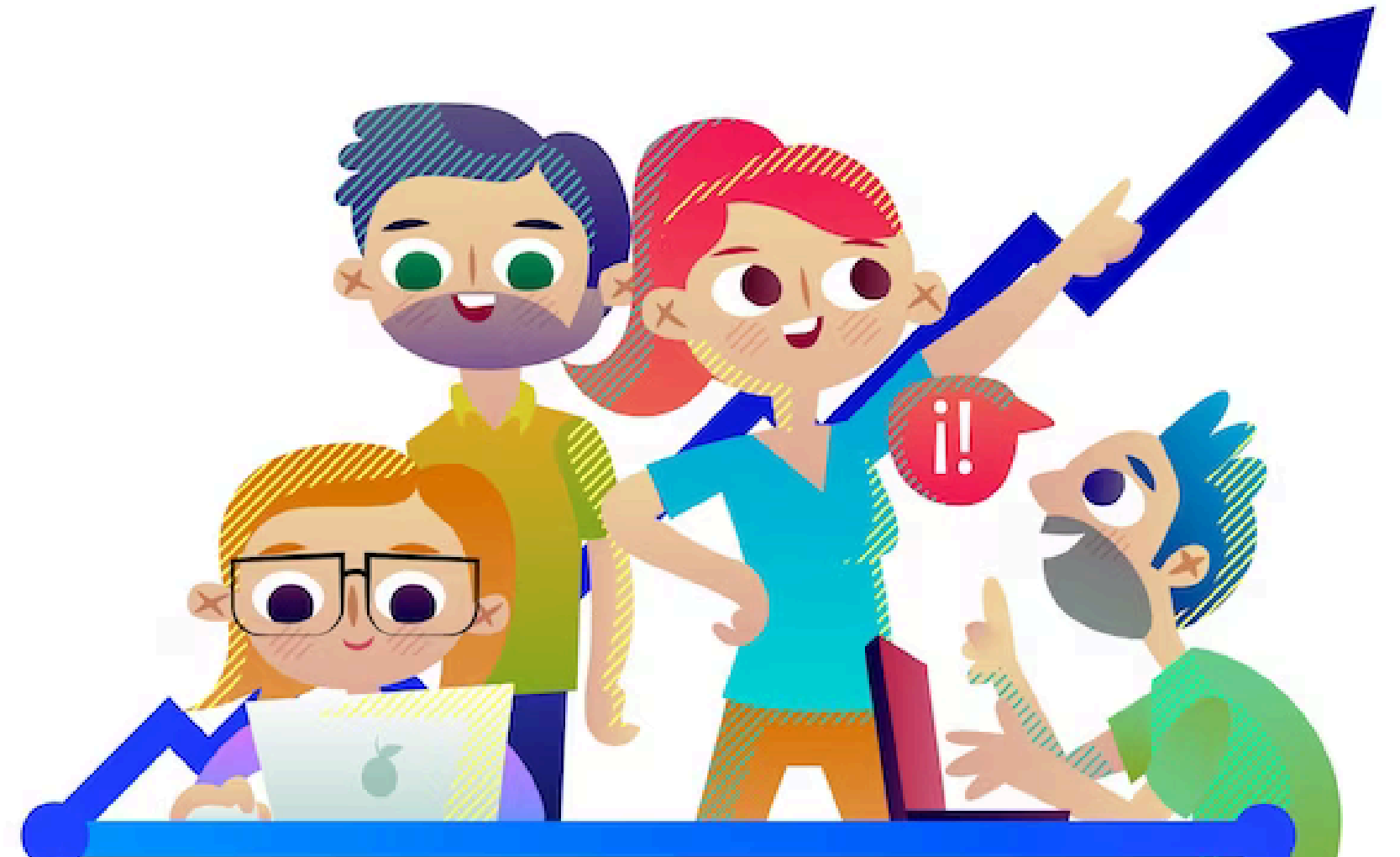


Schools Education

Win together by working together - learning by doing

TeamWork.Inc



Schools Education

