both the world and each other, but it can also be played individually.

#### Duration:

5 minutes for preparation

10-30 minutes for playing

10 minutes for discussion

Total duration: 25-45 minutes

#### Sources:

GDevelop software & tutorials for use: <https://gdevelop.io/>

Graphic design programme for beginners: [www.canva.com](http://www.canva.com)

**Name:** Move Green [ecological responsibility + customer relationship]

**Type:** Digital educational tool - digital educational escape room

**Format:** PowerPoint Slideshow

**Methods:** Game based learning through digital gamification, educational escape room, brainstorming, information gathering, critical thinking, analysing, problem-solving, group building (for cooperative gameplay only)

**Pedagogical Objective:** The group of players encounter a range of challenges whilst running the zero waste shop in order to encounter different ways in which they can build trustworthy relationships with their clients. The aim of the game is to achieve customer satisfaction and create demand for their goods.

**Inspiration from European Heritage (o1 good practices):**

[Agno Zero Waste Grocery](#) is a sustainable and social enterprise or otherwise known as a low-impact store. Their aim is to reduce household waste going to landfill and provide really amazing food and goods in bulk. They offer a selection of non-GMO foods, plastic free accessories and refill stations for cleaning products and personal hygiene. Agno grocery store also educate their audiences on recycling techniques and take part in community activation on environmental issues such as cleanups.

**SYNOPSIS:**

Agno grocery store is the first zero waste store running in Limassol, Cyprus. They recently had an open call for apprentices and today is the first day for the group of selected eco-enthusiast apprentices. The apprentices enter the store's premises and are surrounded by their different products, refill stations and the staff only room. Soon after the store manager appears to greet the apprentices and tells them the challenge of the day which is to make sure they act upon the various sustainable reasons as to why their clients choose them. If the players do not tend to the 4 interactions with customers and/or product management then the grocery store will be exposed in a bad publicity scandal that will depreciate their value in the market. They have 1 hour to complete their tasks by researching the room and seeing what needs their attention.

The first clue is a leaflet on the notice board of the store which is the weekly packaging pickup schedule of a cleaning product supplier. This is how the quest is initiated, according to the schedule the supplier arrives in 15 minutes after the leaflet has been picked up by the apprentice. So the task now will be to locate the packaging to be picked up or refilled. Next clue is on the refill station identifying which products need bulk refilling. The next task will be to set up the station with reused glass jars that have been donated by the store's community. Where is the donation and reusing station? The apprentice has to clean the labels off the jars and place them back on the refilling station. That's when the delivery operator of the cleaning supplier arrives and the apprentice needs to do the whole process without receiving any packaging from this supplier that is only gaining eco-consciousness now. Once this level is completed the apprentice is faced with the last challenge of interacting with a customer. After shopping at the desk the customer asks for a plastic carrier bag. The apprentice is given 3 options, to give them a plastic bag, to offer them a bag with longer durability or to offer them a bag with longer durability and referring them to the board of the store where there are leaflets outlining what a zero waste policy entails and the impact of plastic packaging on a local level hence promoting the mission of the store also.

**Requirements:**

- Create in Canva or any other designing programme one visual scene that explains the basics of who agro grocery is and what the apprentices trial is all about by the store manager.
- Create three separate scenes showcasing the locations in the store that are necessary for the game, i.e. backdoor for deliveries, reusing station, refilling station and noticeboard.

**Competences gained:**

- A deeper understanding of eco-social entrepreneurship
- Improvement of several entrepreneurial skills through gameplay: brainstorming, information gathering, critical thinking, analysing, problem-solving, and group building (if played cooperatively)

#### Number of participants:

The game is designed for 1 player however players can make teams up to 4 people that will play together from one computer.

#### Duration:

5 minutes for preparation

30-45 minutes for playing

10 minutes for discussion (optional)

Total duration: 50-60 minutes

#### Sources:

Graphic design programme for beginners: [www.canva.com](http://www.canva.com)

GDevelop software & tutorials for use: <https://gdevelop.io/>

A helpbook toolkit [How to run a green escape room](#)

Examples of hybrid escape rooms [Serious escape game](#)

Customer relationship building [Customer relationship management](#)

**Name:** Running an Ecological Research Centre [Ecological responsibility]

**Type:** Digital Education tool and hybrid methodology

**Format:** GDevelop game format (json)

**Methods:** game based learning through digital gamification, educational puzzle, brainstorming, information gathering, critical thinking, analysing, problem-solving.

#### Pedagogical Objective:

The player is given background information about the AKTI project and research centre and simple instructions to brainstorm the different main sustainability drivers that the organisation started from. Then the player is taken into the first tasks that arise from the challenges the organisation has taken to test their critical thinking and help them develop sustainable strategies.

#### Inspiration from European Heritage (O1 good practices):

**[AKTI Project and Research centre](#)** - AKTI Project and Research Center is a non-governmental, non-profit organisation based in Nicosia, Cyprus. It was established in 2000 by a group of experts in environmental issues and has succeeded today to create an extensive network of collaborators and volunteers for raising environmental awareness and promoting sustainable development.



## SYNOPSIS:

The player is asked to become a managing member of AKTI Project and Research centre. The game consists of 4 stages. The goal the players are trying to reach by the end of the game is to follow the right paths in the game that will lead to an extensive network of collaborators and volunteers and to reach some goals of raising environmental awareness and promoting sustainable development. The first stage of the game is an introduction to the organisation and an introduction to the three head experts of the organisation and their backgrounds. Another introductory slide will have some facts on where Cyprus could be placed in terms of ecological responsibility for context.

