



# CROSS-OVER CURRICULUM - CLEVER GAME

---

**Regional Test Case Documentation**

**09 2021**

---



Deliverable nr: T3.4.3



Reporting Period [nr] : 5



PP4, Microregion Sokolov- East



Lucie Říhová

Email address: rihova@sokolov-vychod.cz



# TABLE OF CONTENTS

0. Abstract	3
1. Introduction	3
2. Objective	3
3. Applied approach	3
4. Results	5
5. Goal Achievement and Lessons Learned	7
6. Outlook, Sustainability and Transferability	7
7. Annexes	7

## 0. Abstract

*Microregion Sokolov - East (Czech Republic) tested a new educational format where 18 pupils of three regional high schools, three teachers, two university students and two designers cooperated. They created three educational escape games which were focused on the topic of financial literacy. These games were produced in three (6 hours) online workshops, Virtual Study Tour and they were introduced in the online public presentation. The main task was to generate CLEVER GAMES with the help of the method Design Thinking and interdisciplinary cooperation.*

## 1. Introduction

Karlovy Vary Region is one of the smallest regions in the Czech Republic and at the same time it has the lowest Gross Domestic Product in the last 10 years. This is very closely connected with a low percentage of: (1) university graduates, (2) highly qualified people, (3) foreign investment, (4) expenditures to science, research, innovations etc. With respect to these characteristics, we have to develop the high value-added sector which Cultural and Creative Industries (CCIs) really are. Microregion Sokolov - East decided to support the young generation in creative thinking and multidisciplinary cooperation through the new educational format (CLEVER GAME) within the project InduCCI (CE1315). With this format we introduced CCI and its potential to pupils of regional high schools and their teachers. We also presented a high value of the cooperation between schools and regional designers.

## 2. Objective

With this action we wanted to support the young generation (target group) in Design Thinking and in interdisciplinary cooperation. We targeted young people to become more open to innovations, changes and possibility to start their own business. We are living in an industrial region but not only industry is the way for our growth. We introduced CCI as an opportunity for future jobs and also the power of the connection between CCI and industry. Simultaneously we wanted to create educational games in a series of online workshops which could help pupils to learn difficult educational topics. The task for pupils in three mixed teams was to create a proposal for game (desk, computer, escape or other games) which will help to learn more about the topic financial literacy (searching of jobs, CVs, labor rights, salary, taxes etc.). We used the new format of the Project-based Learning where pupils from different fields cooperated in the long-term online project with help of the method Design Thinking.

## 3. Applied approach

We created workshops on the basis of the method Design Thinking which we learned in an E-learning tool which was created within InduCCI. We also used web tools which were introduced within InduCCI partnership meetings for example [www.padlet.com](http://www.padlet.com). Without InduCCI partnership and their experience with online workshops we could not create such amazing and fruitful activity.

We organized three online workshops (25th of March, 2021; 22nd of April, 2021; 3rd of June, 2021 - always 6 hours), the Virtual Study Tour (15th of May, 2021 - 2 hours) and online Public Presentation of Outputs (17th of June, 2021 - 2 hours). We chose the online format with respect to the unfavorable epidemiological situation. The online format was prepared very thoroughly with the aim to be similar to physical workshops. It means that participants had their own discussion classes for three separate groups and they had the possibility to work on one document at the same time. It was similar as if they were sitting at one table. We prepared a Teambuilding for participants at [www.padlet.com](http://www.padlet.com) where they shared information about their favorite books, movies, meals and hobbies. It was very important for a mutual acquaintance. Furthermore, we created a CCI quiz where they could meet with important CCI definitions.

The main aim of workshops was to create proposals for three educational games (CLEVER GAMES) in three mixed groups of 18 pupils, 3 teachers and 2 university students. These games were created on the basis of the method Design Thinking. This method was introduced by two designers who created a gallery Supermarket WC in Karlovy Vary (this is a very good example of the CCI in the region). These designers were guides of five design stages: 1. empathize, 2. define, 3. ideate, 4. prototype and 5. test.

### **1st workshop (1st, 2nd and 3rd stages of the Design Thinking)**

Participants created in three mixed groups of pupils of three high schools a description of two people who could play the final educational games. They thought about hobbies of future players. It helped to create a game tailored to the target players. In the second step they redefined their task. It is a very important step where they realized the essence of the task. The task was to create a proposal for an educational game (desk, computer, escape or other games) on the topic financial literacy. The third step was a brainstorming where pupils created first proposals for games. All three groups chose to create escape games.

