G.A.M.E.

Cristina Gaggioli

Thanks to Claudia Lafranconi, who has translated and designed the cards.

Summary

G.A.M.E. INSTRUCTIONS

1 — Take your board and pick up your classroom's age, between kindergarten and middle school (card C1-C10)

G — Choose between different goals based on your classroom's type (card G1-G8)

A — Based on the UDL principles, pick the one you are going to improve! (card A1-A3)

M — Based on Chou's classification, called Octalysis, pick one method to improve motivation! (card M1-M8)

E — Pick the type of environment you are going to be in. You also have to choose the type of evaluation! (card E1-E2)

! — **BE CAREFUL** throw the dice, you are going to have some students with special needs in your classroom, take care of them!

ROLL THE DICE!

Deafness

Learning disorders, ADHD, attention disorders

Blindness

Physical Disabilities

Communication and Language disorders

Gifted, Intellectual disabilities

G.A.M.E. – GOALS

✂ - - - - - - - - - - - - - - - - -

G1 KINDERGARTEN

WRITING

A) Ability to get in touch with written language;
B) Ability to explore and to test first ways of written communication;
C) Ability to use new technologies and new media.

CHOOSE YOUR GOAL!

Created by:
Cristina Gaggioli & Claudia Lafranconi

G1 KINDERGARTEN

LISTENING AND METALINGUISTIC AWARENESS

A) Ability to listen and to understand storytelling;
B) Ability to create stories and to explain when asked about that;
C) Ability to use language to design activities and to define rules;
D) Ability to think about language, language varieties, and to work with creativity and imagination.

CHOOSE YOUR GOAL!

Created by:
Cristina Gaggioli & Claudia Lafranconi

G1   KINDERGARTEN

SPEAKING

A) Ability to understand small dialogues;
B) Ability to assume meanings of new words;
C) Ability to express emotions and feelings through language, in different situations;
D) Ability to create rhymes, nursery rhymes and new words.

CHOOSE YOUR GOAL!

Created by:
Cristina Gaggioli & Claudia Lafranconi

G3 PRIMARY SCHOOL

WRITING

A) Ability to design a text, using tools such as maps;

B) Ability to write different types of text in a proper way, adapting them to the situation, the topic, the purpose and the target, also adding quotes;

C) Ability to perform several types of writing techniques (poems, prose, linguistic game, screenplays).

CHOOSE YOUR GOAL!

Created by:
Cristina Gaggioli & Claudia Lafranconi

G3 PRIMARY SCHOOL

LISTENING AND SPEAKING

A) Ability to listen to different types of speech and to understand the situation;

B) Ability to take the floor in a conversation, and to understand the type of communicative situation;

C) Ability to take notes, to write keywords during and after the listening;

D) Ability to speak about different topics and subjects studied, with several supportive features (maps, graphs).

CHOOSE YOUR GOAL!

Created by:
Cristina Gaggioli & Claudia Lafranconi

G3 PRIMARY SCHOOL

READING

A) Ability to read aloud in an expressive way;
B) Ability to read quietly different types of text, using supportive techniques (underline, notes);
C) Ability to extract information from different types of text, and to learn more about a topic and to elaborate them;
D) Ability to read simple argumentative text as well as literature, understanding the main aim of them.

CHOOSE YOUR GOAL!

Created by:
Cristina Gaggioli & Claudia Lafranconi

G3 PRIMARY SCHOOL

GRAMMAR AND METALINGUISTIC AWARENESS

A) Ability to understand variation of language based on the relation between situations and speakers;
B) Ability to realize different text patterns (description, argumentative, etc.);
C) Ability to understand relations between words (similarities, contrary, etc.);
D) Ability to comprehend personal common mistakes, learning from them.

CHOOSE YOUR GOAL!

Created by:
Cristina Gaggioli & Claudia Lafranconi

G3   PRIMARY SCHOOL

VOCABULARY ACQUISITION (RECEPTIVE AND PRODUCTIVE)

A) Ability to expand the vocabulary through experiences, social interactions and readings;
B) Ability to comprehend different meanings of simple words, in different contexts;
C) Ability to understand and use technical words as well as main vocabulary in different situations;
D) Ability to use the dictionary.

CHOOSE YOUR GOAL!

Created by:
Cristina Gaggioli & Claudia Lafranconi

G5   PRIMARY SCHOOL

WRITING

A) Ability to organize the plot of a text;
B) Ability to write stories about different types of experiences with the main information;
C) Ability to write letters, mails, articles, experiences in a diary and creative texts;
D) Ability to rework texts (paraphrase, summaries, etc.);
E) Ability to use different forms of writing, using the new technologies;
F) Ability to write grammatically correct texts.

CHOOSE YOUR GOAL!