The 2nd stage consists of multiple choice format activities and educational puzzles asking questions in regards to how will the research centre fund itself and which are the primary areas of research interest for the particular centre. The 3rd stage is a brainstorming step in which the player starts thinking about different ways in which they could go about raising awareness for the environment in the first round and how to promote sustainable development in the 2nd round. In the 4th stage the groups will be picking a combination of 2 ideas they came up with in the 2 rounds of the previous stage to develop further and get more specific in terms of what tasks they will have to do to implement these, which departments to activate and a rough idea of how long it will take to reach different phases of their ideas.

## Requirements:

- Create in Canva or any other designing programme one visual scene that gives the background information to the players on the Research Centre, the experts and the Cypriot context.
- Investigate the company and create a profile with some facts about the company that will fit in one frame of the game
- Create a staff profile for each of the experts, outlining their areas of professional expertise and areas of research.
- Create another frame depicting some facts on Cyprus and different ways to measure where the country is at in terms of sustainable development.
- Create a document with all the clear instructions that will come up on the screen for the in real life group discussions of the team.
- Create a separate image for each instruction
- Download [GDevelop](#) Open source game development software and use [software tutorials](#) to develop the interactive content between the scenes and game elements.
- Embed the game on a website in order to facilitate or play it with youth on your computer.

## Competences gained:

- A deeper understanding of eco-entrepreneurship
- An introduction to what is resource management
- Understanding the range of what could be considered as initiatives for environmental responsibility.

- Introduction to project management
- Improvement of several entrepreneurial skills through group brainstorming: brainstorming, information gathering, critical thinking, analysing, problem-solving, teamwork.

**Number of participants:**

This game needs to be played in groups. Minimum groups of two maximum groups of three.

**Duration:**

5 minutes for preparation

10 minutes for intro reading

10 minutes for questions

20 minutes for group brainstorming

40 minutes for developing a chosen idea within the group

Total duration: 85 minutes

**Sources:**

[AKTI Project and Research centre](#) - AKTI Project and Research Center is a non-governmental, non-profit organization based in Nicosia, Cyprus. It was established in 2000 by a group of experts in environmental issues and has succeeded today to create an extensive network of collaborators and volunteers for raising environmental awareness and promoting sustainable development.

Design thinking processes [Design thinking association](#)

Crazy 8's brainstorming exercise [Design Sprint Kit](#)

**Name:** [Are you ready to handle your first budget?](#) [Financial Management and Quiz]

**Type:** Digital educational quiz

**Format:** GDevelop game format (json), google forms.

**Methods:** game based learning, educational puzzles, critical thinking, hypothesis based problem solving.

**Pedagogical objectives:**

The player is given the role of a young entrepreneur who has just successfully received a grant to kickstart her company in the eco-social entrepreneurship field. The main goal is for the player to contemplate, answer and subsequently learn about some important questions of finance and budgeting for the initial steps of a company.

**Inspiration from European Heritage (O1 good practices):**

**EkoNest** Help customers contribute to a clean and healthy planet. They conduct their business in an environmentally responsible, socially responsible and ethical manner, putting the environment at the core of everything

**A Good Company** Truly Sustainable Swedish Lifestyle Brand. They design the best everyday products, without compromising on design or sustainability.

### SYNOPSIS:

Step 0: The game starts and the player gets the context. They enter the world of having to build an e-commerce site with a curated catalogue of ecological products. Some details about the grant they received are given in the form of a confirmation letter from the institution that rewarded them with funding. The player calls a financial advisor and books a meeting. The game starts at their office.

#### Level 1:

The whole game will be taking place at a financial advisor's office where questions are asked on a multiple choice basis. Regardless of whether the player gets the answer right or wrong the financial advisor will take the time after each question to mirror the response by the player and explain the rationale of the wrong or correct answer. Then the financial advisor goes into another frame where they are giving some extra information about the topic at hand.

The first question is about budgets. What needs to be considered in a budget? How can this be predicted? The Second question is about what fixed assets are. The third question is about variable costs and the fourth about fixed costs. The fifth question is on how profit is calculated. The sixth question is about the actual cost and the seventh about the unit costs.

#### Level 2:

This level is all about records. 1 week after the company website is live the player is asked to arrange the records that show up on the screen on the different types of books: cash books, salary books, day books and ledgers.

#### Level 3:

The third step will be an interactive level where the player will have to fill in the balance sheet of the company for the first three month period. Before having a go the financial advisor will give them a virtual tour around the sheet and all the different sections that make it up as well as showcase for them how to enter 1 debit and 1 credit transaction. The point here isn't for the player to be 100% precise even though that would be great but it is more about getting a first interaction with the finance and accounting language.

Once level 1 is passed the player receives the **101 € Glossary** badge ( designed in the scouts badge style).

Level 2 achievement is the **Finance librarian** badge

And finally Level 3 is the **Accounting Savvy** badge.

### Requirements:

- Make google form with questions and multiple choice answers

- Create 3 infographic frames on Canva or indesign introducing the player to 1. The scenario of their company, 2. The letter of finances and 3. The next steps
- Create a virtual room of the financial advisor's space and desk on gdevelop.
- Create frames for the descriptions and explanations that the financial advisor gives to the player.
- Create educational puzzle for record keeping
- Create an educational puzzle for the balance sheet.
- Create the badge designs on canva or photoshop.
- Create the frame that will be the end scene of the game with the results and progress of the player on gdevelop.

#### **Competences gained:**

- Financial literacy
- Skills to calculate real life costs
- an introduction to the relationship between entrepreneur and financial advisor
- Learning the basics of accounting and budgeting.

#### **Number of participants:**

This game is designed to be one player but two people can do the game together to help each other out.

