



Entrepoly
Adaptation Guidebook –
extended version for
teachers

HOW TO ADAPT ENTREPOLY INTO YOUR CLASSROOM



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Welcome to ISGEE project!

Our mission

The ISGEE project is an Erasmus+ funded transnational project. The ISGEE partnership develops an **open access, modularly structured** serious e-game called “Entrepoly” that is focused on entrepreneurial competence development among university students. The game is accompanied by a variety of useful resources – such as a comprehensive teaching toolkit – which facilitates educators to ignite entrepreneurial thinking and action during their lectures.

Aim of the project

The **aim** of the ISGEE project is to develop entrepreneurship and digital competences with a digital serious game, called Entrepoly (1), that arrives with a supporting adaptation handbook (2), a teaching toolkit (3) and also selected good practices for teaching (4).

This document

The current document is **the extended version of ISGEE Adaptation Guidebook**. The general ISGEE Adaptation Guidebook was assembled to provide insight into how it is possible for interested parties to use Entrepoly in the classroom and it is widely available for all interested parties under isgee.eu. This **extended version** is dedicated to offer a more detailed insight for those educators who are already registered for the teacher’s platform of ISGEE. This version contains all the elements of the general Adaptation Guidebook but a 6. extra chapter is added where hands-on details are shared about the game itself. In this version Entrepoly house content is detailed, so that a thorough implementation would be possible for outside parties. This document answers the following questions: What is Entrepoly? Who can adapt Entrepoly? How can Entrepoly be adapted in the classroom? What structure does Entrepoly have? What houses does Entrepoly already have? How can you modify the content of Entrepoly?

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1 About ISGEE project



Aim of the project

The aim of the ISGEE Erasmus+ project is to develop entrepreneurship and digital competences with a digital serious game, called **Entrepoly**, that is supplemented with a supporting adaptation handbook, a teaching toolkit and also a selection of good practices for teaching. The document you are reading right now is the Entrepoly Adaptation Handbook.

Target group of the project

The target group of the ISGEE project is diverse. It includes the following stakeholders:

Lectures (main target group) - due to the increasing need to satisfy the needs of the new generation

Students - who are part of the new generations, especially generation Z; they use digital devices easily

Business Partners - who later employ the new generations

Entrepoly

The major accomplishment of the ISGEE project is a newly developed serious game, called Entrepoly. The game fits the European Union's EntreComp framework as it intends to develop skills related to entrepreneurship, rather than factual knowledge.

Why choose Entrepoly?

The aim of the current document is to introduce Entrepoly to the reader and to detail what structure the game has. It also provides a background for understanding how each module works and how educators can modify tasks in the game. Modification of tasks is of key importance, as a new feature of Entrepoly compared to other serious games is its customizability.

Project partners

ISGEE has a very diverse but united set of partners, who have been eagerly working together to reach the aims of the project. The partners include the University of Szeged (lead), West University of Timisoara, Technical University of Ostrava, STUCOM, Univations, Expertissa. The project also has associated partners including Nottingham Trent University and Mongolian University of Life Sciences.

2 Entrepoly – general introduction of the game



What is Entrepoly?

A free online game fostering the entrepreneurial mindset.

Who is Entrepoly for?

Entrepoly is dedicated to university students and teachers.

Teachers:

- have access to a teaching platform where they can create scenarios with combining the 4 houses
- can modify Entrepoly's content in the Houses by changing/adding questions in the dialogues
- can assign student to their scenarios
- can track the activity of their students

Students

- can practice entrepreneurial skills: so just play!
- can earning gold in the game: this can be the basis for evaluation and competition.

What are the main features of Entrepoly?

Entrepoly is ...

- an open access, modularly structured role-playing digital serious game
- available on multiple platforms (laptop, phone, tablet)
- with dynamically adjustable content to match the specific educational requirements. Lecturers can easily *modify* content, define own combinations&variations (so called "scenarios") and *track the actions* of the students using the *teacher's platform*,
- arriving with built-in main features but the dialogues in the game can be modified, therefore new questions/answers can be added according to the teacher's aim
- suitable both for general (non-discipline dependent) and business type of *courses*
- suitable for *short* (5 minutes) tasks but can be used for *long* and complex (90 minutes) activities by combining the available scenarios
- modularly structured:
 - different in-game venues (so called "houses") are dedicated to improve different entrepreneurial competences. Lecturers can choose from these houses and construct their own "scenarios" and modify the content of it.

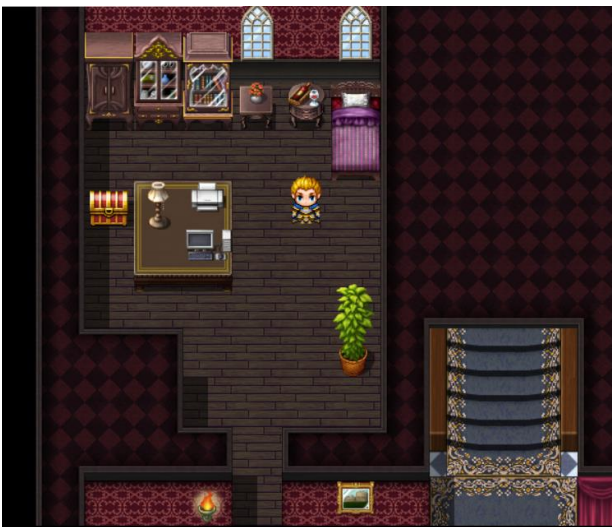
3 User's experience of Enterpoly



What are the 4 main parts of Entrepoly?

You can find 4 different small-games in Entrepoly, we call them “Houses”. These Houses look similar, have the same general methodology but differ in their main aims. The lecturer can combine these houses and can create scenarios with multiple houses involved.

Creativity House – to foster students *creative* and outside-of-the box thinking with simple tasks that require smart solutions.



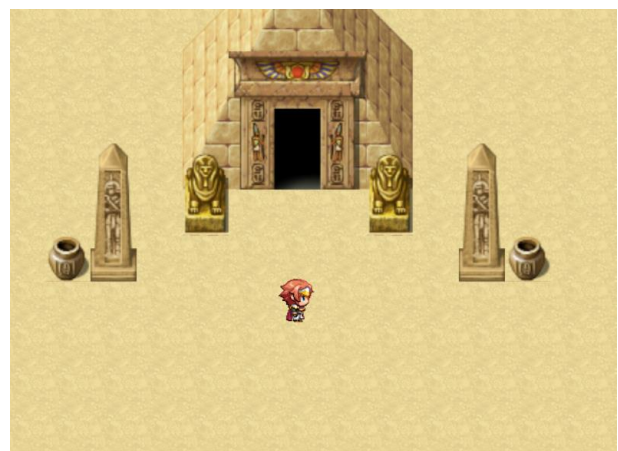
Casino House – to provide insights about the complexity of *consumer’s choices* under uncertain circumstances while also fosters *risk-taking*.



Break-even point House – to foster students *business thinking* and *managerial* approach.



Start-up pyramid – to support student’s *idea generation* and validation using start-up methodology.