Created by:
Cristina Gaggioli & Claudia Lafranconi

G5 — PRIMARY SCHOOL

LISTENING AND SPEAKING

A) Ability to take the floor in a conversation, with questions, answers and explanations;
B) Ability to ask precise questions while listening;
C) Ability to tell personal or fantastic stories, in a chronological, logic and clear order;
D) Ability to organize a simple speech on a defined topic to express it in class;
E) Ability to comprehend different points of view in a discussion.

CHOOSE YOUR GOAL!

Created by:
Cristina Gaggioli & Claudia Lafranconi

G5 — PRIMARY SCHOOL

READING

A) Ability to learn techniques of quiet reading as well as aloud and expressive reading;
B) Ability to foresee and understand the main topics of a text based on simple hints (i.e. title)
C) Ability to look for information in different types of text (maps, schedules, etc);
D) Ability to read and understand instructions to adjust the behavior or do an activity;
E) Ability to distinguish between reality and fantasy.

CHOOSE YOUR GOAL!

Created by:
Cristina Gaggioli & Claudia Lafranconi

G5 PRIMARY SCHOOL

GRAMMAR AND METALINGUISTIC AWARENESS

A) Ability to understand the variation of language in terms of time, geography, society and communication;
B) Ability to understand the formation of words as well as the similarities and differences between them;
C) Ability to recognize the parts of speech;
D) Ability to know the fundamental orthographic and spelling rules and how to use them properly.

CHOOSE YOUR GOAL!

Created by:
Cristina Gaggioli & Claudia Lafranconi

G5 PRIMARY SCHOOL

VOCABULARY ACQUISITION (RECEPTIVE AND PRODUCTIVE)

A) Ability to understand and use the basic vocabulary;
B) Ability to expand the vocabulary through experiences, social interactions and readings;
C) Ability to comprehend the figurative use of words in simple contexts;
D) Ability to understand and use specific words linked to a defined subject;
E) Ability to use the dictionary as a reference tool.

CHOOSE YOUR GOAL!

Created by:
Cristina Gaggioli & Claudia Lafranconi

G8   SECONDARY SCHOOL

WRITING

A) Ability to know and use conception, design and review procedures to write a text;
B) Ability to write different types of text correctly, such as argumentative or narrative texts, as well as instructions, letters, mails and comments, synthesis even through schemes;
C) Ability to use other texts inside individual productions, as quotes;
D) Ability to use digital skills in writing as well as creative writing (poems, theatre, games, etc).

CHOOSE YOUR GOAL!

Created by:
Cristina Gaggioli & Claudia Lafranconi

G8   SECONDARY SCHOOL

LISTENING AND SPEAKING

A) Ability to listen to different texts, made up by people and media, understanding main aims and topics;
B) Ability to take the floor properly and at the right time during a class conversation;
C) Ability to use metacognitive strategies while listening (notes, keywords, etc.);
D) Ability to describe objects, people, stories, experiences in a proper way;
E) Ability to express a studied topic in a clear way.

CHOOSE YOUR GOAL!

Created by:
Cristina Gaggioli & Claudia Lafranconi

Card 1

G8   SECONDARY SCHOOL

READING

A) Ability to read aloud in an expressive way, using a different tone;
B) Ability to read quietly and use metacognitive strategies in reading;
C) Ability to obtain implicit and explicit information in different textbooks and sources;
D) Ability to read argumentative texts by identifying the main thesis and topics, as well as different narrative texts such as novels and poems by analyzing them completely.

CHOOSE YOUR GOAL!

Card 2

G   A   M   E

Card 3

G8   SECONDARY SCHOOL

B A C

GRAMMAR AND METALINGUISTIC AWARENESS

A) Ability to recognize the variations of language;
B) Ability to recognize different types of text as well as different relations between words (similarities and differences);
C) Ability to understand the differences between simple and complex sentences and to recognize inside a text the parts of speech;
D) Ability to find and correct common mistakes.

CHOOSE YOUR GOAL!

Card 4

G   A   M   E

SECONDARY SCHOOL

VOCABULARY ACQUISITION (RECEPTIVE AND PRODUCTIVE)

A) Ability to extend the vocabulary, based on different experiences and readings;

B) Ability to use words in a figurative sense;

C) Ability to use the right words in a specific situation;

D) Ability to understand unknown words inside a text;

E) Ability to use different types of vocabulary;

F) Ability to use scientific words linked to different subjects.

CHOOSE YOUR GOAL!

Created by:
Cristina Gaggioli & Claudia Lafranconi

A2   ACCESSIBILITY

REPRESENTATION -
Perception

INTERACT WITH FLEXIBLE CONTENT THAT
DOESN'T DEPEND ON A SINGLE SENSE LIKE SIGHT,
HEARING, MOVEMENT OR TOUCH

A) Offer ways of customizing the display
information;
B) Offer alternatives for auditory information;
C) Offer alternatives for visual information.