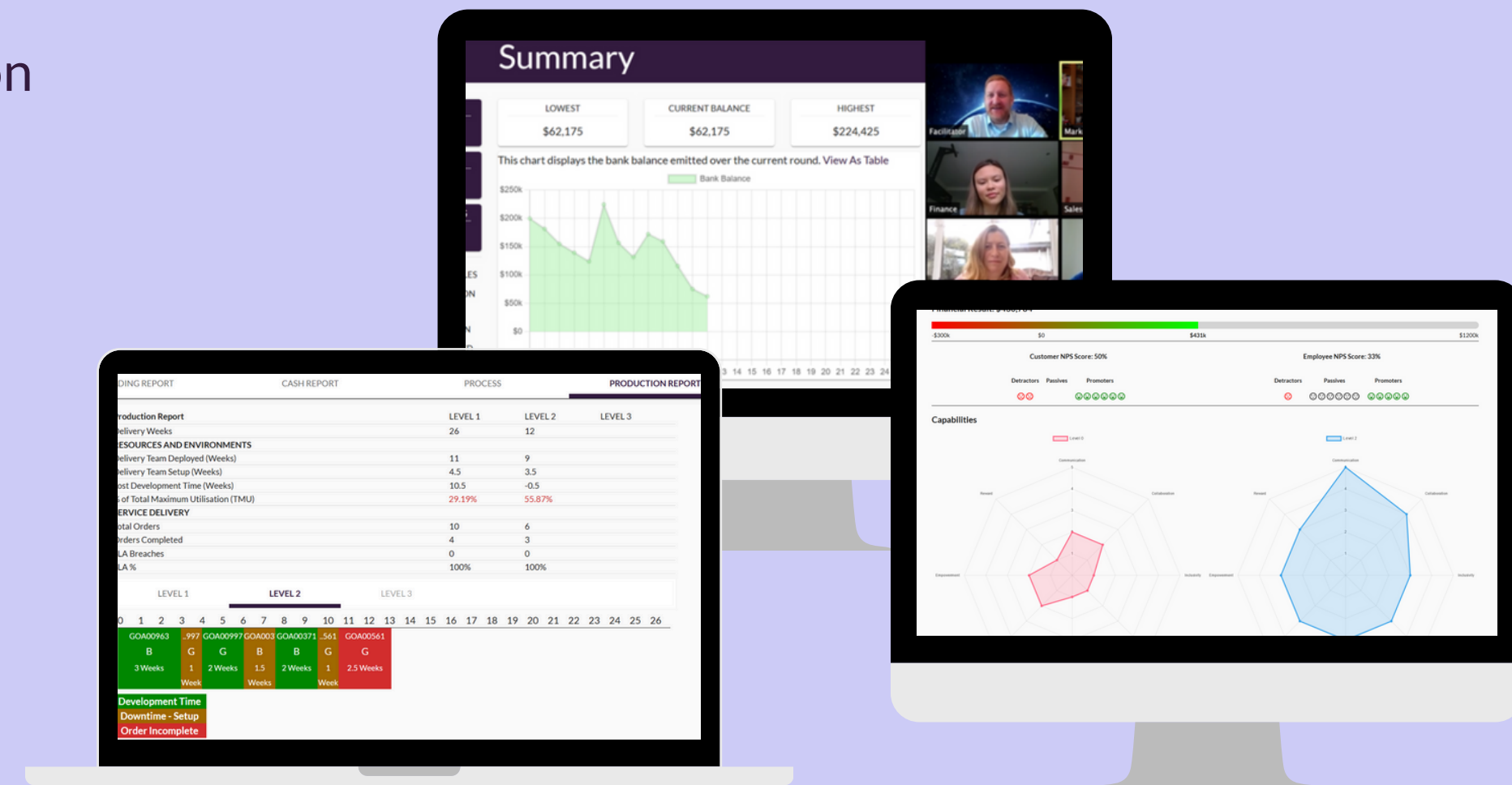
Educational institutions play a key role in **preparing students for their future** careers and working life.