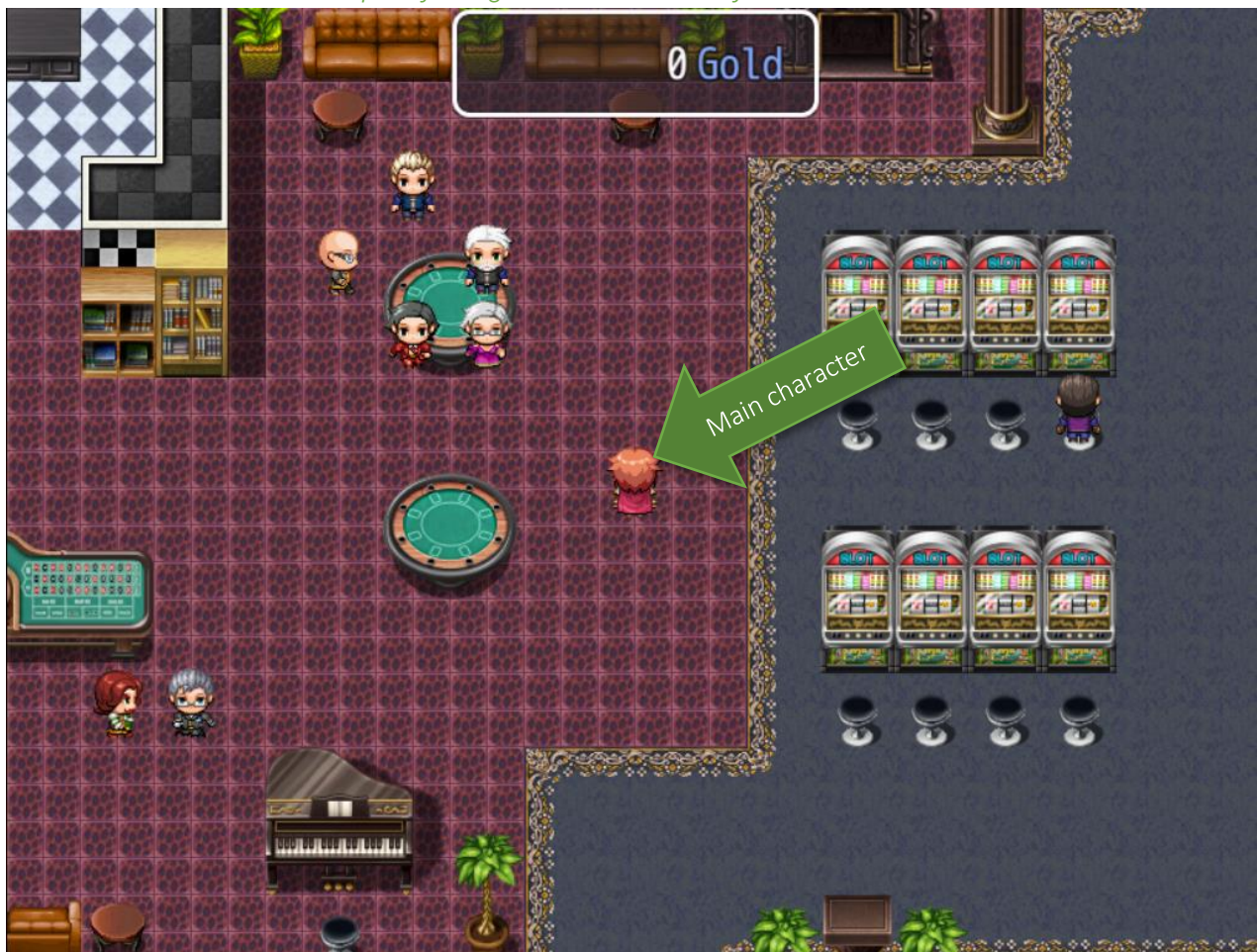
How can I play Entrepoly?

Entrepoly can be played by students after they are assigned to one scenario by the lecturer. (For the process of this assignment, check out chapter “5 Entrepoly Teachers’ Platform” of this document.)

Entrepoly consist of 4 different houses, but these houses are built upon the same rational as all the houses have these 5 common features and elements:

1. Role-playing game with exploratory method: You are controlling a character who wonders around and explores the environment (characters/tasks) around it.

Example of the game environment from Casino House



2. Main task: Each house has a central task that is explained at the beginning of the game by the “gate-keeper” or “receptionist” character. These tasks:

- **Creativity House** – solve short puzzles that require creative thinking.
- **Casino House** – players earn gold with betting and investment. Players can bet their money on trying to guess the typical rational choice of customers and they can invest their money on start-up ideas.
- **Break-even point House** – Players are running a company and they have to decide the wage/production/price to maximize the profit.
- **Start-up pyramid** – Players have to come up with their own start-up idea and form it into a business concept.

The main tasks are explained in detail at the last chapter of this document.

Example of receptionist from Casino House



Example of receptionist from Break-even point house

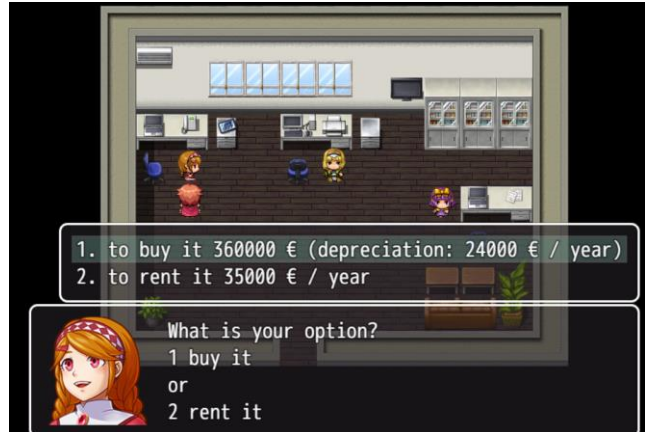


3. Question-answer methodology: The main tasks in the game are formulated in a question-answer methodology, meaning that the teacher can set up the question and the possible answers, highlighting the correct answer. The players choose from the list of answers and receive feedback based on their choices.

Example of question from Casino House



Example form question from Break-even point house



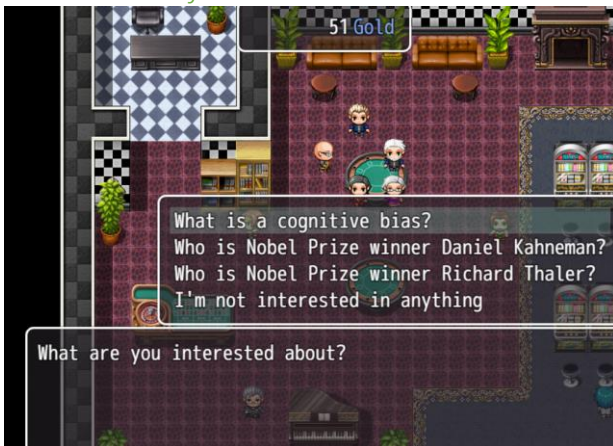
4. Options/inventory: Players can reach the Option part of the game by pressing ESC or two-finger-clipping where they can monitor their status and the items they have collected



5. Entertaining element: Besides the main task there are many other features in the game that are meant to provide entertaining element or in some cases opportunities for further learning. These elements are:

- Characters without any connection to the main task, with whom the players can interact. They share some funny quotes or some hints to the game.
- Wikipedia links for further learning.
- Elements in the environment (eg. slotmachine) that provide opportunity to earn gold.

Example of Wikipedia links for further learning from Casino House



Example of funny characters from Casino House.



4 Entrepoly Overview – for Educators



Why shall I use gamification in my education?

Currently, teachers are facing new challenges and have to solve important issues related to the adaptation of the learning process towards students' needs, preferences and requirements. Teachers have to use different teaching methods and approaches that allow students to be active participants with strong motivation and engagement to their own learning. One possible solution is to reward the efforts and achieved results by awards, which leads to increased motivation for participation and activity. That decision is based on the use of game elements in the learning process. *Gamification* in general could not only be applied in education. However, we currently focus on gamification in education, more specifically in higher education and entrepreneurship education.

We created a toolkit helping teachers to use serious games and gamification techniques for educational purposes to develop entrepreneurship competences. Our toolkit contains general literature overview about gamification, serious games, and their possible uses for educational purposes. Check out isgee.eu to download it!