#### **Duration:**

Introduction 5 minutes

Level 1 - multiple choice and lessons 20 minutes

Level 2 - Records arrangement 5 minutes

Level 3 - Balance sheet - 15 minutes

Total duration: 45 - 50 minutes.

#### **Sources:**

[Rescuedbox](#) Our mission is to tackle food waste and become part of the solution. We aim to do that by rescuing 500 tones by 2025. We work closely with the local farmers' cooperatives to deliver only the freshest produce to your door. All of the farmers are certified and use approved biological pesticides as per the EU directives. From our recyclable boxes to the recyclable tape we use to wrap them, we do our best to avoid plastic\*. Each week we optimise our delivery routes away from traffic to reduce our carbon footprint. We donate 10% of our rescued boxes to charity every week in order to fight hunger in Cyprus whilst reducing waste. We aim to create strong partnerships with like minded



local organisations to help us spread the message of food waste in general and healthy eating habits, to all households and schools in Cyprus.

Managing social enterprise finances [Social Enterprise toolkit](#)

**Name:** The three tiers of problem solving [ Ecological Responsibility + Resource Management + Finance Management ]

**Type:** digital educational source and activity

**Format:** infographics for a brainstorming, ideation and idea development activity

**Methods:** design thinking, ideation, design development, strategy design, brainstorming, information gathering, critical thinking, analysing, problem-solving, group building

**Pedagogical objectives:**

The players of this game on each round of the game are given a brief outlining ecological or social crises. The team is made up of the Dreamer, the builder and the critic so each player has to pick their character. In doing so as a team they have to come up with an idea of how they could create any type of initiative to tackle the issue at hand in an imaginative, feasible and ethical way.

**Inspiration from European Heritage (O1 good practices):**

[AKTI Project and Research centre \(Cyprus\)](#) - AKTI Project and Research Center is a non-governmental, non-profit organization based in Nicosia, Cyprus. It was established in 2000 by a group of experts in environmental issues and has succeeded today to create an extensive network of collaborators and volunteers for raising environmental awareness and promoting sustainable development.

[Garmin, Danilovgrad \(Montenegro\)](#) - Production and distribution of biodegradable bags.

[ROUM \(Croatia\)](#) - ROUM is a project under the Roma Youth Organisation of Croatia – ROM HR. The concept is based on learning from Roma communities which have a long tradition of reusing, rethinking and upcycling discarded objects, preserving traditional crafts and trades, showing great entrepreneurship skills and as a community reducing the amount of waste in our societies. ROUM is a discarded objects rescue centre, where Roma and artists come together to make interior design pieces out of discarded objects.

**SYNOPSIS:**

This game is played in repeating a round with the same instructions but a different brief each time. Rounds are made up of 2 parts each. The first part is the brainstorming session of the team and the 2nd part is the building session. Here are the steps to be repeated in each round.

**Part 1:**

Step 1: Team is given a brief outlining facts on one topic of ecological or social crisis in Europe.

Step 2: The group has five minutes to come up with as many ideas that could tackle the crisis as possible.

Step 3: The group picks one of their favourite ideas.

## **Part 2:**

Step 4: Each player on their device is randomly given the role of either the Dreamer, the Builder or the Critic. The dreamer corresponds to the person who develops the concept, idea and expands the vision. The builder corresponds to the jobs of a project manager or producer who have to oversee what is feasible in reality according to the resources available. The critic is the Financial advisor of the company or of a person who has expertise in the field and can pick apart any project for the idea, ethics, implementation etc.

Each player sees an information card on their device about their role in this game. Then another frame shows up which gives some guidelines and suggestions on how they can play their role better.

Step 5: The Dreamer based on the idea that the group chose in part 1 has five minutes to develop the idea and expand it, making it as imaginative as possible and as impactful as possible.

Step 6: The builder has 5 minutes to bring to life a project management plan of what is feasible and what isn't, flagging some of the ideas that the dreamer expressed that might be too difficult to implement.

Step 7: The critic has 5 minutes to question the idea and its integrity. Financial, conceptual, strategic and ethical questioning.

Step 8: Group reflection.

Step 9: Team decides whether they want to continue working on the same brief for another round to develop the idea further or if they want to start a new round with a fresh brief and newly assigned roles.

## **Requirements:**

- Develop characters: 1. Builder, 2. Dreamer, 3. Critic. On Canva or photoshop or on character development assisting software.
- Finalise instructions for each different character
- Finalise suggestion sheet for each of 3 character
- Design these infographics frames on adobe or canva.
- Design frame for a stopwatch, one for initial brainstorming, one for the dreamer round, one for the builder round and one for the critic round.
- Come up and finalise 15 different brief scripts on ecological and social crises for the game.
- Design different brief templates for visuals and create all 15 different briefs. Add the in the game
- Design “ How do you want to continue” frame. Add buttons for ‘same brief another round’ and ‘new game’.
- Develop script for the group reflection prompts
- Design the group reflection frame.

### Competences gained:

- Brainstorming and design thinking competencies to come up with a lot of ideas
- Problem solving and critical thinking whilst assessing the feasibility of the ideas
- Communication and trust building in the abilities of your team. Also growing in ability to work in a team.
- Strategic thinking for management of resources.
- Learning how to start going about an Implementation plan.
- Learning how to take initiative on ecological responsibility.

**Number of participants:** This is a game designed for teams with a minimum of 3 team players.

### Duration:

Duration of the game depends on how many rounds the participants choose to play. The minimum required to finish the game and gain competencies are 3 rounds.

Study brief: 3 minutes

Brainstorming: 5 minutes

Deciding best idea: 2 minutes

Part 2 role briefing: 3 minutes

Dreamer round: 5 minutes

Builder round: 5 minutes

Critic round: 5 minutes

Group reflection: 5 minutes

Each round varies from 20 - 33 minutes depending on the team's choices. The minimum running time of the game is 73 minutes.

