

# Gamification Toolkit

TCI™

This toolkit provides simple but valuable ways to gamify learning. Use the toolkit, along with your own ideas, to promote engagement in your classroom.

## Introduction

To “gamify” learning is to add game elements that promote interest and engagement while also helping students achieve specific learning objectives. There are many ways that teachers can add game elements to their lessons, such as by giving students the ability to earn badges as they complete objectives or by incorporating games into classroom activities. Whole lesson activities may be presented as games or game elements may be added to select parts of lessons.

## Relational/Team-Building Games

Relational games can be used at the start of the year and then used sparingly throughout the remainder of the year as a way to build classroom relationships—teacher to student, student to teacher, and student to student. Relational games do not have to be tied to content since the main goal is to build relationships in class. Ideas for these games include:



### Scavenger Hunt Activities

Instead of a tedious lecture about the syllabus or class resources at the start of the year/semester, turn it into a challenge or quest-like scavenger hunt.



### Board/Card Game Day

Once a quarter, take 30 minutes to have students play a variety of board and card games. Choose games that students would likely be able to complete in the time allotted (e.g. Sorry®, Jenga®, Uno® or Phase 10®, LCR® dice game, dominoes).



### Parachute Game

Encourage cooperation and teamwork through physical activity with a parachute challenge.





- Take the class outside and group students into teams of five or six.
- Give each team a flat bedsheet and a sports ball (soccer, basketball, dodgeball, volleyball).
- Tell teams that they must put the ball in the middle of the sheet and work together to try to launch their ball the highest. Everyone on the team must have their hands on the sheet.



### Picture This!

Give students an opportunity to practice communication skills in a creative way.

- Have student pairs sit back to back. They may not turn around.
- Provide a picture to one person from each pair. The picture may or may not be content-related.
- The partner viewing the picture must describe the image to their partner while the partner draws what is described. Give them five minutes to recreate as much of the picture as possible.
- At the conclusion of the five minutes, have pairs hang their images next to the original picture, and then have the class vote on which picture is closest to the original picture.

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## Content-Related Games

As the name implies, content-related games are played anytime you want to help students learn and review content. Many teachers play review games prior to summative assessments. Other teachers might play games as a way to review content each day, or even to preview content. Still, others use games as a way for students to actually learn the content itself. Here are some examples.



### Entrance/Exit Ticket with Ciphers

Use problem-solving skills to preview and review content.

- Create a question related to the content.
- Take one or two words from the question and [cipher](#) it, adding an element of intrigue.
- Give students five minutes to crack the code and answer the question.



### Who (or What) Am I? Game

This game is good for reviewing important people, places, dates, and vocabulary terms.

- Write content-related concepts on pieces of blue painter's tape. Alternatively, write them on pieces of paper and put them on lanyards.
- Place the term on the backs of students so that each student has one word or concept (making sure they cannot see the item in advance).
- Start a 5-minute timer and allow students to move around the room. When they encounter a classmate, they should give one hint to see if their classmate can guess the word or concept on their back. Then they receive a hint in return. Students get one guess per turn and then move to a new partner.



### Review Pictionary® or Mime It! Game

These games help review vocabulary and key concepts. They work best with at least 20 terms. In Review Pictionary:

- Place students in groups of three or four. Allow groups to compete against one another.
- Each team selects one student to draw.
- The artist views a term and has one minute to draw a simple image to represent it.
- The artist can say "pass" to move to the next item.

Mime It! (Charades) is similar, but players must use hand motions to get team members to guess a term.



### Scenes from a Hat

Use this game to review by recreating events or concepts with building blocks.

- Write seven to ten scenes that could be recreated (such as a historical event or a scientific concept) on strips of paper. Fold the strips and place them in a hat.
- Divide the class into teams of four to six.
- Challenge one member from each team to recreate the scene they draw from the hat. Set a ten-minute timer and allow teams to work together, using any available building blocks to create the scene.
- At the conclusion, allow teams to share their creations with the class. Alternatively, provide students with a list of the scenes and allow them guess which team's creation best matches each scene.

## Number Substitution Cipher

The number substitution cipher is an easy cipher to know. Each letter in the alphabet is numbered 1-26. Numerical codes can then be hiding words. For example, the word *hide* would be 8-9-4-5.

A	B	C	D	E	F	G	H	I	J
1	2	3	4	5	6	7	8	9	10

K	L	M	N	O	P	Q	R	S	T
11	12	13	14	15	16	17	18	19	20

U	V	W	X	Y	Z
21	22	23	24	25	26

## Pigpen Cipher

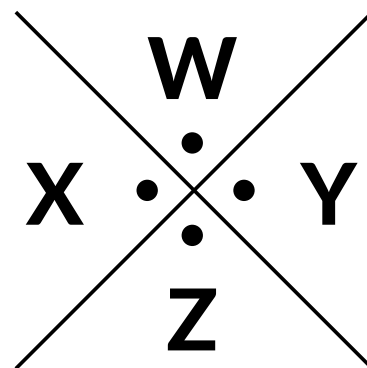
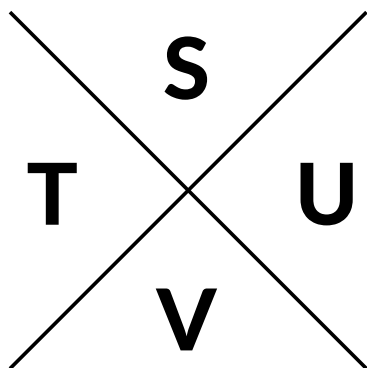
The pigpen cipher is a specific type of written code that uses a variety of symbols made from spatial constructs to represent letters of an alphabet, rather than replacing one alphabetic letter with another, versus traditional ciphers.