Why shall I focus on entrepreneurship competences in my education?

Entrepreneurship competence is one of the 8 “key competences” of the Life Long Learning programme of the EU. However entrepreneurship competences are widely misunderstood and only considered as essential a business knowledge and start-up building intentions. While according to the EntreComp Framework¹ entrepreneurship competence is more about the entrepreneurial mindset that covers a wide variety of skills from creativity through risk taking to self-awareness. To get an overview about the 15 skills and sub-competences that can be considered as the elements of entrepreneurship competence just check the table below.

1. Table: Elements of Entrepreneurship competence according to the EntreComp Framework

COMPETENCE	Explanation / Hint
Spotting opportunities	Use your imagination and abilities to identify opportunities for creating value
Creativity	Develop creative and purposeful ideas.
Vision	Work towards your vision of the future
Valuing Ideas	Make the most of ideas and opportunities
Self-awareness & Self-efficacy	Believe in yourself and keep developing
Motivation & perseverance	Stay focused and don't give up
Mobilising Resources	Gather and manage the resources you need
Financial & Economic Literacy	Develop financial and economic know-how
Mobilising Others	Inspire, enthuse and get others on board
Taking the initiative	Go for it

¹ <https://ec.europa.eu/social/main.jsp?catId=1317&langId=en>

Planning & Management	Prioritise, organise and follow up
Coping with Uncertainty, Ambiguity & Risk	Make decisions dealing with uncertainty, ambiguity and risk
Working with others	Team up, collaborate and network
Learning through experience	Learn by doing

Source: <https://ec.europa.eu/social/main.jsp?catId=1317&langId=en>

We can agree on that these competences are of high-importance for the future and they should be incorporated and implemented in current (higher) education environment. However we can also admit that fostering these type of competences are not always an easy task – especially if we only consider the traditional educational methods. Most of these 15 skills and sub-competences can be categorized as soft-skills that are hard to be taught and learned from books and lectures, rather they can be obtained by constant practice and experience.

According to the rationale of ISGEE project gamification can be an essential solution for fostering these entrepreneurship competences. Therefore, our aim was to construct Entrepoly game as a tool for fostering entrepreneurship competences.

Who shall try Entrepoly?

Educators from *all kinds of fields*.

- Entrepoly is dedicated to foster entrepreneurial skills – that are not just business skills.
- Creativity, Risk taking and Idea generation are essential skills of nowadays no matter which field are you coming from.

Educators who are searching for *innovative ways to foster their lectures*.

- Entrepoly is not meant to substitute traditional education. Rather it is meant to foster it and add a tweak or boost with an entertaining game.

Why not directly *students*?

- We intend to reach out to students via the teachers as they can be the instructors and evaluators providing an appropriate context for implementing Entrepoly.

How can I use Entrepoly in my classes

Entrepoly is a complex game built upon the idea that the lecturers are different and they are only motivated to use a game during their courses if it can be adapted and implemented according to their special interest. Hereby we provide an insight into the multiple ways of using Entrepoly during

classes. It is important to note that not Entrepoly can be applied in various study fields with numerous aims – we collected the most popular ones.

	PURPOSE	GAME	METHOD	TASK/AIM	LEARNING OUTCOMES	ENTRECOMP COMPETENCE
ALL COURSES	CREATIVE ENTERTAINMENT	CREATIVITY HOUSE	INDIVIDUAL TASK	SOLVE THE PUZZLES	CREATIVE PROBLEM SOLVING ENTERTAINING (ICE-BREAKING) SESSION	CREATIVITY VISION MOTIVATION & PERSEVERANCE
	FUN & LEARN	CASINO HOUSE	INDIVIDUAL OR TEAM	EARN A SUM OF GOLD	LEARNING ABOUT CONSUMER DECISION MAKING AND DECISION BIAS FOSTER RISK TAKING EXPLORING AND COMBINING INFOS	COPING WITH RISK WORKING WITH OTHERS MOBILIZING OTHERS SELF-AWARENESS
BUSINESS COURSES	IDEA GENERATION	ENTREPRENEURSHIP PYRAMID	INDIVIDUAL OR TEAM	COME UP WITH ANY KIND OF IDEA COME UP WITH YOUR OWN BUSINESS IDEA	IDEA GENERATION & VALUATION CONCEPTUALIZATION LEARNING ABOUT START-UP IDEAS ENTREPRENEURSHIP BASICS	SPOTTING OPPORTUNITIES VALUING IDEAS TAKING THE INITIATIVE PLANNING & MANAGEMENT
	BUSINESS TASK	BREAK-EVEN POINT HOUSE	INDIVIDUAL TASK	MAXIMIZE YOUR PROFIT & FIND BREAK-EVEN POINT	BUSINESS & FINANCE BASICS BUSINESS CALCULATIONS MANAGEMENT DECISION MAKING	LEARNING THROUGH EXPERIENCE MOBILIZING RESOURCES ETHICAL THINKING FINANCIAL & ECONOMIC LITERACY

How can I join?

- You can join easily without any bureaucratic tasks, just fill out the form at isgee.eu
- After joining in, you can access teacher’s platform where you can
 - o construct “scenarios” from the 4 houses
 - o modify some elements, dialogues, questions in the houses
 - o add students easily to your game (scenario).

If you are the first from your institution we can give you the “Administrator of Your institution” rights.

- o With this rights you can add teachers from your institution.

5 Entrepoly Teachers' Platform



Login

Email

Password

Remember me [Forgot your password?](#)

Login

As the main target group of Entrepoly are the educators (teachers, lecturers), therefore we can consider the “Teacher’s platform” as the centerpiece of the whole game. Entrepoly is unique among the educational games in this sense that a “back-end” is also provided for teachers where they can easily

- *combine* the available games (houses) and construct own scenarios
- *modify* some of the content (dialogues) in the houses
- *assign* students to their scenarios
- *track* the activity of the students

...doing all this as simple as possible without any specific in-depth IT knowledge!

Teacher’s platform (or so called “dashboard”) is the so-called back-end of Entrepoly, where the lecturer can modify the game. It’s also worth noting that not all the elements are customizable, as the core rationale of the houses are set.

HOUSE	GENERAL AIM (NOT CUSTOMIZABLE)	ELEMENTS TO CUSTOMIZE
<i>Creativity House</i>	Small puzzles that can be solved with outside-of-the-box thinking	Puzzles in one room (Questions+answer)
<i>Casino House</i>	Betting money on the expected behavior of customers.	Betting opportunities at one room (Questions+answer) Investment opportunities at another room (Idea+Investment multiplier)
<i>Start-up House</i>	Start-up idea generation and validation	Change the PDF that is provided with the task description
<i>Break-even point House</i>	Setting up the prices/wages/production at a company.	The correct rates of price-wage-production.

