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ACTIVITY 03 · AT A GLANCE

Pick the Mechanic

Pairs receive ten lesson objectives, such as “recall the parts of a cell” or “design an experiment”. They classify each by thinking level using Bloom’s taxonomy: remember, understand, apply, analyse, evaluate or create. Then they match each to a mechanic: quick point rounds, levels, a quest with stages, a team challenge or a mastery checklist, and justify choices.

Learning outcomes

By the end of the session students can:

- write objectives as actions;
- classify thinking levels;
- match mechanics to objectives;
- justify design choices.

KEY WORDS

objective · Bloom’s taxonomy · mechanic · recall · analyse · create

CURRICULUM LINKS

All subjects: learning objectives.
Psychology: thinking skills. Design: fit for purpose.

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 pair)

- Objective cards
- Bloom’s level cards
- Mechanic cards
- Worksheets 1, 2 and 3

Before the session

- Print cards.
- Prepare examples.
- Plan pairs.
- Print worksheets.

SAFETY

No specific hazards.

ACTIVITY 03 · SESSION PLAN

Step by step

Recall suits quick point rounds; analysis and creation suit quests with open tasks and peer feedback.

Time	What happens	Say or ask
0–8 min Hook	Two objectives, same mechanic?	<i>“Does a quiz suit “design an experiment”?”</i>
8–22 min Classify	Bloom levels.	<i>“What will pupils actually do?”</i>
22–38 min Match	Mechanics to objectives.	<i>“Why that mechanic?”</i>
38–50 min Share	Compare and debate.	<i>“Would another mechanic work?”</i>

CHALLENGE CARD (print or copy onto the board)

Classify ten lesson objectives by thinking level and match each to a suitable game mechanic, justifying your choices.

ACTIVITY 03 · FACILITATOR NOTES

The lesson design know-how in brief

Objectives written as actions, such as “explain why a character changes”, are easier to design for than vague ones like “understand the chapter”.

Bloom’s taxonomy, revised by Anderson and Krathwohl in 2001, orders thinking from remembering to creating. Quick recall suits point rounds; analysis and creation need open quests with feedback.

Common ideas to listen for

- “Any game fits any lesson.” Match the mechanic to the objective.
- “Points work for everything.” Complex tasks need richer feedback.
- “Understand is a clear objective.” Use observable actions.

Adapting the activity

Support

Provide objectives already sorted by level.

Stretch

Rewrite vague objectives as actions.

WORKSHEET 1

Classify

Name: _____

Class: _____ Date: _____

Thinking levels.

Classify

Objective	Bloom level
1	
2	
3	
4	
5	

WORKSHEET 2

Match

Choose mechanics.

Match

Objective	Mechanic	Why
1		
2		
3		
4		
5		

WORKSHEET 3

Rewrite

Make objectives actionable.

Two vague objectives rewritten as actions

FOR THE TEACHER

Assessment checklist

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

Student	Classifies levels	Matches mechanics	Justifies choices

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

ABOUT THIS ACTIVITY

Pick the Mechanic is a sample activity from the EduTrend Contents Edutech Designing Gamified Lessons programme (middle school, level: intermediate). 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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