### Sources:

<https://www.designorate.com/disneys-creative-strategy/> The methodology used for this game is inspired by Disney's creative strategy where each player takes on various roles to tap into their interdisciplinary nature.

<https://designsprintkit.withgoogle.com/methodology/phase3-sketch/crazy-8s> . Crazy 8's is a creative exercise that informs the activities in part 1 of this game.

**Name: Relaying information** [ Communication + Resource Management ]

**Type:** Digital educational tool - digital educational escape room

**Format:** Powerpoint show

**Methods:** game based learning, problem solving, critical thinking, IT, Financial resources, inventory, human skills, production resources, natural resources

**Pedagogical objective:**

The player is briefed into the company 'Citizens in Power' as a Senior project Manager. This escape room is built around the scenario that they are organising a kick-off event they are running with a focus on Waste Management. The player will be asked to make a range of decisions for the preparation of the event that will take them through Chaos mode if they miss out on any critical details to reflect the swift problem solving that Officers need to face. If they make it out of this process successfully then they earn the ready-made project manager score. If they do not save themselves from chaos mode the event never goes live and becomes a loss to the organisation.

**Inspiration from European Heritage (O1 good practices):**

**Citizens in Power C.I.P.** Citizens In Power (CIP) is an independent non-profit, non-governmental organisation. CIP constitutes one of the leading organisations in Cyprus in the fields of global education, social innovation, entrepreneurship, STEM and sustainable growth. Their team designs and implements cross-sectoral, interdisciplinary approaches, as a response to fundamental social, educational and environmental challenges and policy gaps, mainly by employing technology transfer and operationalizing the research findings.

**SYNOPSIS:**

The player enters the escape room which is the entrance of the organisation's conference room. An information frame comes up to give them background information about the organisation (C.I.P). Another frame comes up to brief them on the Waste Management event they are about to plan in the duration of this game. The brief consists of short text and quantifiable deliverables of the task ( Event production, research, social media campaign + outreach strategy ).

The **first** activity is multiple choice. The player is shown a gantt chart of the time period until the selected date of the event which showcases the different streams of work that should be activated. They are asked to select from a list of departments all the departments that should directly be involved in the implementation of the event. Each correct option that they leave behind takes them 10% closer to chaos mode. This is a feature of the game that will be carried on throughout all the tasks. If questions are answered incorrectly, the player loses 10%. If they reach 0% then the operation fails.

The research, production, communications and outreach departments are the primary stakeholders. Once this is established the **next** activity is for the player to match each department with what they are responsible for. The **3rd** activity is for the player to locate which section of the gantt chart corresponds to each department. The **fourth** activity asks the player to identify which secondary departments are activated from this event, for example the production department will not be able to carry out their plans if they don't have an agreed budget from the finance department.



### Crisis mode:

Scenario: The PR department needs to start reaching out to organisations 1 month and a half before the event. In order to do so a press pack with key information needs to be researched, designed and communicated. The communications department and its designers however are still waiting for golden nugget insights and key information from the research department. The schedule for the PR dissemination is scheduled to start in 2 days. What went wrong?

Here the player enters a virtual room with all the heads of departments involved in this chaos and the player has to find out what went wrong. The answer is that the research department was never given a harsh deadline from the producers hence the delay in their deliverables. The player needs to deduct this information from the text bubbles that the different heads of departments have showing up above them as their point of view of what happened. The second task is for the player to rearrange the gantt chart deadlines to provide the resources needed for all departments to do their job in. In the previous conversation each character states the minimum amount of time they need to deliver the best possible deliverable. The player should have an option to look at the transcript of their conversation to decide the new timeline. If they get this correctly then the game takes them straight to the Waste Management event showcasing that they have successfully finished the game.

### Requirements:

- A powerpoint presentation with all the slides that will correspond to the frames shown in the escape room. Infographics needed:
  - 1 slide background information for the organisation
  - 1 slide for the brief of what needs to be done for the Waste Management event to happen
  - 1 slide for the first activity + a gantt chart
  - 1 slide for the 2nd activity
  - 1 slide for the 3rd activity
  - 1 slide for the 4th activity.
- A google forms link for the questions and multiple choice answers or it might be better to use gdevelop for the activities as there is one question that asks the player to shift the gantt chart into new slots. Maybe a jigsaw puzzle type of exercise can be used.
- A bar and symbol that will depict the score the player has in regards to where they are on a scale of 0 - 100% of Crisis mode.
- 1 design of the virtual conference room
- Design of 4 head of department characters ( PR, Production, Communications, Research)
- Finalising the script of their conversation outlining the clues for Crisis mode activity 1 and Crisis mode activity 2.
- Create the animation of the different text bubbles showing up for the conversation
- Create symbols that will clarify who is who in the conversation.

- Create a script symbol that when pressed the transcribed conversation of the heads will show up on the screen.
- Add slide for activity 1 of crisis mode where the player needs to select out of 6 options what went wrong.
- Add a slide for exercise where the zoomed in gantt chart comes up where the player, like a puzzle, will need to re-design a new version of the work plan. This question will be judged on whether the plan gives at least an extra half a day for the whole production to happen as well as all handovers being set from department to department on dates that allow for enough time for each department to deliver their work.
- Add a tip bubble that advises the player to leave 1 - 2 days extra for each department if possible because life happens. ( this could also be added in the script of the conversation between the heads of departments).

**Competences gained:** project management, critical thinking, crisis management, resource management, event planning, strategy.