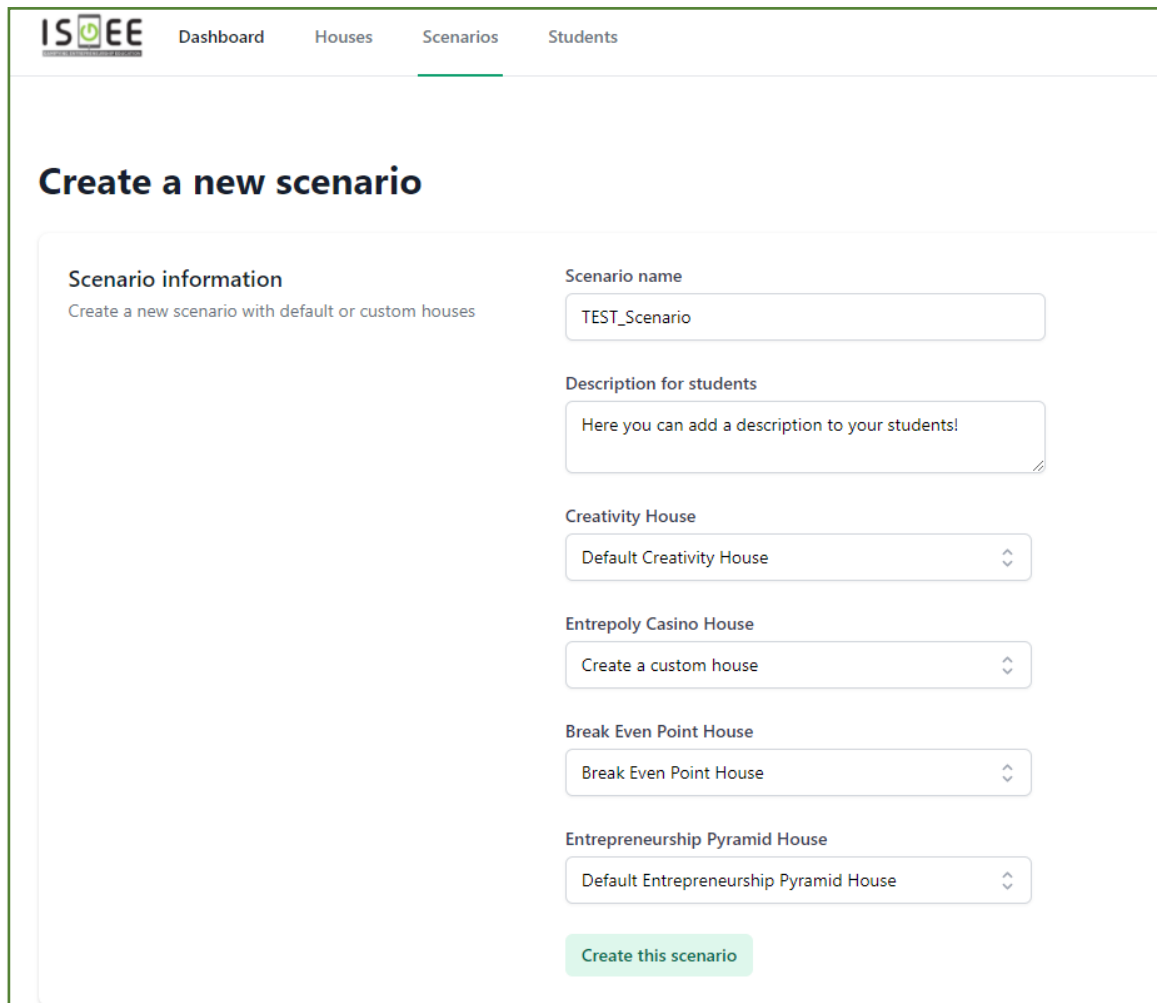
You can access “Teacher’s platform” at this link: dashboard.isgee.eu

In order to get access to the platform, you have to be *registered*. For this please check “*How can I join*” part of the previous chapter!

How to create your own customized game in 8 steps?

In the following *8 steps* we guide you through the process how you *can create your own game scenario* and *assign students* to it and *track* their activity. (Note: We have used the Casino House as an example but the same methodology can be applied to all of the houses.)

Step 1 : You can choose from the available 4 houses plus add a short description to the students.



The screenshot shows the 'Create a new scenario' page in the IS^{EE} application. The page has a navigation bar with 'Dashboard', 'Houses', 'Scenarios', and 'Students'. The 'Scenarios' tab is active. The main heading is 'Create a new scenario'. Below this, there is a section titled 'Scenario information' with the subtitle 'Create a new scenario with default or custom houses'. The form contains several input fields: 'Scenario name' (text input with 'TEST_Scenario'), 'Description for students' (text area with 'Here you can add a description to your students!'), and four dropdown menus for selecting a house: 'Creativity House' (Default Creativity House), 'Entrepoly Casino House' (Create a custom house), 'Break Even Point House' (Break Even Point House), and 'Entrepreneurship Pyramid House' (Default Entrepreneurship Pyramid House). A green 'Create this scenario' button is at the bottom.

Step 2: You can customize the questions in the house. You can delete the default (built-in) questions and you can add your own questions with possible answers.

Available questions
Define the questions available for this type of house

1. Pablo lives in Brazil. He is very shy, withdrawn and helpful but with very little interest in the real world. He has a need for order and structure, and a passion for detail. Which one is more likely? Pablo is... >

2. Linda is 31 ears old, single, outspoken, and very bright. She graduated from a good university in Paris. As a student, she was deeply concerned with issues of discrimination and social justice, and also participated in anti-globalization demonstrations. Please rank in order of likelihood these scenarios: Linda is a (1) lawyer; (2) teacher; (3) feminist lawyer; (4) feminist teacher. Start with the most likely scenario! v

[Delete question](#)

[Add new question](#)

Add new question

Here you can type in your custom question!

Answers
Please also mark the correct answer

Here is your OPTION 1 answer to your custom question.
If the student choose this OPTION 1, she receives this answer/feed-back. Eg. "Sorry this is not correct answer"

Here is your OPTION 2 answer to your custom question. (Marked as CORRECT)
If the student choose this OPTION 2, she receives this feed-back. Eg. "Yes. Correct, you have earned gold"

Here is your OPTION 3 answer to your custom question.
If the student choose this OPTION 3, she receives this answer/feed-back. Eg. "Sorry this is not correct answer"

Here is your OPTION 4 answer to your custom question.
If the student choose this OPTION 4, she receives this answer/feed-back. Eg. "Sorry this is not correct answer"

[Add this question](#)

Step 3: You can enroll your students

Enroll a new student

Student Information
Enroll a new student

First name Last name

Institution

Email address

[Enroll this student](#)

Step 4: You can assign students to your scenarios

My scenarios

Search scenarios ...

Scenarios: 3

SCENARIO NAME	CREATED ON	STATS	
TEST_Scenario	5 May, 2021	4 houses 0 students	View scenario Enroll students Remove

Here you can add a description to your students!

Enroll students to scenario: TEST_Scenario

Please check the students you wish to assign to this scenario. Only unassigned students are shown below.

STUDENT	INSTITUTION	EMAIL	ENROLLED ON
<input type="checkbox"/>			
<input type="checkbox"/>			
<input type="checkbox"/>			
<input type="checkbox"/>			
<input checked="" type="checkbox"/>	TEST INSTITUTINO	test@test.com	2021-05-05 15:38:14