### **2nd workshop (continuation in 3rd stage of the Design Thinking, 4th stage)**

Participants continued in the brainstorming and then they used the co-called Sail of Opportunities - the field where they tried to think about details of their new games. Next, they tried to evaluate their proposals from the point of view of three persons (optimist, pessimist and emotional person). The last step was the creation of prototypes and division of tasks to members of groups. Each member of the group had to develop some part of the game before the next meeting.

### **Virtual Study Tour**

Participants were virtually transferred to the gallery Supermarket WC in Karlovy Vary. Designers showed pictures and videos and tried to inspire participants in the creation of their games.

### **3rd workshop (4th stage of the Design Thinking, creation of a presentation)**

In the last workshop participants had to finish their prototypes of escape games and prepared presentations which they introduced in the last meeting to the public.

### **Public presentation of outputs**

We presented the project InduCCI, this activity with the name CLEVER GAME and the method of Design Thinking to the public. Then pupils introduced their three final escape games. The public was amazed by proposals for games because they were very well

advised, innovative and useful in real conditions. They appreciated how much work pupils did online.

## 4. Results

We confirmed that the new format is very useful for dissemination of creativity among the young generation. Pupils appreciated the newly learned method of Design Thinking. They created proposals for three educational escape games which their high schools could use for example for the occasion of Day of Open Doors (they open a high school for public and pupils from elementary schools). Final proposals for games need to be finished and prepared in real rooms. Involved schools expressed their interest in using and finishing games. They will finish the games themselves next school year.

### 1<sup>st</sup> escape game - School of Life

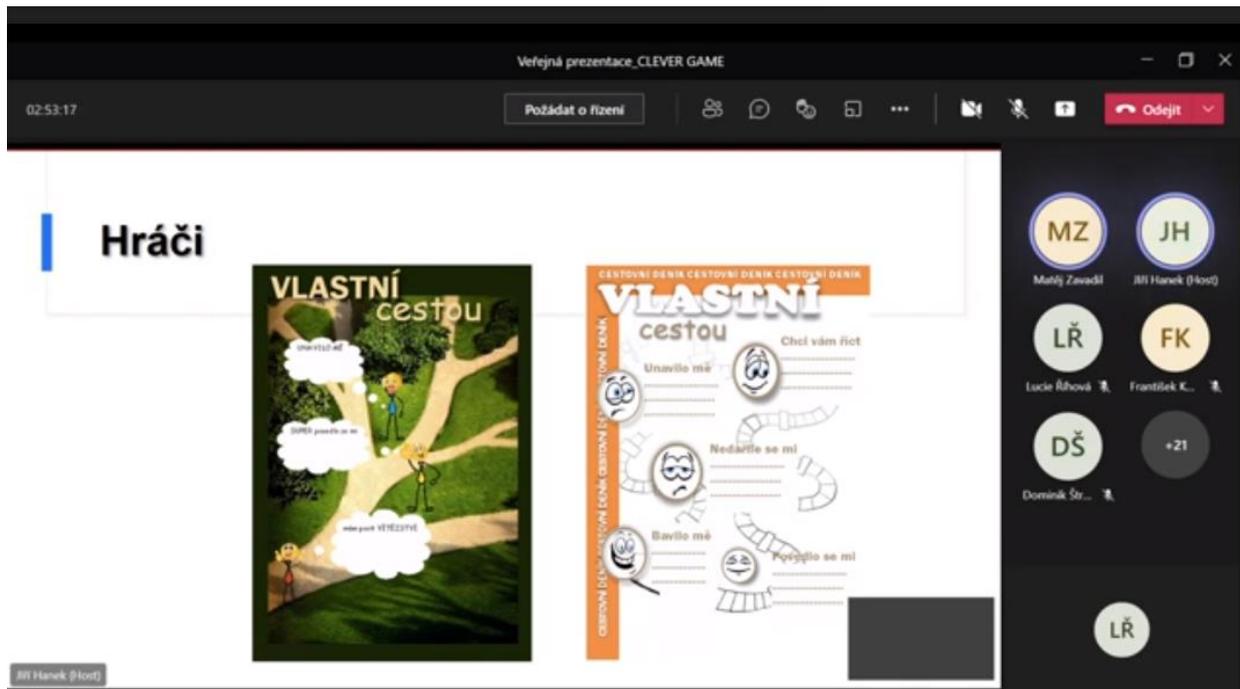
The first escape game focuses on the search for a dream job. You (or your group) are going through three rooms where you will solve tasks and answer some questions. In the first room you will find an Employment Department where you have to fill in correctly the form for the search for your job. You will try to find your dream job in the second room where you will search it on the internet and complete textual advertisements. There will also be a set of questions for which you will search answers in the room. In the third room you will face a real job interview where we will see if you are successful or not. You can find cards which we will use for the game below. There are cards for indicia, random chance and joker which helps from the prison in the game. Players could go to prison if they don't finish a task in time limit or if they don't know the answer to a question.