Created by:
Cristina Gaggioli & Claudia Lafranconi

A2   ACCESSIBILITY

REPRESENTATION - Language
& Symbols

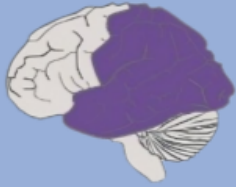COMMUNICATE THROUGH LANGUAGES THAT
CREATE A SHARED UNDERSTANDING

A) Clarify vocabulary and symbols;
B) Clarify syntax and structure;
C) Support decoding of text, mathematical
notation and symbols;
D) Promote understanding across languages;
E) Illustrate through multiple media.

Created by:
Cristina Gaggioli & Claudia Lafranconi

A2   ACCESSIBILITY

REPRESENTATION - Comprehension

CONSTRUCT MEANING AND GENERATE NEW UNDERSTANDINGS

A) Activate or supply background knowledge;
B) Highlight patterns, critical features, big ideas and relationships;
C) Guide information processing and visualization;
E) Maximize transfer and generalization.

Created by:
Cristina Gaggioli & Claudia Lafranconi

A3   ACCESSIBILITY

ACTION & EXPRESSION - Expression & Communication

COMPOSE AND SHARE IDEAS USING TOOLS THAT HELP ATTAIN LEARNING GOALS

A) Use multiple media for communication;
B) Use multiple tools for construction and composition;
C) Build fluencies with graduated levels of support for practice and performance.

Created by:
Cristina Gaggioli & Claudia Lafranconi

A3 ACCESSIBILITY

ACTION & EXPRESSION - Physical Action

INTERACT WITH ACCESSIBLE MATERIALS AND TOOLS

A) Vary the methods for response and navigation;
B) Optimize access to tools and assistive technologies.

Created by:
Cristina Gaggioli & Claudia Lafranconi

A3 ACCESSIBILITY
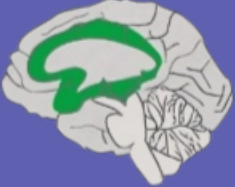
ACTION & EXPRESSION - Executive Functions

DEVELOP AND ACT ON PLANS TO MAKE THE MOST OUT OF LEARNING

A) Guide appropriate goal-setting;
B) Support planning and strategy development;
C) Facilitate managing information and resources;
D) Enhance capacity for monitoring progress.

Created by:
Cristina Gaggioli & Claudia Lafranconi
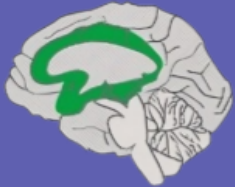
Card 1 (top left)

A1 ACCESSIBILITY

ENGAGEMENT - Recruiting Interest

SPARK EXCITEMENT AND CURIOSITY FOR LEARNING

A) Optimize individual choice and autonomy;
B) Optimize relevance, value and authenticity;
C) Minimize threats and distractions.

Card 2 (top right)

Created by:
Cristina Gaggioli & Claudia Lafranconi

Card 3 (bottom left)

A1 ACCESSIBILITY

ENGAGEMENT - Sustaining Effort & Persistence

TACKLE CHALLENGES WITH FOCUS AND DETERMINATION

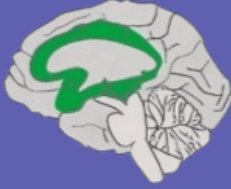**A)** Heighten salience of goals and objectives;
B) Vary demands and resources to optimize challenge;
C) Foster collaboration and community;
D) Increase mastery - oriented feedback.

Card 4 (bottom right)

Created by:
Cristina Gaggioli & Claudia Lafranconi

A1   ACCESSIBILITY

ENGAGEMENT - Self Regulation

HARNESS THE POWER OF EMOTIONS AND MOTIVATION IN LEARNING

A) Promote expectations and beliefs that optimize motivation;
B) Facilitate personal coping skills and strategies;
C) Develop self assessment and reflection.

Created by:
Cristina Gaggioli & Claudia Lafranconi

M1 MOTIVATION

EPIC MEANING & CALLING

Is the core drive where players believe that they are doing something greater than themselves, or they are *chosen* to do something. This also comes into play when someone has "Beginner's Luck", an effect where people believe they have some type of gift that others don't.

Created by:
Cristina Gaggioli & Claudia Lafranconi

M1 EPIC MEANING & CALLING

M1.1 - NARRATIVE

One of the most straightforward ways to install Epic Meaning & Calling into a user is through an engaging Narrative, which allows to introduce a story that gives people context for a higher meaning in terms of interacting.

Created by:
Cristina Gaggioli & Claudia Lafranconi

M1 EPIC MEANING & CALLING

M1.2 - ELITISM

Allowing the users to form a prideful group based on ethnicity, beliefs, or common interests make them feel like they are part of a larger cause, instilling group pride, which means each member tries to secure the pride of the group by taking specific actions.