Assign selected users

Step 5: Students receive e-mails about this invitation

ISGEE Teachers Dashboard

Student assignment

Dear Student,

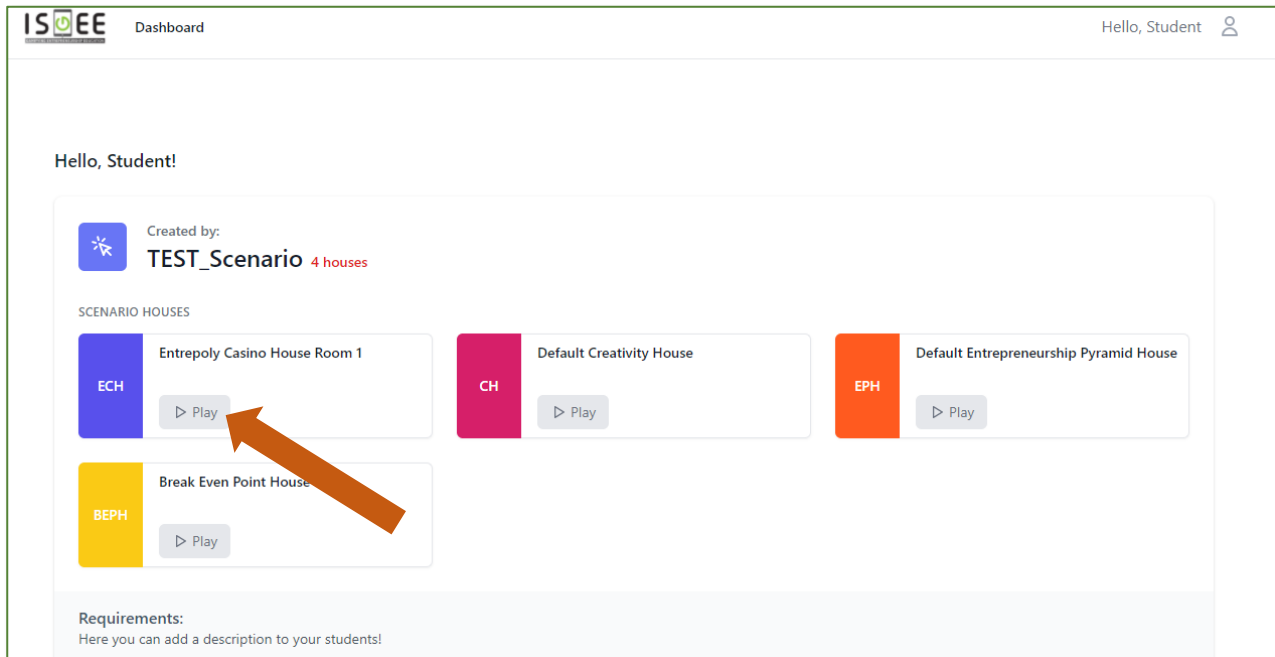
We are happy to inform you that your teacher Szabolcs Test (USZ_Test) assigned you the scenario TEST_Scenario.

From your teacher: Here you can add a description to your students!

[Login to your account](#)

Thanks,
ISGEE Teachers Dashboard

Step 6: Students log-in to their account and start the game



Step 7: Students play the game with your modified questions/answers



Step 8: You can track the activity of the students

Viewing scenario: TEST_Scenario

Scenario Houses

	Default Creativity House created by: Admin Isgee	Created on 2020-10-15 07:57:57 ✓ Default house	
	Entrepoly Casino House Room 1 created by: Szabolcs Test	Created on 2021-05-05 15:30:21	
	Entrepoly Casino House Room 2 created by: Szabolcs Test	Created on 2021-05-05 15:30:21	
	Break Even Point House created by: Admin Isgee	Created on 2020-08-28 07:15:13 ✓ Default house	
	Default Entrepreneurship Pyramid House created by: Admin Isgee	Created on 2020-10-15 08:24:08 ✓ Default house	

Assigned students

NAME	INSTITUTION	STATUS	RESULTS SUMMARY / GRADE
TEST STUDENT test@test.com	USZ	1 / 4 houses completed	51 gold View activity log Remove

Entrepoly Casino House 51 gold ***	Creativity House not completed yet	Entrepreneurship Pyramid House not completed yet	Break Even Point House not completed yet
---------------------------------------	---------------------------------------	---	---

Logs

- House 1: Start Game
2021-05-05 15:55:27 - ---
- House 1: Talk with Dan
2021-05-05 15:55:35 - ---
- House 1: Talk with Dan
2021-05-05 15:55:52 - ---
- House 1: Game Over
2021-05-05 15:59:55



6 Entrepoly House Content



Entrepoly consists of 4 games that can be combined, but can be played independently. The general features of the games were already introduced in chapter 3. Hereby a detailed description is provided about each houses. The aim of this chapter is to provide an in-depth insight into the logic and content of each houses for the educators who intend to implement them to their classes. Some of the houses are divided into different rooms and introduced separately as these rooms have different aims and core tasks therefore can be considered as a separate educational elements (almost like individual games).

6.1. Casino House

6.1.1 General features of the House

Aim

- To practice the estimation of reasonable level of risk
- To develop smart investor behaviour

Developed competences

- Self-confidence
- Healthy attitude to risk
- Assessment of reasonable level of risk
- Knowledge of risk probability

Competences in EntreComp Framework

- Coping with ambiguity, uncertainty and risk (into action)
- Learning through experience (into action)
- Taking the initiative (into action)
- Financial and economic literacy (resources)
- Self-awareness and self-efficacy (resources)
- Spotting opportunities (ideas and opportunities)

Benefits

- students realize an acceptable (unacceptable) level of risk
- students will be ready to sort different investment opportunities
- teachers can explain risk theory in practice

Target group

- Students (users): Students of high schools and universities
- Educators (instructors): Teachers of economic modules as Entrepreneurship, Consumer Behaviour, Marketing, Finance

Education level

- Level is not decisive, university students are ready to analyse consequences of risk behaviour

Limitations

- The house should be offered to various types of students, no matter their age, level of educational and branch of study, but students in economic field have higher propensity to the topic

Prerequisite

- There is nothing what should be proceeded before playing the game
- Explaining risk theory (concept) before playing game is welcomed

Time

- One investment decision takes around 5 minutes
- Investment decisions can be replicated multiple times (with different investment scenarios), therefore it can take up more time

6.1.2 Content of the house

Task description – Room 1 (upper left)

- Students are given a question with 4 possible answers
- In the original game, these questions are typical consumer-bias problems from the scientific work of Daniel Kahneman and Amos Tversky.
- The students are betting money on themselves for picking the correct answer.
- If they pick the correct answer they double the money. If they pick the wrong answer they lose the money.
- At the end they learn about consumer bias theory.



Task description – Room 2 (upper right)

- Students are listening to an investment opportunity (innovative start-up idea) and they have to decide on how much money do they invest into it. Invest= you risk your already earned gold (no limit)
- All the investment opportunities are real-life start-up success stories (eg. Facebook) or failures from the past.
- The students should decide about the investment without knowing which company it is (therefore they do not know if it is a success or a failure story)
- All the ideas have an „investment multiplier” (from 0 till 20; 0= great failure; 20=huge success). The player does NOT KNOW this „investment multiplier”
- Players investment profit: „invested gold” x „investment multiplier”



Map

- The room is in Entrepoly Casino House
- House contains following objects: one reception (main) room, two smaller rooms: Nobel price betting room (room 1 – upper left) and Venture capital room (room 2 upper right)

- All doors are open all the time
- Player can enter to any rooms any time, multiple times

Characters and items

- At the Reception:
 - Alfred(older man with beard): Adviser and main instructor
 - Ms. Fortuna (young, beautiful lady): Adviser
- Room 1 (upper left)
 - Dan (bald man): Instructor
 - Stranger 1-2-3: To receive hints
 - Shelf with books (bottom left): Teaching material (Wikipedia)
- Room 2(upper right):
 - Bill (man with glass): Instructor (introduces the investment idea)
 - Ms. Optim (blond haired lady): Adviser
 - Mr. Pessim (black haired old man): Adviser
 - Magic globe (bottom left): To receive hints

1. Scoring & evaluation in the room/house

Gold:

- The player gains/lose gold based on investment success:
 - Player's gold changes like this: „invested gold” x „investment multiplier”

Badges:

- Consumer behaviour badge = minimum 1 correct answer in Room 1 and at same time minimum 1 correct answer in Room 2
- Risk taker badge = bet minimum 10 gold in Room 1 or invest minimum 50 gold in Room 2

Evaluation:

- The educator sees all the actions that the students have done

6.1.3 House customizability

Fixed elements:

- Characters (all) and items (all)
- Dialogue of Alfred

Customizable elements (by educators in Teacher's platform):

- Room 1:
 - The dialogue (question and possible answers)
- Room 2:
 - Investment idea
 - Idea description (dialogue of Bill)
 - Investment multiplier
 - Advices and hints

- Dialogue of Ms. Optim and Mr. Pessimism
- Dialogue of Magic Globe
- Content of Book shelf (PDF)

6.2. Creativity House

6.2.1. General features of the House

Aim

To inspire creativity and critical thinking by playing a game that stimulates creativity in problem solving

Developed competences

- Self-confidence
- Lateral thinking
- Detailed observation

Competences in EntreComp Framework

Benefits

- Curiosity
- Analysis
- Exploration
- Problem solving
- Risk

Target group

- Students (users): Students of any educational level
- Educators (instructors): Teachers of any kind of topic where creativity is needed (especially economic modules as Entrepreneurship, Consumer Behaviour, Marketing, Finance).