**Number of participants:**

This game is designed to be played by 1 person but if it suits the facilitators better it could be played by 2 people together on one device.

**Duration:**

Intro: 5 minutes

Activity 1: 5 minutes

Activity 2: 5 minutes

Activity 3: 5 minutes

Activity 4: 5 minutes

Crisis mode scenario conversation: 10 minutes

Crisis mode problem solving Activity 1: 5 minutes

Crisis mode problem solving Activity 2: 10 minutes

Game duration is between 50 - 70 minutes.

**Sources:**

Resource planning scenarios [Three Examples of How “What If” Resource Planning Scenarios Have Benefited Companies in Times of Crisis](#)

More resource planning scenarios [Resource Management Depends on Scenario Building & Planning](#)

## Name: Eco-social influencers

**Type:** Digital educational tool – online game

**Format:** GDevelop game format (json)

**Methods:** game-based learning through digital gamification, educational puzzle, information gathering, critical thinking, analysing,

### **Pedagogical objective:**

The player is given basic information about three different social enterprises and simple instructions on brainstorming a SWOT analysis. Players should carefully examine the materials and look how all of those SEs manage their image, visual identity of their business via social media and communication. It will be also useful for later identifying their strengths, weaknesses and opportunities on how they make use of social media for their business promotion.

The main goal is for them to understand how those enterprises manage their social media and their image on the social media.

### **Inspiration from O1 good practices:**

1. **BEES COOP:** <http://bees-coop.be/>
2. **ISATIO:** <https://en.isatio.com/>
3. **Paysans-artisans:** <https://paysans-artisans.be/>

### **SYNOPSIS:**

Game consists of 3 parts.

First part is the explanatory scene that explains the basics of SWOT analysis and main aim of the game. This scene can also be reached at any point of the game as a tip for the player.

The second part of the game consists of 3 profiles of real eco-social companies:

**BEES COOP:** <http://bees-coop.be/>, **ISATIO:** <https://en.isatio.com/> and **Paysans-artisans:** <https://paysans-artisans.be/>

The third part of the game consists of various facts about each specific elements that concern their social media presence, their promotion online and communication strategy. This should be rearranged in order to develop their SWOT analysis.

Players should arrange the facts in the corresponding categories of SWOT. There are an indefinite number of tries until the player arranges them in the correct order. Once the player finishes all three SWOT analyses the game is considered won!

During the game, participants will have to deal with:

- Rearranging SWOT analysis elements of three real-life eco-social enterprises
- Understand how the image of each company influences their success and what are their strategies in terms of presence in the media and social media management.
- Examples of real eco-social enterprises in Europe.

### Requirements:

- Create in Canva or any other designing programme one visual scene that explains the basics of social media & communication strategy and planning, looking at the 3 examples and their strengths, weaknesses, opportunities and threats in their social media presence and communication
- Create three separate scenes explaining the social media and communication strategy of the three companies and purpose of the gameplay
  - Example: Investigate all three companies and create 5 bullet points related to each of the companies about their social media and communication strategy. Specifically, you should come up with 2 strengths, 2 weaknesses, 2 opportunities and 2 threats.
- Download [GDevelop](#) Open-source game development software and use [software tutorials](#) to develop the interactive content between the scenes and game elements.
- Embed the game on a website in order to facilitate or play it with youth on your computer.

### Competences gained:

- A deeper understanding of eco-social entrepreneurship through the examples
- Understand the basic elements of a SWOT analysis specific for eco-social enterprises
- Get inspired by the real eco-social enterprises
- Understand what is important for developing a social media and communication strategy for a business
- Improvement of several entrepreneurial skills through gameplay: brainstorming, information gathering, critical thinking, analysing.

### Number of participants:

A game can be played individually or in pairs/teams.

### Duration:

- 5 minutes for preparation
- 30-45 minutes for playing
- 10 minutes for discussion (optional)
- Total duration: 50-60 minutes

### Sources:

Game type and design inspiration: <http://www.digitizeenterprise.org/swot-analysis/>

Social Enterprises examples:

- BEES COOP: <http://bees-coop.be/>
- ISATIO: <https://en.isatio.com/>
- Paysans-artisans: <https://paysans-artisans.be/>



Swot analysis materials: <https://www.canva.com/graphs/swot-analysis/>

Graphic design programme for beginners: [www.canva.com](http://www.canva.com)

GDevelop software & tutorials for use: <https://gdevelop.io/>

### Name: Collaborate to grow!

**Type:** Digital Educational resource & activity

**Format:** infographics for a storytelling activity, teamwork, collaboration (blended learning)

**Methods:** digital storytelling, role-play education, role model education, collaboration, information gathering, critical thinking, analysing, problem-solving,

### **Pedagogical objective:**

A team of 9 players are given 3 different company profiles in a format of infographics based on real eco-social companies, they are given instructions to role play in teamwork to solve the challenge in order to understand the main rules of successful work in teams and the roles assigned.

### **Inspiration from O1 good practices:**

1. **Who Gives a Crap** (Australia): <https://au.whogivesacrap.org>

A Social Enterprise that sells recycled toilet paper and part of the profit goes to the project to build toilets and support reforestation

2. **Sanergy** (Africa/Kenya) <https://www.sanergy.com/>

The Sanergy Collaborative strives to solve the sanitation crisis through the power of the circular economy. It takes 3 steps circular approach: Safe sanitation systems, upcycling into reuse products and waste services

3. **Oma maa** (Finland) <https://www.omamaa.fi/in-english/>

A food co-operative based on community-supported agriculture (CSA) as well as ecologically and socially sustainable food production methods. Together as a community, they produce a large variety of products at the Lassila family farm in Tuusula, about 30 km from Helsinki.