Created by:
Cristina Gaggioli & Claudia Lafranconi

M1 EPIC MEANING & CALLING

M1.3 - BEGINNER'S LUCK

This is the "Calling" in the title: Calling makes people think they are uniquely destined to do something; with Beginner's Luck people feel like they've been one of the few chosen to action, which makes them much more likely to take it.

Created by:
Cristina Gaggioli & Claudia Lafranconi

M2 — MOTIVATION

DEVELOPMENT & ACCOMPLISHMENT

It's the internal drive of making progress, developing skills and eventually overcoming challenges. The word "challenge" is the most important part. It is also the easiest to design and it's where the PBLs (Points, Badges and Leaderboards) mostly focus on.

Created by:
Cristina Gaggioli & Claudia Lafranconi

M2 — DEVELOPMENT & ACCOMPLISHMENT

M2.1 - PROGRESS BAR

Human brains hate incomplete things dangling in front of them. When users see a Progress Bar that is taunting them as only being 35% of a professional, it gives them that extra push to finish the Desired Actions and become complete again as a human being.

Created by:
Cristina Gaggioli & Claudia Lafranconi

DEVELOPMENT & ACCOMPLISHMENT

M2

M2.2 - BADGES

Badges are *Achievement Symbols* that can come in many forms: badges, stars, belt, hats, uniforms, trophies, and they must symbolize achievement. Users can feel proud and accomplished when they do something that makes they feel like they earned that by utilizing their creativity that solved a problem that no one could solve.

Created by:
Cristina Gaggioli & Claudia Lafranconi

DEVELOPMENT & ACCOMPLISHMENT

M2
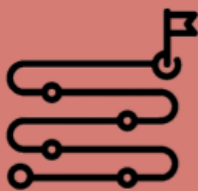
M2.3 - STATUS POINTS

They are useful for keeping score of the progress, and allow the system to know how close the players are towards the Win-State. Externally they give players a feedback system to keep track of their progress. The feedback mechanics help people to see their score and changes due to small improvments to motivate them.

Created by:
Cristina Gaggioli & Claudia Lafranconi

M2 — DEVELOPMENT & ACCOMPLISHMENT

M2.4 - LEADERBOARD

It's a game element where the developer ranks users based on a set of criteria that are influenced by the users' behaviors towards the Desired Actions.

Created by:
Cristina Gaggioli & Claudia Lafranconi

M3 — MOTIVATION

EMPOWERMENT OF CREATIVITY & FEEDBACK

Users are engaged in a creative process where they have to repeatedly figure things out and try different combinations. Players need to see the results of their creativity, mostly through feedback.

Created by:
Cristina Gaggioli & Claudia Lafranconi

M3 · EMPOWERMENT OF CREATIVITY & FEEDBACK

M3.1 - EVERGREEN ENDGAME & COMBOS

The game needs to be designed for Motivation even during the Endgame, the final phase of a player's journey. If the play is not engaging in the Endgame, the player is going to move to another game. When a user can continuously use creativity and infinitely comes up with new ways to do things, the creator no longer needs to create new content.

M3 · EMPOWERMENT OF CREATIVITY & FEEDBACK

M3.2 - BOOSTERS

When players obtain something to, in a limited capacity, help them achieve the Win-State easier, this is called Booster. They are different from simply leveling up or acquiring new skills. They are mostly used under limited conditions. The feeling of being empowered with new but limited power-ups is exhilarating and is an extremely strong motivator.

Created by:
Cristina Gaggioli & Claudia Lafranconi

Created by:
Cristina Gaggioli & Claudia Lafranconi

M3 EMPOWERMENT OF CREATIVITY & FEEDBACK

M3.3 - MILESTONE UNLOCK

When people play games, they often set an internal stop time in the form of a milestone, it unlocks an exciting possibility that wasn't there before once that milestone is hit.

Created by:
Cristina Gaggioli & Claudia Lafranconi

M3 EMPOWERMENT OF CREATIVITY & FEEDBACK

M3.4 - POISON PICKER/ CHOICE PERCEPTION

People like something more when they have a choice, even if the options are not appealing compared to a single better option. The choice itself is not necessarily meaningful, but merely makes people feel like they are empowered to make a choice.

Created by:
Cristina Gaggioli & Claudia Lafranconi

M3 EMPOWERMENT OF CREATIVITY & FEEDBACK

M3.5 - PLANT PICKER/ MEANINGFUL CHOICES

There are choices that are truly meaningful and demonstrate preferences that are not obviously superior over others. The process of being able to select many options, each with unique strenghts and weaknesses, resulting in a variety of styles and creativity-based strategies, is the essence of the Plant Picker.