Education level

- Any level where creativity is needed.

Limitations

- The house should be offered to various types of students, no matter their age, level of educational and branch of study, the situations are not related to any specific field.

Prerequisite

- It would be a recommendation to learn about the benefits of lateral thinking to become a creative person in the world of business before playing the game

Time

- To solve a problem may take around 5 minutes.
- There are 3 different situations that can be activated one at a time.

6.2.2. Content of the house

Task description situation 1.

Students watch a video related to the situation. They are in the middle of the sea after an aircraft crash and they have to choose 3 elements in a list to take with them to survive.

Every element has a “creativity value” (the higher the value, the more appropriate this item is for survival), and then they decide on a combination that will give them different scores, if they find the most accurate decision they will get the highest score in creativity.

When the selection is done and the activity is finished, the player has to go to the treasure chest and take a key to enter room 2.

The maximum score in the room can be of 50 points. At the end of the house the creativity level of the player will be Room1 plus Room2 creativity level.

Task description situation 2.

Students watch a video related to the situation. They have to work on a crime investigation about a murder with a blackmailer, and they have to select one of two suspects, the player has to consider all the details, clues of the case.

If the suspect selected is the correct one the player will obtain 50 points, if it is not only 25 will be scored. When the selection is done and the activity is finished, the player has to take a key in treasure chest to enter Room 2.

The maximum score in the room will be of 50 points. At the end of the house the creativity level of the player will be Room1 plus Room2 creativity level.

Task description situation 3.

Students watch a video related to the situation, they have to work on a crime investigation about a murder at Christmas time, and they have to select one of three suspects, the player has to consider all the details, clues of the case.

If the suspect selected is the correct one the player will obtain 50 points, if it is not only 20 will be scored. When the selection is done and the activity is finished, the player has to take a key in treasure chest to enter Room 2.

The maximum score in the room will be of 50 points. At the end of the house the creativity level of the player will be Room1 plus Room2 creativity level.

Map

The room is in Entrepoly Creativity House

The House contains the following objects: one reception – main room, two rooms: room 1 on the left and room 2 on the right.

First the player must talk to the wise man who is at the reception and then he will be able to enter only room1, the door of room 2 is closed until the player has finished the first room and then takes the key for room 2. The player can enter in the rooms only once.

Characters and items

At the Reception:

- The wise man, he is wearing a beard he is the one who will offer some advice.

Room 1:

- PC: The player can interact to choose the answer.
- Printer: The player can be reminded to the different options.
- The wardrobes: There are some clues for activity 1.
- Treasure Chest: The player can take the key for room 2.

Scoring & evaluation in the house

Badges:

The Creativity level can reach a maximum score of 100 points. It contains the points of room 1 and 2.

Situation 1:

20 litres of water:	3
Parachute:	20
Gun with a bullet:	3
Diapers:	20
Rod:	7
Barrel of rum:	3
Electric light	3
Lighter	3
5 Kg of coal	5
Packet of cigarettes	3
Cash register	5
Mirror	10

Situation 2:

The right suspect:	50
Incorrect suspect:	25

Situation 3:

Correct suspect:	50
Wrong suspect:	20

Evaluation:

The trainer can see the selection that the students have decided.

6.2.3. House customizability

- All the elements are fixed in room 1 , the house has got a random function that selects one of the three possible situations in that room .
- Customizable elements for the trainer can be found in the Teacher's platform.
- The teacher can choose the main question, the three answers , the correct one and 2 clues to help the student in room 2.

6.3. Break-even point house

6.3.1. General features of the house

Aim

- Formally evaluate a project to determine whether it makes financial sense (the level of output at which the revenues generated by a project equal costs)
- Analysis of company's costs
- Analysis of company's sales

Developed competences (soft skills)

- Adaptability
- Critical thinking
- Negotiation
- Decision making
- Conflict management
- Positive attitude

Competences in EntreComp Framework

- Dealing with the impact of several decisions on company results (project profit/loss for a certain output level)
- Learning through experience
- Negotiation process and effect on the planning process
- Making investment decisions

Benefits

- students will be able to identify and compute fixed costs
- students will be able to identify and compute variable costs based on expected production
- students will take decisions related to operating activities (discounted price policy, human resource management, production capacity etc.)
- students will compute the value of sales depending on decisions related to operating activities
- students will be able to determine if sales projections for a new product exceed break-even
- students will be able to determine the minimum sales level for avoiding making a loss
- students will find out if raising or lowering prices affects the company's profitability
- students will find out the consequence of costs increase, and its effect on the company's break-even position
- teachers can explain breakeven point and its impact and determinants in practice

Target group

- Students (users): Students of high schools and universities
- Educators (instructors): Teachers of economic disciplines such as: Corporate Finance, Entrepreneurship, Financial analysis

Education level

- Undergraduates/University students are ready to project profit/loss for a certain output level (reaching a break-even point in a production company considering various parameters (costs, sales etc.))

Limitations

- The house is available to various categories of students (age, educational level or branch of study are not determinants), but students in economic/financial field are the main target group of this topic

Prerequisite

- There are no required pre-conditions for being able to play the game
- Studying `Break-Even Analysis/Determining When a Product Becomes Profitable` (concept) before playing game is welcomed

Time

- One investment decision takes around 5 minutes
- Player can enter to rooms 1, 2 and 3 any time, multiple times. The player can only change his/her decisions in rooms 1,2 and 3; still, once the player enters the surprise room, he/she cannot change the decisions.
- The player`s decisions can be replicated multiple times (with different choices in rooms 1, 2 and 3), therefore it can take up more time
- Rooms 4 and 5 can be accessed only after completing Rooms 1, 2, and 3

6.3.2.Content of the house

Task description

- The students should learn how to reach a break-even point in a production company considering various parameters (costs, sales etc.)

Map

- The Breakeven House, contains a ground floor
- Therefore, the House is organised as follows:
Reception - Production area - Procurement department - Sales department - Human resource department - Accounting department - Marketing department - Board of Directors
- Rooms 1, 2 and 3 are open all the time
- Rooms 4 (Surprise) and 5 (Board of Directors) can be accessed only after completing Rooms 1 (Fixed Costs), 2 (Variable costs), and 3 (Sales)
- Player can enter to rooms 1, 2 and 3 any time, multiple times. The player can only change his/her decisions in rooms 1,2 and 3; still, once the player enters the financial room, he/she cannot change the decisions.

