EAVIE

Esports as Accelerator for Social Inclusive Education

LESSON

THE SCRUM SPRINT GAME

AUTHOR

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CODEARTS SOLUTIONS

THE SCRUM SPRINT GAME

The Scrum Sprint Game is a compact agile simulation in which learners organise a product backlog, adopt Scrum responsibilities and deliver a small working prototype across two short sprints. The emphasis is on adaptation, visibility and team communication.

Subject and level

VET learners involved in software projects, including developers, designers and technical students who need practical experience of agile roles, ceremonies and iterative delivery.

Connection to curriculum

The design connects project planning, teamwork, requirement interpretation and iterative development. It supports professional skills in estimation, prioritisation, communication, review and continuous improvement alongside technical delivery.

Didactic and pedagogic considerations

Role-based simulation makes agile terminology meaningful through experience. Short timeboxes expose planning assumptions quickly, while reviews and retrospectives create structured reflection on both product outcomes and team behaviour.

Time estimate

3 hours

THE SCRUM SPRINT GAME

Group size

12-24 students

Overall introduction to exercise

Cross-functional teams receive a client brief and a prioritised backlog for a small digital product. They plan, execute and review two timeboxed sprints while the teacher introduces a realistic change in priorities between iterations.

The exercise makes process visible: students experience the consequences of overcommitting, unclear ownership and poor communication, but also see how stand-ups, backlog refinement and retrospectives can improve the next sprint.

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Exercise as presented to the students

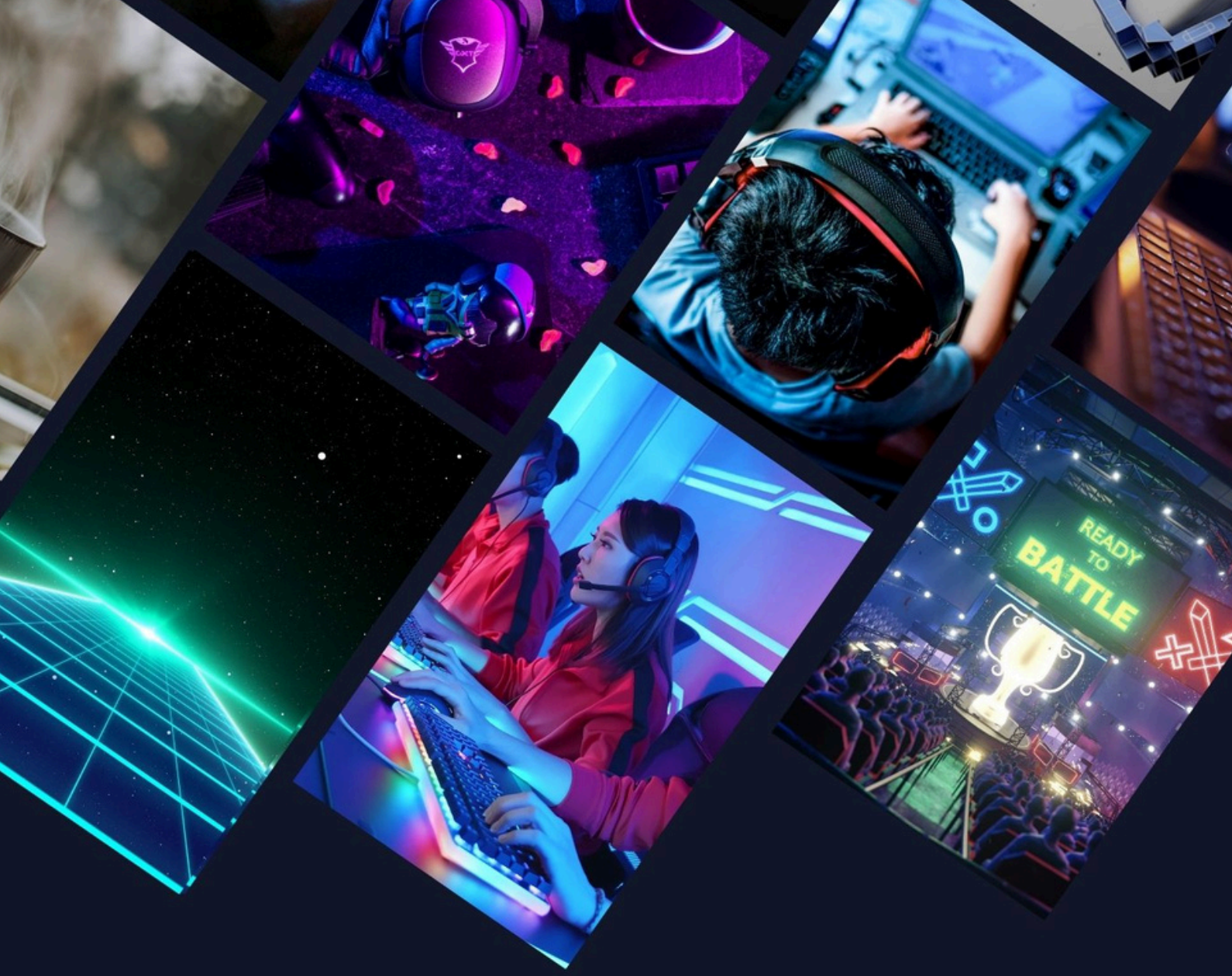
Students formed cross-functional teams of four or five and drew role cards for Product Owner, Scrum Master and Developers. The teacher introduced a fictional client who needed a simple event-registration prototype and provided a backlog of user stories with different priorities and rough effort values.

Teams spent ten minutes planning sprint one. They selected stories, broke work into tasks and stated a sprint goal before starting a 40-minute development timebox. A short stand-up was held halfway through, with each learner reporting progress, the next action and one blocker.

At the sprint review, teams demonstrated whatever was genuinely working rather than describing unfinished work. The teacher, acting as the client, then changed one requirement and added a high-priority story. Students had to refine the backlog, decide what to remove and plan a second sprint without simply extending the deadline.

Sprint two repeated the cycle with improved role clarity. Scrum Masters were asked to watch communication rather than write code continuously, and Product Owners had to make explicit priority decisions. The second review was followed by a retrospective using Start, Stop and Continue notes.

The class compared the two sprints and identified changes in flow, scope control and communication. Students recognised why a small achievable sprint goal is more useful than an overloaded task list. The simulation gave them practical experience of Scrum ceremonies while also exposing leadership, negotiation, time management and collaborative decision-making.



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