Created by:
Cristina Gaggioli & Claudia Lafranconi

M4 MOTIVATION

OWNERSHIP & POSSESSION

This is the drive where users are motivated because they feel like they own something. This deals with the will to accumulate wealth, and many other virtual goods and currencies in system. Even creating a personal avatar makes people feel more ownership towards it.

Created by:
Cristina Gaggioli & Claudia Lafranconi

M4 OWNERSHIP & POSSESSION

M4.1 - BUILD FROM SCRATCH

It's good to get users to increase their invested ownership and possession in the process, that's why it's advantageous to have them involved in the development of the process early on, to *build from scratch*.
Instead of giving the users the entire setup, the developer asks them to build everything, from nothing.

Created by:
Cristina Gaggioli & Claudia Lafranconi

M4 OWNERSHIP & POSSESSION

M4.2 - COLLECTION SETS

It is based on giving people a few items, characters or badges that are part of a Collection Set that follows a theme. This creates a desire in people to collect all the elements and complete their selection set.

Created by:
Cristina Gaggioli & Claudia Lafranconi

M4 OWNERSHIP & POSSESSION

M4.3 - MONOPOLIZING BILLIONS

A common example of this can be seen online through collecting badges: once a person collects over 60/70% of the possibile badges, most people would be highly motivated to pick up all the badges, to feel complete. When a developer gives rewards to the users they should be long term engagement, such as collection pieces.

Created by:
Cristina Gaggioli & Claudia Lafranconi

M4 OWNERSHIP & POSSESSION

M4.4 - THE ALFRED EFFECT

Users feel that a product or a service is so personalized to their own needs that they cannot imagine using another service. In a game, the system is constantly learning about the user and customizing the experience based on past behavior.

Created by:
Cristina Gaggioli & Claudia Lafranconi

M4 OWNERSHIP & POSSESSION

M4.5 - PROTECTOR QUEST

It is a concept based on the occurrence that people start to develop a relationship with something that they are protecting. The protected object can be anything the designers wants the user to develop a relationship with.

Created by:
Cristina Gaggioli & Claudia Lafranconi

M5 MOTIVATION

SOCIAL INFLUENCE & RELATEDNESS

This drive incoroporates all the social elements that drive people including mentorship, acceptance, social responses, companion-ship, as well as competition and envy. It also includes the fact that people have to draw closer to other people, places or events that they can relate to.

Created by:
Cristina Gaggioli & Claudia Lafranconi

M5 SOCIAL INFLUENCE & RELATEDNESS

M5.1 - MENTORSHIP

Having a Mentor can help users through organization. It also helps veteran players to stay engaged in the Endgame Phase, because it makes feel the veterans as if they have worked hard enough to prove their status and show off their skills.

Created by:
Cristina Gaggioli & Claudia Lafranconi

M5 SOCIAL INFLUENCE & RELATEDNESS

M5.2 - GROUP QUEST

It is effective in collaborative plays because it requires group participation before any individual can achieve the Win-State.

Created by:
Cristina Gaggioli & Claudia Lafranconi

M5.3 - BRAG BUTTONS & TOUT FLAGS

Bragging is when people vocally express accomplishments or achievements; Touting is when people implicity show the others that they're accomplished.
Brag Buttons are useful as tools and mechanism for users to broadcast how awesome they are; Tout Flag is a symbol to let people know that the user has won a great achievement, without saying it.

Created by:
Cristina Gaggioli & Claudia Lafranconi

M5.4 - SOCIAL TREASURES

They are gifts or rewards that can only be given to the user by friends or other players. This pushes people to get their friends to join the game. This is also based on the *Thank You Economy*, that rolls around the idea that if a system is designed to encourage users to give, there is a social pressure to give back.

Created by:
Cristina Gaggioli & Claudia Lafranconi

M5.5 - CONFORMITY ANCHOR

Social Norming has a lot of power: certain game design techinques implement that power into their products or experiences: this is the Conformity Anchor.

M5.6 - WATER COOLERS

Used to reinforce Conformed Anchoring: one example of Water Cooler is adding a forum to a website, where the community can bond, share ideas and broadcast a social norm. It's better to create a strong community, before introducing a Water Cooler to unleash the users' social energy.

M5 SOCIAL INFLUENCE & RELATEDNESS

M5.7 - SOCIAL PRODS

It is the last amount of effort to create a social interaction, often times a click of a button. It is something like "Pokes" on Facebook, that makes people interact without having to spend any effort at all.

Created by:
Cristina Gaggioli & Claudia Lafranconi

M6 MOTIVATION

SCARCITY & IMPATIENCE

This is the drive of wanting something because a user can't have it for a while. That implies that people can't get something right now, and it motivates them to think about it all day long.