Characters and items

- Ground floor
 - Monika: Adviser and main guide through the game (reception)
 - Eniko (Procurement Manager)

- Kalena (Marketing Manager)
- Agata (HR Manager)
- Marco (Unit Production Manager)
- Juan (HR Assistant)
- Tomasz (Sales dep. Manager)
- Employees in production area: Andrei (Union representative) and Cristina (Union negotiator) and
- Board of directors:
 - Elek (CEO)
 - Alina (CFO)
 - Christian (COO)
 - Anne (HRM)
 - Alejandro (Sales Manager)
 - Katherine (Marketing Manager)

Scenario

- Monika – Reception desk – introduction to the topic: reaching a break-even point in a production company considering various parameters (costs, sales etc.)
- Room 1: find out about the fixed costs in the production company
- Room 2: find out about the variable costs regarding production
- Room 3: find out about the sales
- The entrance in rooms 4 and 5 is conditioned by the choices made in rooms 1, 2 and 3
- Room 1 (Fixed costs): Eniko – the player finds out about direct + indirect costs / materials (the player must make a decision/choice between buying or renting the production building; next, the player has to make a choice for the machinery and the equipment for the production, buying or renting it; Kalena – the player makes a choice regarding marketing/advertising costs, whether to spend money or not; Agata – the player finds out the level of the administrative costs
- Room 2 (Administrative costs): Juan wages (Labour costs): the player finds out about the indirect and labour costs, variables depending on the units produced; Marco (raw materials procurement and production): firstly, the player makes a choice regarding the units of finished goods that he wants to produce and, secondly, the direct costs (unitary variable cost) depends on the player's choice regarding the payment due.
- Room 3 (Sales): Tomasz: the player has to make a choice concerning the selling policy structure, that generates the selling price/unit level.
- Room 4 (Surprise): Andrei (Union representative): the player finds out the employees requirements (regarding salaries), in order to avoid a strike; Cristina (Union negotiator): The player has to choose between raising the salaries or rejecting the raise. The second choice implies a production decrease and a change of price/unit
- Room 5 (Board of Director): depending on the player's choices in the rooms, he can accumulate 5 different badges and accomplish the BEP. The board members communicate the player different messages, depending on the badge accumulation or advise him to improve his skills (marketing, resource management, sale-supply, negotiation, cost-revenues)

1. Scoring & evaluation in the house

- The Breakeven point level can reach a maximum score of 100 points, namely 50 points for BEP accomplishments and 50 points for accumulating 5 different badges. It contains the points from the room Board of Directors, after the choices in Rooms 1,2 and 3 and the decision in room 4.
- The player gains/lose points based on the decision regarding the breakeven point level.

Badges:

- 1) Badge creativity – the accumulation of 10 points, for the choice of selecting marketing expenses (room 1); 0 points otherwise
- the category: Badge mobilizing resources (room 1), namely:
 - 2) Badge 1 for buying the production building – the accumulation of 10 points; 0 points otherwise
 - 3) Badge 2 for machinery and the equipment for the production acquirement – the accumulation of 10 points; 0 points otherwise
- 4) Badge self-awareness - the accumulation of 10 points for paying now; 0 points otherwise (rooms 2 and 3)
- 5) Badge mobilizing others - the accumulation of 10 points for salaries raise; 0 points otherwise (room 4)

Evaluation:

- The educator sees all the actions that the students have done and the choices and decisions that the students have made/taken.

6.3.3. House customizability

Fixed elements:

- Characters (all) and items (all)

Customizable elements (by educators in Teacher's platform):

Advices and hints

- Options of PC
- Information of the Printer

6.4. Start-up House

Ideation room

1. Objective of the room

Aim

- All students to come up with multiple ideas for a project (20), by sketching the idea paper
- Project ideas can be business, social work, or company related
- A single idea to be chosen for the remaining tasks in the House

Developed competences

- Self-reliance
- Ideation instinct
- Creativity
- Ideation process management

Competences in EntreComp Framework

- Spotting opportunities (Ideas & Opportunities)
- Creativity (Ideas & Opportunities)
- Vision (Ideas & Opportunities)
- Share and protect ideas (Ideas & Opportunities)

Benefits

- Students discover the process of ideation within the scope of entrepreneurship
- Student develops ideas that create value for themselves & others
- Innovation and creativity are encouraged and seen as positives strengths

2. Target group of the room

Target group

- Students (users): Students of high schools and universities
- Educators (instructors): Teachers, Educators, and Professors who want to implement modules as Entrepreneurship education into their curriculum
- Budding Entrepreneurs: Anyone who wants to learn to structure and manage their entrepreneurial projects.

Education level

- Level is not decisive

Limitations

None

3. Characteristics of the room

Prerequisite

- The player must have read and understood the instructions of the support character (Cat)

Time

- Entrepoly inherently does not have any time restrictions on tasks in the entrepreneurship House.

2. Content of the room

Task description

- Ideation is a foundational aspect of any entrepreneurial endeavour. Entrepreneurship in the form of value creation. Value, in any form, cannot be created without the right ideas. Whether you are embarking on venture foundation, starting a social project, or driving growth for your employer, you will have to think, and rethink, about the right ideas.
- Here, the Idea paper will guide the player on how to ideate. This idea paper is based on the “White Paper Ideation Booklet” created by the Smart-Up initiative of Hochschule Luzern. This approach allows you to fast-track the ideation process, allowing one to pinpoint the problem one wants to solve and to ensure value creation.
- Task 1 focuses on allowing players to come up with an idea that creates value, to think about multiple aspects of the ideation phase, and to put their minds to practice. Without Task 1, all other tasks in the Entrepreneurship house will be redundant. Therefore, by nature, Task 1 is the most important task of the house. Thus, this task requires the most effort on part of the player. The aim of the task is to brainstorm 20 ideas within the Idea Paper, sort the ideas in to cool vs feasible, and narrow down to the best idea.

Map

- The task is on the first level of the Entrepreneurship house (bottom right)

Characters and items

- In Ideation Room (lower right, open room):
 - Cat (Guide)
 - Djoser

Scoring & evaluation in the room/house

None at this stage

Room customizability

Fixed elements:

- All environmental elements in the House are fixed and cannot be changed
- Dialogues are also fixed

Customizable elements (by educators in Teacher’s platform):

- The idea paper can be switched with another document that presents the task in a different format.

6.4.1. Value proposition room

Objective of the room

Aim

- Show the value of players’ idea in comparison to others
- Students have to fill out the assumption mapper, listing assumptions on which their ideas are based.

- Value assumptions to be broken down in Important, Non-important vs. easy to test, and difficult to test.

Developed competences

- Value creation and identification
- Identifying strengths and weaknesses
- Ability to describe tangible results stakeholders can obtain

Competences in EntreComp Framework

- Recognise the value of ideas (Ideas & Opportunities)
- Think sustainably (Ideas & Opportunities)
- Assess impact (Ideas & Opportunities)
- Be accountable (Ideas & Opportunities)

Benefit

- Strong differentiation between the project and its competitors
- Gives direction on risks and needs addressed by the idea
- Provides clarity of messaging of the idea

3. Target group of the room

Target group

- Students (users): Students of high schools and universities
- Educators (instructors): Teachers, Educators, and Professors who want to implement modules as Entrepreneurship education into their curriculum
- Budding Entrepreneurs: Anyone who wants to learn to structure and manage their entrepreneurial projects.

Education level

- Level is not decisive

Limitations

None

Characteristics of the room

Prerequisite

- The player must have finished the first task (ideation) in order to proceed to this one.

Time

- Entrepoly inherently does not have any time restrictions on tasks in the entrepreneurship House.

Content of the room

Task description

- The Entrepreneurial Competence Framework (EntreComp) defines entrepreneurship as creating value for others. Since Entrepoly is based on EntreComp, the next task for the players is to validate the Value Proposition of their idea conceived in Task 1. Value Proposition focuses on showing how your idea is different to others, and why/it creates value for the target audience.

- The aim of Task 2 is to ensure that users are thinking about the value they create through their ideas (in this specific case, the idea(s) in Task 1). This will allow users to think critically and systematically. Creating a value proposition is often expected of early-stage entrepreneurs and often makes or breaks the validity of a start-up idea for investors. However, Entrepoly is not only focusing on business creation, therefore the concept of value proposition can be extended to other domains as well (such as project work, or employment etc.).
- The task involves filling out the Assumption Mapper, which is a tool designed to help students identify and prioritize their key assumptions about desirability, viability and feasibility of their ideas. The key to de-risking entrepreneurial projects is not just identifying the riskiest assumptions, but also figuring out which ones are the easiest to test.