### **SYNOPSIS:**

**Step 1:** The facilitator explains the main element that is important to work in teams. Video on YouTube to give an example about characteristics of team work. For a comparison there is also a video that shows what is not teamwork. The participants will have examples of good and bad teamwork and what are the consequences of both scenarios.

**Step 2:** Players are given 3 QR codes. One code for each team ( 3x3 players). They are instructed to scan their code in order to retrieve a profile of the company and the challenge that they will be working on in a team. Each player is given 10 minutes to study the company profile and another 5 minutes to read the challenge.

**Step 3:** Players are seated in a room in a teams and with the challenge in front of them, they need:

- To assign their roles in the team

- Identify how they need to divide their work and how to work together in order to solve the challenge in the most efficient way.

Each team has only 15 minutes to prepare the action plan.

**Step 4:** Once all teams are ready, they will have 3 minutes to present their action plan in front of other teams.

**Step 5:** After hearing all of the action plans. 3 teams discuss how they can help each other. Is there a way that 1 company can have some resources to help another company?

**Step 6:** The game is set specifically to create the action plan that requires teamwork from all of the 3 persons. Then after designing the action plan, the teams are also looking at how to collaborate and join forces with other teams. If the other team could be helpful in solving other's one challenge.

During the game, participants will have to deal with:

- Understanding the values, needs to solve the problems in teams and how to organise a team for a concrete challenge.
- Making business decisions based on storytelling and role-play activity

#### Requirements:

- Create a short presentation or a video that explains the main rules of teamwork
- Create 3 different infographics for each eco-enterprises- company profile and challenge
- Generate QR codes for each company profile and challenge
- Create a template for the action plan

#### Competences gained:

- A deeper understanding of the purpose of teamwork
- Knowledge about main areas of focus when it comes to teamwork and roles that each of us play in the team
- Understanding how to build the action plan, based on human resources that are available
- Learn about and get inspired by the real eco-social enterprises from 3 different continents.
- positive interdependence, where students understand that they cannot succeed alone but must depend on other team members
- individual accountability, where assessment of each student's performance relies on both the group and the student
- face-to-face interaction, which promotes the team's success by helping and encouraging others
- social skills, where interpersonal and group work skills are crucial to the success of a collaborative team effort
- group processing, where team members discuss their progress and relationships together.

- Improvement of several entrepreneurial skills through gameplay: creativity, information gathering, memory, critical thinking, analysing, problem-solving, networking and group building

### Number of participants:

The game should be played with 9 participants total. 3 players in each team.

It is also possible to increase the number of players to 12 or 24 so that pairs or groups represent one challenge each.

### Duration:

- 15 minutes for preparation
- 40 minutes for playing
- 10 minutes for evaluation of collaboration between the teams
- 15 minutes for results and discussion
- Total duration: 65-75 minutes

### Sources:

Free infographic creator: <https://www.canva.com/infographics/templates/>

Free QR code generator: <https://www.qr-code-generator.com/>

Evaluation questionnaire example: <http://www.digitizeenterprise.org/toolkit/m7-building-networks/>  
(see step 7.4)

Evaluation questionnaire tool: <https://docs.google.com/forms/>

### Name: Reduce plastic through shared efforts!

**Type:** Digital educational tool – digital educational escape room

**Format:** PowerPoint Show

**Methods:** game based learning through digital gamification, educational escape room, brainstorming, information gathering, critical thinking, analysing, group building (for cooperative gameplay only)

**Pedagogical objective:** Embrace the teamwork

The player is given various documents and guides that he/she should investigate and understand to finalise the task and understand what is the problem. The main goal is for them to exercise their soft skills and to understand how important teamwork is to solve the challenge, while learning about eco-social entrepreneurship.

### Inspiration from O1 good practices:

1. [Sanergy](https://www.sanergy.com/) (Africa/Kenya) <https://www.sanergy.com/>

The Sanergy Collaborative strives to solve the sanitation crisis through the power of the circular economy. It takes 3 steps circular approach: Safe sanitation systems, upcycling into reuse products and waste services

2. [Enaleia](http://www.enaleia.com) (Greece) [www.enaleia.com](http://www.enaleia.com)

It is a non-profit social enterprise tackling two directly related problems for the marine environment: reduction of fish stocks and plastic sea pollution.

### Synopsis:

The game takes place on an island where if not working together, the island will be covered by excessive plastic and landfill. At the start of the game, the players are made aware of their mission: to work together and to prevent this ecological disaster and they can leave the island only if they work on the common action plan on how to improve the situation. The game is designed to require teamwork for successful completion; It will use scripts to assign team members with different resources, requiring them to share knowledge and collaborate. Contribution from all team members is required to achieve objectives; there is no possibility of free riding to escape from the island or not to participate in creating the action plan.

The game consists of five tasks that the players must complete as a team and each task focuses on different types of teamwork, collaboration, and leadership skills.

**1st** task focuses on building trust within the team and considering others' opinions as one of the team members guides others, who do not have any information about the possible actions that can be taken to improve the situation.

The **2nd and 3rd tasks** focus on shared decision making, sharing information, and developing negotiation, collaboration, and coordination skills.

For example, in the second task, the team needs to prepare an action plan on how to get rid of the plastic and the players must negotiate the right combination and steps of the action.

In the third task, one team member receives some clues that will guide the team in the right direction. If that team member does not share the information with other team members, it is very difficult or even impossible to complete the task.

In the fourth task, the team is required to take risks, and to plan and implement a strategy. The players must compromise between the teams in order to develop a shared solution required to and make sure that no one stays behind and that the action plan affects one team more than the others. Teams need to communicate and coordinate the work together to decide how and what to do in order not to worsen the situation.