Our simulation **recreates businesses** using game technology and experiential learning methods. The game presents real-world business scenarios to develop problem-solving abilities and give students a valuable opportunity to understand about how businesses operate.

Students build confidence together from seeing improvements in their performance through communication and problem-solving, guided throughout by a certified, supportive and motivational facilitator.

Split into different departments and roles, teams need to **optimize a struggling business** by working together; all whilst staying in business and making a profit.

Played **virtually or in a classroom**, participants learn and improve business skills by running a virtual business in a realistic and interactive platform.



We believe **the quickest** way to learn is by **doing**

Experiential learning is the **most successful** method of driving organizational change, improving thinking skills and creating lasting connections.

The recreation of real-world business scenarios allows users to **learn by doing** and results in a higher player engagement and emotional involvement.



For the things we have to learn before we can do them, we learn by doing them.

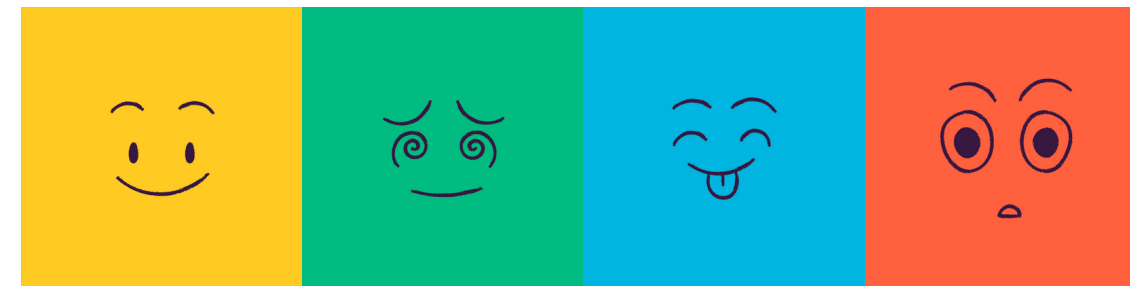
- Aristotle

How it works

Our game is designed for **groups of up to 15 pupils, online or in-room**, and divided into **two to three rounds**. Each round is **26 minutes** and involves the equivalent of **26 weeks of trade**.

Teams are tasked with running and **optimizing a complete business** in only a few short hours. However, teams are given a business that is struggling and under-developed processes without a rule book to improve it.

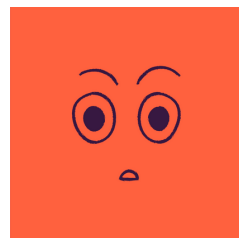
After each round, teams get to reflect and learn from past mistakes to improve their performance in future rounds.



Benefits

Our simulation games allow for a seamless **transition from student life to further/higher education working life**, as well as being an ideal and engaging educational tool.

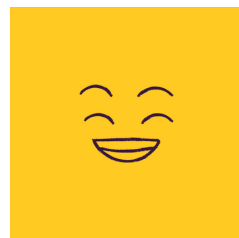
Students experience and overcome real modern business challenges and have **greater preparedness** for their onward educational or professional journeys. The game emphasizes and enhances the **transferable skills** students already have, such as training, hard work, teamwork, leadership, goal orientation, and motivation.