Map

- The task is on the first level of the Entrepreneurship house (top left)

Scoring & evaluation in the room/house

None at this stage

Room customizability

Fixed elements:

- All environmental elements in the House are fixed and cannot be changed
- Dialogues are also fixed

Customizable elements (by educators in Teacher's platform):

- The assumption mapper can be switched with another document that presents the task in a different format.

6.4.2.Resource modelling

Objective of the room

Aim

- To allow players to think and map resources needed to bring their idea to life
- Create a qualitative and quantitative approach towards the distribution of resources in short-, medium-, and long-terms (6 weeks, 6 months, 6 years)
- Conceptualise the project lifecycle

Developed competences

- Identification of needs and goals
- Mapping resource barriers
- Putting theory to practice

Competences in EntreComp Framework

- Identifying your strengths and weaknesses (Resources)
- Shape your future (Resources)
- Manage Resources (Material & Non-Material) (Resources)
- Make the most of your time (Resources)

Benefit

- Needs identified for project execution
- The resource model helps projects and ideas take a practical shape
- Ability to analyse choices and options

4. Target group of the room

Target group

- Students (users): Students of high schools and universities
- Educators (instructors): Teachers, Educators, and Professors who want to implement modules as Entrepreneurship education into their curriculum
- Budding Entrepreneurs: Anyone who wants to learn to structure and manage their entrepreneurial projects.

Education level

- Level is not decisive

Limitations

None

Characteristics of the room

Prerequisite

- The player must have finished the first level (ideation + value proposition) in order to proceed to this one.

Time

- Entrepoly inherently does not have any time restrictions on tasks in the entrepreneurship House.

Content of the room

Task description

- Level two begins with the modelling of resources needed to pursue the idea(s) conceived in Level 1. As with any great idea, it is pertinent to deliver the right resources in order for the idea to come to life. In the Entrepreneurship house, the idea is for the user to think and act on their own.
- The resource modelling document essentially combines the traditional business canvas model with the more recent societal canvas model to increase the applicability of the model to a range of ideas and use cases. This exercise combines elements of the previous two tasks and presents a format that allows students to think about the structure of the panned activity.

Map

- The task is on the second level of the Entrepreneurship house (middle of the room)

Characters and items

- Ramses II

Scoring & evaluation in the room/house

None at this stage

Room customizability

Fixed elements:

- All environmental elements in the House are fixed and cannot be changed
- Dialogues are also fixed

Customizable elements (by educators in Teacher's platform):

The resource modelling document can be switched with another document that presents the task

6.4.3. Raising Awareness

Objective of the room

Aim

- Create a plan that would help in gaining appreciation of others for the players' idea
- Establishing who the stakeholders are/what the target group is, and how to reach them
- To highlight the "rules of engagement" (with stakeholders)

Developed competences

- Engagement
- Risk and reputation
- Branding
- Communications
- Product Management

Competences in EntreComp Framework

- Identifying your strengths and weaknesses (Resources)
- Shape your future (Resources)
- Manage Resources (Material & Non-Material) (Resources)
- Mobilizing others (Resources)
- Self-awareness and self-efficacy (Resources)

Benefit

- Create a fundamental understanding of the target audience and the stakeholders for the entrepreneurial idea.
- A basic understanding of how to structure and plan all awareness raising activities, as would be done in a real-life situation.
- Help the players to understand the significance in awareness raising activities.

Target group of the room

Target group

- Students (users): Students of high schools and universities
- Educators (instructors): Teachers, Educators, and Professors who want to implement modules as Entrepreneurship education into their curriculum
- Budding Entrepreneurs: Anyone who wants to learn to structure and manage their entrepreneurial projects.

Education level

- Level is not decisive

Limitations

None

Characteristics of the room

Prerequisite

- The player must have finished the first level (ideation + value proposition), plus the first task of Level 2 (resource modelling) in order to proceed to this one.

Time

- Entrepoly inherently does not have any time restrictions on tasks in the entrepreneurship House.

Content of the room

Task description

- Entrepreneurial leaders must effectively communicate their ideas to stakeholders and target audiences. The effective method for achieving this is by developing a community-based strategy for building relevant solutions. These leaders must also remember that communication is a two-way street –input should always be sought when making any decisions that impact the stakeholders to ensure participation. Therefore, the awareness-raising strategy should be self-reflective as well as taking the key target group into consideration.
- The task for the Raising Awareness room involves filling out the Raising Awareness document. This task document asks the user some fundamental questions regarding their idea and target groups. By looking at the positives/negatives of the project idea (as done in previous tasks), the user can create a raw plan for who to reach out to, why to reach out to those specific groups, how to reach out to them, how do these groups related to the idea and so forth.

Map

- The task is on the second level of the Entrepreneurship house (top right-side of the room)

Characters and items

- Ms. SuitandTie

Scoring & evaluation in the room/house

None at this stage

Room customizability

Fixed elements:

- All environmental elements in the House are fixed and cannot be changed
- Dialogues are also fixed

Customizable elements (by educators in Teacher's platform):

The raising awareness task document can be switched with another document that presents the

6.4.4. Growth

Objective of the room

Aim

- To bring together all previous tasks into a presentable format: the pitch
- The pitch will summarise elements of each task from previous levels/tasks
- The pitch will also allow users to think about the future growth of their project ideas

Developed competences

- Idea pitching
- Growth oriented thinking

Competences in EntreComp Framework

- Taking the initiative (Into Action)
- Planning and management (Into Action)
- Coping with uncertainty (Into Action)

Benefit

- Allows players to learn the real-world skill of pitching, although the pitch in this context is just a document
- Creates an understanding of how to pitch an idea and how to structure the pitch

5. Target group of the room

Target group

- Students (users): Students of high schools and universities
- Educators (instructors): Teachers, Educators, and Professors who want to implement modules as Entrepreneurship education into their curriculum
- Budding Entrepreneurs: Anyone who wants to learn to structure and manage their entrepreneurial projects.

Education level

- Level is not decisive

Limitations

None

Characteristics of the room

Prerequisite

- The player must have finished the first and second levels in order to proceed to level 3.

Time

- Entrepoly inherently does not have any time restrictions on tasks in the entrepreneurship House.

Content of the room

Task description

- More broadly put, a pitch is a presentation of an idea to potential investors (could also be management within your company). People pitch an idea because they need resources. If the goal is to raise capital, the target of the pitch is an investor. Other businesses pitch to potential customers to sell their product.
- In this task, the user will be asked to fill out a “Pitch Deck”, a presentation-style document meant to capture and summarise the work of the user in the previous tasks of the house. The pitch will also engage the user into thinking regarding the future steps for their respective ideas.

Map

- The task is on the third level of the Entrepreneurship house

Characters and items

- **The Board**

Scoring & evaluation in the room/house

Gold:

None

Badges:

Upon completion of the pitch task, the entrepreneurship house is complete and the Cat (guide) will give the user a badge to show that the user completed this house.

Evaluation:

The pitch document will be submitted to by the student to the teacher and will be the only task where the student will be evaluated by the instructor.

Room customizability

Fixed elements:

- All environmental elements in the House are fixed and cannot be changed
- Dialogues are also fixed

Customizable elements (by educators in Teacher’s platform):

- The pitch deck document can be switched with another document that presents the task in a different format.

Interested in Entrepoly?

If you are interested in trying any of Entrepoly's houses, or you are up to customizing your own, do not hesitate to visit our webpage, where you have got the possibility to do so:

ISGEE project website: <https://isgee.eu>