### 2<sup>nd</sup> escape game - Your Own Way

This escape game was prepared for individuals who don't like to cooperate in groups. You will have the task and you will have to solve it alone in one month but in a real situation. Your process will be enrolled in a game diary. At the end we will evaluate your steps and add points. If you have enough points, you will be successful in the game. The task could be: You are a single mother of two children and you were fired from your job. What will you do? The situation has to be solved in real life so you will go to the real Employment

Department in your town and you will ask what to do. The game diaries are in the graphic proposal below.



### 3<sup>rd</sup> escape game - You will not escape a job

It is an escape game with five rooms. The first step is the choice of a gaming role. You could be future employee Norbert, future businesswoman Charlotte, future businessman Sam or future employee Dahlia. Every figure has their own story which you will see in the video. Videos are placed on YouTube. There is a link for Charlotte: <https://www.youtube.com/watch?v=n5g-E8yaGig>. The game is different for employees or businessmen. Employees are going through these rooms: (1) creation of a motivation letter for a job, (2) job interview, (3) checking of a job contract and (4) drawing up a family budget with the salary. Businessmen will go through: (1) entrepreneurship test, (2) settlement of a trade license, (3) bank loan and (4) creation of a slogan for a new company.



## 5. Goal Achievement and Lessons Learned

We reached our goal. We tried the new format for the education of the young generation (target group) and it was very successful because we verified that it is a very good tool for increasing their creativity and cooperation. Participants discovered the importance of design methods and they opened their minds to innovations which are very important for regional development. We found out that we need more complex support of creativity in all regional schools. It could be through similar Project-based Learning activities. According to the finding there also exists a need to educate teachers how to develop creativity among pupils. Participants were pleased with the activity and most of them would recommend the activity to their classmates.

According to the feedback from participants it would be better to organize the activity physically. Online version was successful but some participants expressed they would prefer a face-to-face meeting to the online one. According to the participants it would be better to organize shorter meetings than three for six hours because it was a little bit demanding for them to keep attention for so long.

Other partners or the public could be inspired from our activity and they can repeat the activity in their regional conditions. The format was not difficult but you will need some time for preparation of workshops and cooperation networks with directors of high schools. However, we highly recommend to organize this activity at other regional schools or repeat it and involve more pupils.

## 6. Outlook, Sustainability and Transferability

This example could be repeated with other pupils from regional high schools in the next school years. The directors of our partner schools were very interested in the continuation of the activity. They had mainly interest in physical workshops. So, we will see how the epidemic situation will evolve or retreat and we could repeat the activity face-to-face. The topic (creation of game) and activity as a whole was very beneficial for pupils because they learned something about the method Design Thinking. We prepared a possible second topic which we can use in the future. It is VIDEO AID where pupils will create educational videos. The next step will be a discussion with directors about continuation of a cooperation and about financial resources for the activity. There is a possibility to gain a subsidy for realization of the activity. We involved the activity in the policy paper (created within InduCCI) and we will discuss future political support for increasing creativity among the young generation. The test case was taken up at institutional (involved schools) and political level (local politicians were addressed through Innovation Platform for CCI where we presented the test case).

## 7. Annexes

Annex 1 InduCCI\_T3.4.3\_Study for preparation of Cross-over Curriculum\_Czech language

Annex 2 InduCCI\_T.3.4.3\_Video from realization phase - Under the Lid of CLEVER GAME\_PP4\_PR5\_InCzechLanguage