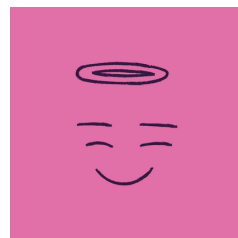
Business functions



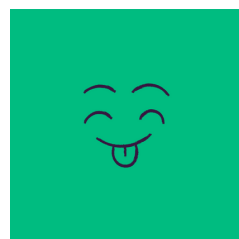
Confidence building



Team collaboration



Problem solving



Core skills development

Outcomes

- **Commercial awareness:** orientating students to the fundamentals of working in a business in a safe space.
- **Boosting confidence** by learning about how other people work, keeping self-motivated, and learning leadership skills.
- Improving **stress management skills** to deal with fears and anxieties in a supportive environment.
- Teaching **business empathy** by experiencing the typical roles of a business and how they inter-relate to generate profit and growth.
- **Breaking silos** by experiencing the tensions that can emerge between roles, recognizing how to work together to succeed.
- Teaching the **importance of communication**, process, and systems in a business.
- Having the opportunity to experience the fundamental role and **impact of cash flow** in a safe environment.
- Encouraging **real-time learning** through reflection, experience and improvement; learning processes and outcomes to then put them into practice.

Typical implementation

The simulation is designed for our partners to adapt to suit their programs of work, so we don't stipulate how it is used.

There are **three phases** to any implementation:

1 Needs analysis

To ensure that the maximum value is created from implementation, it is essential to understand the objectives of the program of work from 3 different points of view: Organization, the team level and individual.

2 Gameplay

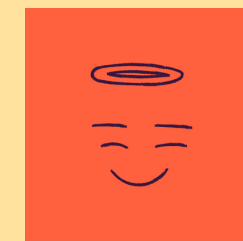
Based on the needs analysis, the facilitation element of the gameplay is adapted to meet the needs of the program of work. Innovation and ideas created are captured and discussed.

3 Real-world mapping

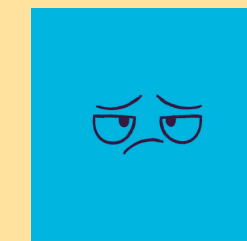
After a session, the facilitator submits a report to the schools to take the captured learnings and connect them (map) to their own study paths.

Game roles

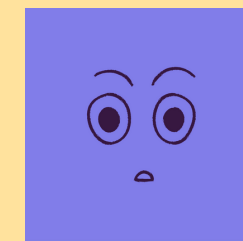
Teams are split into **different business departments and roles**.



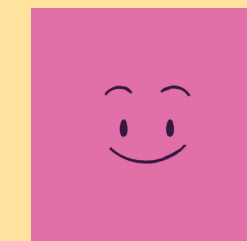
CEO



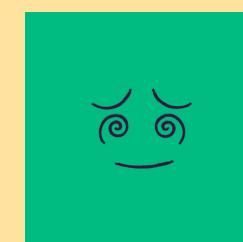
Delivery department



Sales team



Finance department



Marketing department

Results



Winners

Jedburgh Grammar Campus Secondary

“A massive thank you from all of the staff and young people at Jedburgh Grammar Campus to the Immersive Edge team. At Jedburgh we are always encouraging our staff to be ambitious for our young people so that they may achieve beyond their own perceived limitations. As a result of the opportunity that you have given to our Senior Students they will have increased confidence, self-belief and broader ambition about the lives they will forge for themselves.”

Paul Fagan
Depute Head
Jedburgh Grammar Campus

Schools Competition

Any participating school can play the simulation independently, or as part of a wider regional schools competition. [Read a case study here](#) about how this can work for schools in your region.

All students receive a CPD certified Immersive Edge certificate which they can use to boost their onward education and professional journeys.





When teachers say the students were "buzzing after it", students asking for "just another round" and even colleagues saying it was "possibly the best thing they have been involved with", I would say that is a successful day. 26 weeks trading in 26 minutes would put sweat on the forehead of many a Director!

KIRSTIE SCRIMGEOUR
ENTREPRENEURSHIP LEAD
SOUTH OF SCOTLAND ENTERPRISE



We were delighted to have young people take part in this unique opportunity. It not only raised awareness of industry sector, there was an increase in senior students confidence and self-belief to what they can achieve and broader ambitions.

NICOLA SHAW
PROGRAMME OFFICER
DYW BORDERS

Trusted by



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