Created by:
Cristina Gaggioli & Claudia Lafranconi

M6 SCARCITY & IMPATIENCE

M6.1 - MAGNETIC CAPS

It's important to control the flow of Scarcity, and make sure everyone is still striving for a goal that is difficult but not impossible to obtain. By simply placing limits on something, people become motivated towards it. It's like having a Magnetic Cap, so the users always have the sense of Scarcity in their minds, instead of feeling abundance.

Created by:
Cristina Gaggioli & Claudia Lafranconi

M6 SCARCITY & IMPATIENCE

M6.2 - APPOINTMENT DYNAMICS

It utilizes a formerly declared or reoccurring time where users have to take the Desired Action to effectively reach the Win-State.
This is a trigger based on time.

Created by:
Cristina Gaggioli & Claudia Lafranconi

M6 SCARCITY & IMPATIENCE

M6.3 - TORTURE BREAKS

In the terms of Impatience, people are not allowed to do something immediately: in many games they don't let the users play for a very long time. This is the so called Torture Breaks, to drive obsessive behavior. It is a sudden and often triggered pause to the Desired Actions, making the users think about the game all day long.

Created by:
Cristina Gaggioli & Claudia Lafranconi

M6 SCARCITY & IMPATIENCE

M6.4 - EVOLVED UI

Evolved Users Interface has not to be too complex in the Onboarding Stage, as well as too basic in the Endgame. It's important to withhold great features and functionalities from the user, at the beginning.

Created by:
Cristina Gaggioli & Claudia Lafranconi

Card 1

UNPREDICTABILITY & CURIOSITY

It's the harmless drive of wanting to find out what will happen next, but it can be dangeorus, it can lead to gambling addiction.

Card 2 (back)

G A

M E

Created by:
Cristina Gaggioli & Claudia Lafranconi

Card 3

M7.1 - GLOWING CHOICE

It is often used as an example of how to lead players in the right direction by appealing to their Curiosity, usually in the Onboarding Phase.
The designer highlights a Desired Action by clearing out everything surrounding it.

Card 4 (back)

G A

M E

Created by:
Cristina Gaggioli & Claudia Lafranconi

M7 UNPREDICTABILITY & CURIOSITY

M7.2 - MISTERY BOXES or RANDOM REWARDS

Unpredictability could be built into the experience by altering the context of how the Reward is given or the nature of the Reward itself. Speaking about Random Rewards, users feel the excitement of rewards even if they have no idea of their real meaning and utility.

M7 UNPREDICTABILITY & CURIOSITY

M7.3 - EASTER EGGS

Easter Eggs or Sudden Rewards are surprises given out without the user acknowledging it beforehand.
They are rewards based on unexpected triggers, they also make people talk about them, and if they are random, users will wonder how to replicate them.

LOTTO

M7.4 - ROLLING REWARDS

It is also called *Lottery*, and its key is the rule that somebody has to win each period, and as long as a user *stays in the game* for long enough, the chances of winning increases.

G A
M E

Created by:
Cristina Gaggioli & Claudia Lafranconi

M8 MOTIVATION

LOSS & AVOIDANCE

This is based upon the Avoidance of something negative happening.
This is also based on opportunities that are fading away, because people feel like if they didn't act immediately, they would lose the opportunity to act forever.

Created by:
Cristina Gaggioli & Claudia Lafranconi

M8 LOSS & AVOIDANCE

M8.1 - RIGHTFUL HERITAGE

This is when a system first makes users believe something rightfully belong to them, and then makes them feel like it will be taken away if they don't commit the Desired Action.

Created by:
Cristina Gaggioli & Claudia Lafranconi

M8   LOSS & AVOIDANCE

M8.2 - EVANESCENT OPPORTUNITIES AND COUNTDOWN TIMERS

An Evanescent Opportunity will disappear if the user does not take the Desired Action immediately. Every limited time offer uses this game technique: it motivates the players not to lose a great deal, matching with the Countdown Timer, in which a user has a visual display that communicates the passage of time.

Created by:
Cristina Gaggioli & Claudia Lafranconi

M8   LOSS & AVOIDANCE

M8.3 - STATUS QUO SLOTH

It sometimes occurs in the form of simply not wanting to change the user's behavior, it is a lazy tendency of behavioral inertia, it is when there is not enough Motivation to perform the Desired Action. It is important to create it during the Endgame Phases by creating engaging activity loops that allow the user to turn Desired Actions into habits.

Created by:
Cristina Gaggioli & Claudia Lafranconi

Card 1 (top left)

M 8.4 - FOMO PUNCH

FOMO stands for *Fear Of Missing Out*, and it is based on fearing what players could have had, and it can trigger the Desired Action.
It is very effective in the Discovery Phase, when the user can try a new experience.

