



EduTrend Contents

EDUTECH · GAMIFICATION CONCEPTS AND PRINCIPLES · PRIMARY

Game or Gamified?

Spot the difference between playing a game and adding game elements

Ages 7–10

Level: Foundation

40 minutes

Groups of 3 · up to 30

Activity 01

Inside: activity at a glance · step-by-step session plan · facilitator notes · 3 pupil worksheets · assessment checklist

ACTIVITY 01 · AT A GLANCE

Game or Gamified?

Groups sort picture cards: a board game, a sticker chart, a video game, a reading challenge with levels, a sports match and a step counter. They decide which are whole games and which are ordinary activities with game elements added. They list the elements they spot, such as points, levels, badges and feedback, and share examples from home.

Learning outcomes

By the end of the session pupils can:

- tell games from gamified activities;
- name common game elements;
- spot game elements in daily life;
- explain why they motivate.

KEY WORDS

game · gamified · points · level ·
badge · feedback

CURRICULUM LINKS

PSHE: motivation. English:
explaining. Maths: points and
scores.

1**GOAL**

What is the
learning goal?

2**CHALLENGE**

What is the task?

3**FEEDBACK**

How do players
know?

4**PROGRESS**

How is growth
shown?

5**RETRY**

Can they try again?

6**REFLECT**

Did it help
learning?

Materials (per group)

- Picture cards
- Sorting mats
- Sticky notes
- Worksheets 1, 2 and 3

Before the session

- Print picture cards.
- Prepare sorting mats.
- Plan groups.
- Print worksheets.

SAFETY

No specific hazards. Keep discussion kind about
games pupils like or dislike.

ACTIVITY 01 · SESSION PLAN

Step by step

Gamification keeps the activity; it adds a structure borrowed from games.

Time	What happens	Say or ask
0–5 min Hook	Show a sticker chart and a board game.	<i>“Are both games?”</i>
5–20 min Sort	Sort picture cards.	<i>“Why did you put it there?”</i>
20–30 min Spot	List game elements.	<i>“What makes it game-like?”</i>
30–37 min Home	Examples from home.	<i>“Where else do you see points?”</i>
37–40 min Reflect	Do they help?	<i>“Which element motivates you?”</i>

CHALLENGE CARD (print or copy onto the board)

Sort examples into games and gamified activities, name the game elements in each and explain which ones motivate you.

ACTIVITY 01 · FACILITATOR NOTES

The gamification know-how in brief

A game is a complete activity with rules, goals and play. Gamification adds game elements, such as points, levels or badges, to something that is not a game, like reading or homework.

Points, badges and leaderboards are the most visible elements, but clear goals, feedback and a sense of progress often matter more for learning.

Common ideas to listen for

- “Gamification means playing games in class.” It adds game elements.
- “Points are the main thing.” Goals and feedback matter more.
- “Everyone likes the same game elements.” People differ.

Adapting the activity

Support

Use four cards only.

Stretch

Design a game element for tidying your room.

WORKSHEET 1

Sort

Name: _____

Class: _____ Date: _____

Game or gamified?

Sort

Example	Game	Gamified
1		
2		
3		
4		
5		
6		

WORKSHEET 2

Game elements

What did you spot?

Game elements

Example	Elements
1	
2	
3	

WORKSHEET 3

What motivates me

Explain.

The game element that helps me most and why

FOR THE TEACHER

Assessment checklist

Use during the session. One sheet covers up to eight pupils; copy as needed.

Pupil	Sorts correctly	Names elements	Explains motivation

Suggested codes: W = working towards · E = expected · G = greater depth

ABOUT THIS ACTIVITY

Game or Gamified? is a sample activity from the EduTrend Contents Edutech Gamification Concepts and Principles programme (primary, level: foundation). Every activity in the programme follows the same format: a practical challenge, a clear session plan, facilitator notes and ready-to-print worksheets, so that teachers, club leaders and parents can run it without extra preparation.

Full 15-, 20- and 32-week programmes are available from EduStore at edutrend.org.

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