



Gamification & Storytelling

Relevant escape room scenario & project resource	This activity sheet accompanies the “ From Zero to Viral ” educational escape room scenario and can be used alongside project resources focused on narrative-driven, gamified learning experiences for youth.
Target group & needs	Youth aged 14–19, working in small groups (4–6 participants), with no prior escape room experience required, but basic familiarity with digital tools and collaborative learning.
Duration	90 minutes.
Target competence areas	Entrepreneurship Competence (creativity, taking initiative, working with others) and Digital Competence (content creation, communication, problem-solving in digital environments).
Objectives	Participants develop the ability to understand and apply basic storytelling structures in gamified learning contexts, integrate simple game mechanics into a narrative flow, and collaborate effectively to solve story-driven challenges.
Materials & equipment	Printed story cards and task sheets, pens and markers, a timer, laptops or tablets with internet access, and basic digital tools for content viewing and



	collaboration (e.g. presentation or shared document platforms).
Useful resources	Short videos or articles on storytelling in education, basic gamification templates (quests, roles, progress maps), examples of educational escape rooms, and practical guides on youth engagement through game-based learning.
Setup	Prepare the space to support small-group collaboration, arrange story and task materials according to the narrative sequence, and test all digital tools in advance to ensure a smooth and uninterrupted storytelling flow.
Step-by-step instructions	Step 1 – Context & challenge briefing (5 min) Participants are introduced to the scenario and confirm they understand their mission to redesign puzzles so they are inclusive yet still challenging. Step 2 – Barrier detection (15 min) Groups analyse sample puzzles using an inclusion checklist and list specific accessibility barriers they identify. Step 3 – Inclusive redesign (25 min) Participants redesign the puzzles to remove identified barriers while maintaining gameplay challenge and meeting checklist criteria.



	Step 4 – Neurodiversity adaptation round (15 min) Groups adapt their redesigned puzzle to support an assigned player profile and explain how their changes ensure accessibility. Step 5 – Testing & feedback (15 min) Participants test another group's puzzle with the checklist and confirm whether it is fully accessible, clear, and playable.
Debriefing questions	What role did the story (From Zero to Viral scenario) play in your engagement, which game elements (codes, roles) helped you collaborate or stay motivated, and how could this approach be applied to other learning topics (youth sessions)? Which moment in the story (content mission) was most engaging and why, how did the challenges support or disrupt the narrative flow, and what would you change to make the learning experience clearer or more motivating (for learners)?
Assessment & evaluation	The trainer evaluates learning outcomes by observing participants' engagement with the story, their ability to connect challenges to the narrative flow, and the effectiveness of collaboration, complemented by short group reflections on how storytelling and game elements supported learning.



Variations & adaptation	The trainer observes participants' engagement, collaboration, and ability to connect tasks to the story, and uses short group reflections or feedback prompts to assess understanding of storytelling and gamification principles.
Trainer tips	Keep the focus on the story rather than the puzzles themselves, monitor group dynamics to ensure everyone is involved, and be ready to adjust the narrative pace if participants become stuck or disengaged.
References & further readings	• Gee, J. P. (2007). What video games have to teach us about learning and literacy (2nd ed.). Palgrave Macmillan. • Kapp, K. M. (2012). The gamification of learning and instruction: Game-based methods and strategies for training and education. Pfeiffer. • Nicholson, S. (2015). A recipe for meaningful gamification. In L. Wood & T. Reiners (Eds.), Gamification in education and business (pp. 1–20). Springer. • Plass, J. L., Homer, B. D., & Kinzer, C. K. (2015). Foundations of game-based learning. Educational Psychologist, 50(4), 258–283. • The Interaction Design Foundation. (2025). What is Gamification?



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