Card 2 (top right)

Created by:
Cristina Gaggioli & Claudia Lafranconi

Card 3 (bottom left)

M8.5 - THE SUNK COST PRISON

This occurs when users invest so much time into something, that even when it is no longer enjoyable, they continue to commit the Desired Actions, because they don't want to feel the loss of giving up on everything.

Card 4 (bottom right)

Created by:
Cristina Gaggioli & Claudia Lafranconi

Card 1 (front)

E1 ENVIRONMENT

RECEPTIVE STRATEGY

Based on: - teacher's control;
- preorganized input;
- no interactions.
In the form of: - lesson;
- classic expository lesson;
- narrative lesson;
- methodology lesson.

Card 1 (back)

Created by:
Cristina Gaggioli & Claudia Lafranconi

Card 2 (front)

E1 ENVIRONMENT

BEHAVIORAL STRATEGY

Based on: - teacher's control;
- preorganized input;
- strong interaction.
In the form of: - tutorial approach;
- programmed instruction;
- modelling, guided practice.

Card 2 (back)

Created by:
Cristina Gaggioli & Claudia Lafranconi

E1 ENVIRONMENT

DRIVEN DISCOVERY

Based on: - shared control between teacher and students;
- partial preorganization of the input;
- strong interaction.
In the form of: - problem solving;
- problem based learning;
- socratic discussion;
- heuristic lesson.

E1 ENVIRONMENT

PRETENDING STRATEGY

Based on: - student's control;
- preorganization of the input or of the method;
- strong interaction.
In the form of: - simulation;
- symbolic simulation;
- experiential simulation;
- role playing;
- case study.

Card 1

E1 ENVIRONMENT

COOPERATIVE STRATEGY

Based on: - student's control;
- less or more preorganization of goals and model;
- strong peers interaction.
In the form of: - peer learning;
- mutual support;
- cooperation.

Card 2 (back)

Created by:
Cristina Gaggioli & Claudia Lafranconi

Card 3

E1 ENVIRONMENT

EXPLORATORY STRATEGY

Based on: - student's control;
- poor preorganization of the input;
- poor interaction.
In the form of: - autonomous expression;
- project, research;
- brain storming, free individual expression.

Card 4 (back)

Created by:
Cristina Gaggioli & Claudia Lafranconi

E2 — ENVIRONMENT
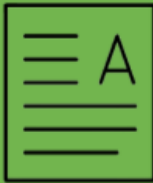
HETERO-EVALUATION

Is the process by which students receive feedback and assessment from the teacher, regarding their skills, competencies or performance.

Example: Teacher evaluating students through oral exams, tests, papers, etc.

E2 — ENVIRONMENT

PEER ASSESSMENT

Is a process in which individuals working at the same hierarchical level or within a peer group provide feedback and assessments to each other in a reciprocal manner.

Example: in a foreign language class, students exchange their written assignments and provide feedback to each other, contributing to the improvement of both students' writing skills

E2   ENVIRONMENT

SELF-ASSESSMENT

The process by which students critically, objectively and individually evaluate their own skills, competencies, performance or personal charateristics.

Example: a teacher encourages students to engage in self-assessment of their progress throughout the year. Students keep a learning journal in which they record their goals and identify areas where they want to improve.

Created by:
Cristina Gaggioli & Claudia Lafranconi

TYPE OF CLASSROOM
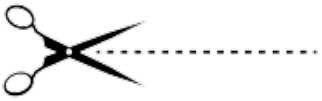
C1 CLASSROOM TYPE

KINDERGARTEN

- mixed classroom;
- age range 3-5 years;
- 20 children.

PICK YOUR CLASS!

Created by:
Cristina Gaggioli & Claudia Lafranconi

C2 CLASSROOM TYPE

KINDERGARTEN

- 15 children;
- 4 years old.

PICK YOUR CLASS!

Created by:
Cristina Gaggioli & Claudia Lafranconi

C3 CLASSROOM TYPE

KINDERGARTEN

- 10 children;
- 5 years old.

PICK YOUR CLASS!

C4 CLASSROOM TYPE

PRIMARY SCHOOL

- 30 students;
- historical centre;
- high socio-economic conditions.

PICK YOUR CLASS!

C5   CLASSROOM TYPE

PRIMARY SCHOOL

- 12 students;
- suburban school;
- disadvantaged socio-economic conditions.

PICK YOUR CLASS!

Created by:
Cristina Gaggioli & Claudia Lafranconi

C6   CLASSROOM TYPE

PRIMARY SCHOOL

- multi-age class;
- multi-class;
- 20 students;
- age range 6-10 years old.

PICK YOUR CLASS!

Created by:
Cristina Gaggioli & Claudia Lafranconi

C7 CLASSROOM TYPE

SECONDARY SCHOOL

- 25 students;
- L1 environment.

PICK YOUR CLASS!

C8 CLASSROOM TYPE

SECONDARY SCHOOL

- 25 students;
- L2 environment.