The final task involves planning and implementing a mini project within the team where the local community can rely on and make sure that in the future there will be a control of the plastic usage and disposal and prevent such a situation from happening again. The plan will be given to the local community for future prevention.



The players are given each new task only after they have successfully completed the previous one. The game ends when the players complete the final task and they can safely leave the island because they worked successfully as a team.

**Requirements:**

- Create an interactive presentation consisting of 4 tasks/ puzzles according to the synopsis and save it as PowerPoint Show format
- Create short instructions for the players according to the storyline of the game
- Start the presentation on the computer or a tablet
- Discuss the gameplay with the participants after they finish the game

**Competences gained:**

- A deeper understanding of teamwork and needed skills
- Understand the basic elements of a SWOT analysis specific to teamwork
- Improvement of several entrepreneurial skills through gameplay: brainstorming, information gathering, critical thinking, analysing, problem-solving, and group building (if played cooperatively)

**Number of participants:**

The game can be played individually or in pairs/teams. For efficiency, it is recommended implementing in groups of no more than 12 persons (divided in pairs or teams)

**Duration:**

- 5 minutes for preparation
- 15-30 minutes for playing
- 10 minutes for discussion
- Total duration: 30-45 minutes

**Sources:**

ER scenario inspiration: <https://er-se.eu/download/18-synopsis-to-inspire-you-%e2%80%8b/>

Swot analysis materials: <https://www.canva.com/graphs/swot-analysis/>

**Name: Food for good, not for waste**

**Type:** Digital Educational resource & activity

**Format:** videos, articles for fact finding. Quiz and collaboration in teams (blended learning)

**Methods:** gathering data , role-play education, role model education, collaboration, information gathering, critical thinking, analysing, problem-solving, debating

**Pedagogical objective:**

2-3 groups players are given materials, quiz and practical cases to get familiar with the topic of food waste and sustainable packaging. Further, they will exercise the debating skills to find good arguments for the constructive discussion on the eco related topics.

### Inspiration from O1 good practices:

**Natpacking** (Colombia) [natpacking.com](http://natpacking.com)

The first 100% organic packaging brand in Latin America and its commitment to innovation and sustainable development is reflected in this product.

**SUMA** (UK) [www.suma.coop](http://www.suma.coop)

Founded in 1975 in Leeds, trades in organic products and completely respects Fair Trade principles.

### SYNOPSIS:

2-3 groups of students ( 2-3 per group) will explore the topic of Proper packaging for prevention, sustainable packaging ( topic 1) and food waste ( topic 2):

### STEP 1: VIDEOS

First they will watch the youtube movies related to the topic 1:

> What is Sustainable Packaging - <https://tipa-corp.com/sustainable-packaging/>

> Watch the video about “Food Waste Prevention”:

<https://www.youtube.com/watch?v=rjxwfp8rs34>

> Watch the video about “Packaging Waste”:

<https://www.youtube.com/watch?v=62O868-bYOk>

> Watch the video about “10 promising ideas to reuse packaging | Circular economy examples Sustainability”:

<https://www.youtube.com/watch?v=pysBxD3CoGk>

> Watch the video about “The future of packaging - reducing food waste”:

<https://www.youtube.com/watch?v=hJtleCmLzZl>

### STEP 2 QUIZ:

Based on the gathered knowledge, they will go to step 2, quiz.

Examples of the questions:

1. Sustainable packaging tends to increase in volume and weight, and the use of plastic is also higher. TRUE / FALSE

2. The life cycle of the container is

reduced, from its manufacture, transport, recycling and the energy used for its production increases.

TRUE / FALSE

3. Cardboard is a sustainable packaging that replaces plastic and paper.

TRUE / FALSE

4. To avoid environmental impact, we should bring our bags from home or use reusable cloth bags.

TRUE / FALSE

### Videos related to topic 2: Food waste

> Watch the video about “Say No To Food Waste: Appreciating Food Leftovers Training Program”:

<https://www.youtube.com/watch?v=T1VsAo3uR84>

> Watch the video about “Canadians get creative in solving food waste problem”:

<https://www.youtube.com/watch?v=fRovHP4eXyM>

> Watch the video about “How your leftover McDonalds is recooked and sold by this family to survive”:

<https://www.youtube.com/watch?v=y8k3NYNurmM>

> Watch the video about “Too Good To Go: the app that reduces food waste”:

[https://www.youtube.com/watch?v=PdB\\_iW1LVc0](https://www.youtube.com/watch?v=PdB_iW1LVc0)

> Watch the video about “This app lets you buy leftover restaurant food to reduce waste”:

[https://www.youtube.com/watch?v=Xi2gfT\\_POco](https://www.youtube.com/watch?v=Xi2gfT_POco)

### Quiz topic 2:

Example of the questions:

1. There are non-profit associations in charge of recovering surplus food suitable for human consumption and fighting against food poverty by giving it to people in precarious situations in our environment. TRUE / FALSE
2. Food is not required to be labelled. TRUE / FALSE
3. Restaurants can sell or donate used oil to associations to give this product a second life, such as producing soap. TRUE / FALSE
4. Selling imperfect food at low cost instead of throwing it away is totally prohibited. TRUE / FALSE

In **STEP 3** they will look at the practical case:

### Scenario:

At Catering Eco-live, they have held an event for 300 people and have left over a lot of cooked food. The event was prepared for 300 people but only 150 attended. The catering staff dined from the remains and they didn't know what to do with so much food.

Propose a solution to not throw away food remains and make a profit or give an optimal end to all this exquisite delicacy.