PICK YOUR CLASS!

GAME

Created by:
Cristina Gaggioli & Claudia Lafranconi

GAME

Created by:
Cristina Gaggioli & Claudia Lafranconi

C9 — CLASSROOM TYPE

SECONDARY SCHOOL

- extra-curricular;
- after-school;
- lab;
- tutoting;
- 5 students.

PICK YOUR CLASS!

Created by:
Cristina Gaggioli & Claudia Lafranconi

C10 — CLASSROOM TYPE

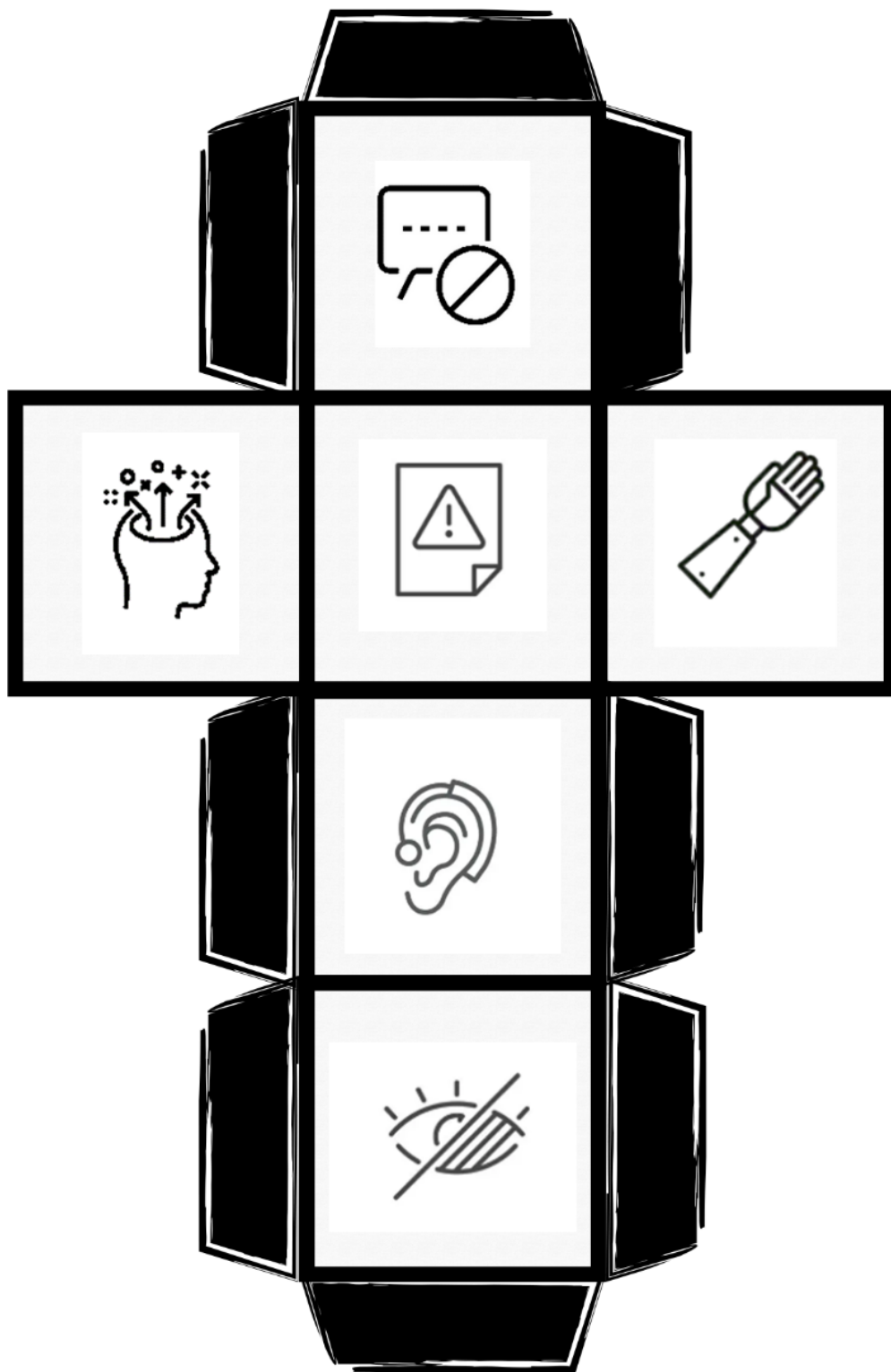**SECONDARY SCHOOL**

- online class;
- 15 students;
- 13 years old.

PICK YOUR CLASS!

Created by:
Cristina Gaggioli & Claudia Lafranconi

DICE

TABLE

Your Class	G	A	M		E	
	Educational goals	Accessibility criteria for SEN students	Motivation	Game mechanics	Educational strategy	Evaluation