### Possible Solution:

- a) Donate it to social lunchrooms (Caritas, Food Bank Foundation, social lunchrooms of the nuns of Calcutta or Associations and Foundations social lunchrooms) correctly labelled.
- b) Put it up for sale in APPs like “Too Good To Go” or “ReFood” to give food a second life and at the same time not lose money.

In the **STEP 4** : Discussion forum debate

1. Debate on Food Waste - What is waste?
  - The participants will first individually watch the following videos to prepare for the debate.
  - Would food waste reducing policies actually increase the supply of food for low income households? There is also a naïve sense that much of what would be “wasted” can simply be re-allocated to food insecure households. So, what is “waste” exactly?

### Material:

<http://jaysonlusk.com/blog/2021/1/19/debate-on-food-waste>

Food loss and waste must be reduced for greater food security and environmental sustainability - Solutions to reduce food loss and waste <https://www.unep.org/news-and-stories/press-release/food-loss-and-waste-must-be-reduced-greater-food-security-and>

- A bad wrap? Using packaging well to reduce food waste

<https://360info.org/a-bad-wrap-using-packaging-well-to-reduce-food-waste/>

- Position Paper On

Food Losses and Waste – What is Food waste? Slow Food?

[https://www.slowfood.com/wp-content/uploads/2021/01/ing-position-paper-foodwaste\\_compress-1.pdf](https://www.slowfood.com/wp-content/uploads/2021/01/ing-position-paper-foodwaste_compress-1.pdf)

### Competences gained:

- General understanding of food loss and food waste in the food chain.
- Preservation technique to reduce food waste.
- Plan and implement ecological solutions to reduce food waste.
- Design a strategy towards reduction of food waste.

### Requirements:

- access to computer and Youtube Channel



- Create PPT with practical cases ( puzzles)
- Create a google form in a form of quiz ( x2) - for each topic

**Number of participants:**

- 2-3 groups of 3 students each

**Sources:**

- video on YouTube: topic 1 and 2 ( links above)
- Links to the UNEP and Slowfood Position paper
- Quiz: will be made in the Google forms

**Duration:**

- 10 minutes: topic 1
- 10 minutes: topic 2
- 30 minutes: Scenario/ practical case
- 20 minutes: preparation and execution of the debate
- Total duration: 70 minutes

**Name: Sharks**

**Type:** Digital Educational resource & activity

**Format:** puzzle, team work, creative design, template for the marketing strategy

**Methods:** collaboration, information gathering, critical thinking, analysing, problem-solving

**Pedagogical objective:** This activity will give opportunity to exercise creative thinking and work on presentation and public speaking skills.

**Inspiration from O1 good practices:**

**Who Gives a Crap** (Australia) <https://au.whogivesacrap.org/>

A social enterprise established through a crowdfunding campaign in 2012. They produce and sell toilet paper while 50% of their profits help build toilets and improve sanitation in the developing world.

**Ecosia** (Germany) <https://www.ecosia.org/>

The company donates 80% or more of its profits to non-profit organisations that focus on reforestation. It uses the generated money from advertisements to plant trees for the environment. So far, they have planted over 100 million trees and currently have around 7 million users.

**SYNOPSIS:**

Before the main task the players will have a quick puzzle, quiz with introduction what marketing strategy is. This will give them a base introduction to the topic.

**Step 1:** Puzzle ( introduction) / Riddles/ Quizzes

Example:

Words run horizontally, vertically, diagonally & even backwards  
Find words as fast as possible to win.

W	E	P	G	C	S	L	N	S	P	R	O
P	N	H	I	O	I	H	U	C	E	E	C
I	T	E	I	O	N	C	J	I	R	S	O
H	H	Z	R	P	C	A	K	S	F	P	M
S	U	G	E	E	E	W	R	S	O	E	P
R	S	H	S	R	R	Z	O	E	R	C	L
E	I	S	C	A	I	D	W	R	M	T	I
D	A	A	A	T	T	Y	M	G	A	V	M
A	S	Z	E	I	Y	T	A	O	N	U	E
E	M	R	N	O	Y	I	E	R	C	E	N
L	H	N	G	N	Y	N	T	P	E	U	T
B	Z	O	E	E	D	U	E	W	E	W	X

UNITY SUCCESS TEAMWORK COMPLIMENT RESPECT ENTHUSIASM  
LEADERSHIP PERFORMANCE PROGRESS COOPERATION  
SINCERITY

**Step 2:** Shark Tanks

Players will be divided into 2-3 groups and they will be given puzzles with 3 descriptions of the business cases and the challenge that those enterprises will aim to solve. Based on their choice they will have the task to develop a logo, brand name and marketing strategy for the eco-social enterprise.

**Step 3:** Judgement moment

They will have to present to a panel of ‘sharks’ (those who will judge their ideas). Once each group has presented, the ‘sharks’ all vote on their favourite project.

**Step 4:** They will have a limited time to find the adequate examples of eco-social enterprises in the BC4ESE E-book and analyse their marketing strategy, based on the information they found on the website.

**Competences gained:**

- General understanding of marketing strategy
- working in a team to come up with the idea.
- Plan and implement marketing ideas.
- Design a strategy.

**Requirements:**

- Access to PC and design it using Digital tools ( open-source)
- Create PPT with practical cases ( puzzles)

**Number of participants:**

- 2-3 groups of 3 students each

**Sources:**

- Access to BC4ESE e- book for the descriptions of Eco-social enterprises
- Graphic design programme for beginners: [www.canva.com](http://www.canva.com)

**Duration:**

- 10 minutes quiz
- 40 minutes for playing marketing strategy
- 5 minutes for presentation
- 20 minutes for E-book finding the examples
- Total duration: 75 minutes







BC4ESE



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