Example: *Pigpen* would look like this:



<b>A</b>	<b>B</b>	<b>C</b>
<b>D</b>	<b>E</b>	<b>F</b>
<b>G</b>	<b>H</b>	<b>I</b>

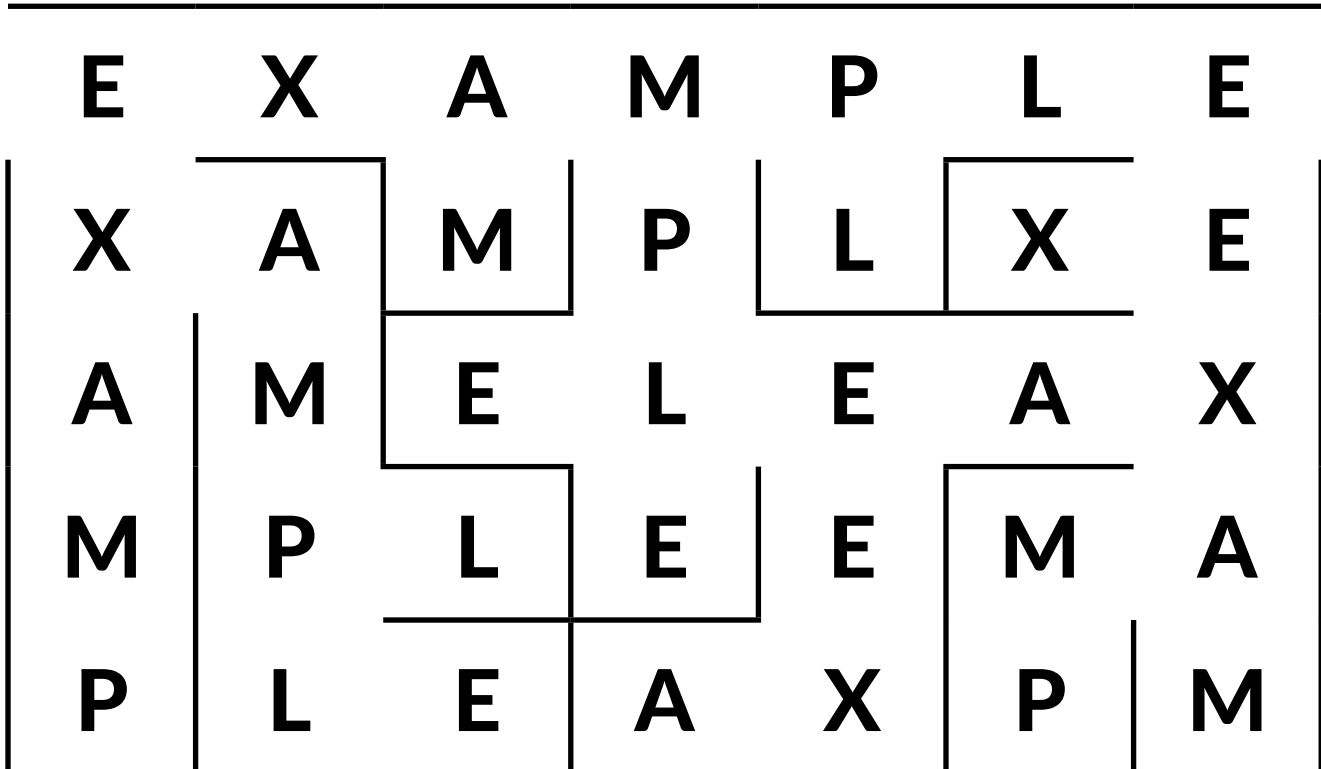
<b>J</b> •	<b>K</b> •	• <b>L</b>
<b>M</b> •	<b>N</b> •	• <b>O</b>
<b>P</b> •	<b>Q</b> •	• <b>R</b>



## Phrase Maze

A phrase maze isn't really a cipher or a code. The message has simply been hidden into a maze with letters that correspond to the word/phrase that lead off in different directions.

Completing a successful path through the maze reveals the exact word/phrase such as this example.



## Rebus Code

A rebus code uses pictures and emojis in place of letters and words. Typically the decoder must also pay attention to adding letters, substituting letters, and subtracting letters as well.

In this example, the word *picture* has been turned into a rebus code. We start with the word pig, but must substitute the g with a c. That gives us the letters pic. Then, we see an image of a turtle, but must subtract the tle, giving tur, and then adding an e at the end. Altogether, we now have the word *picture*.



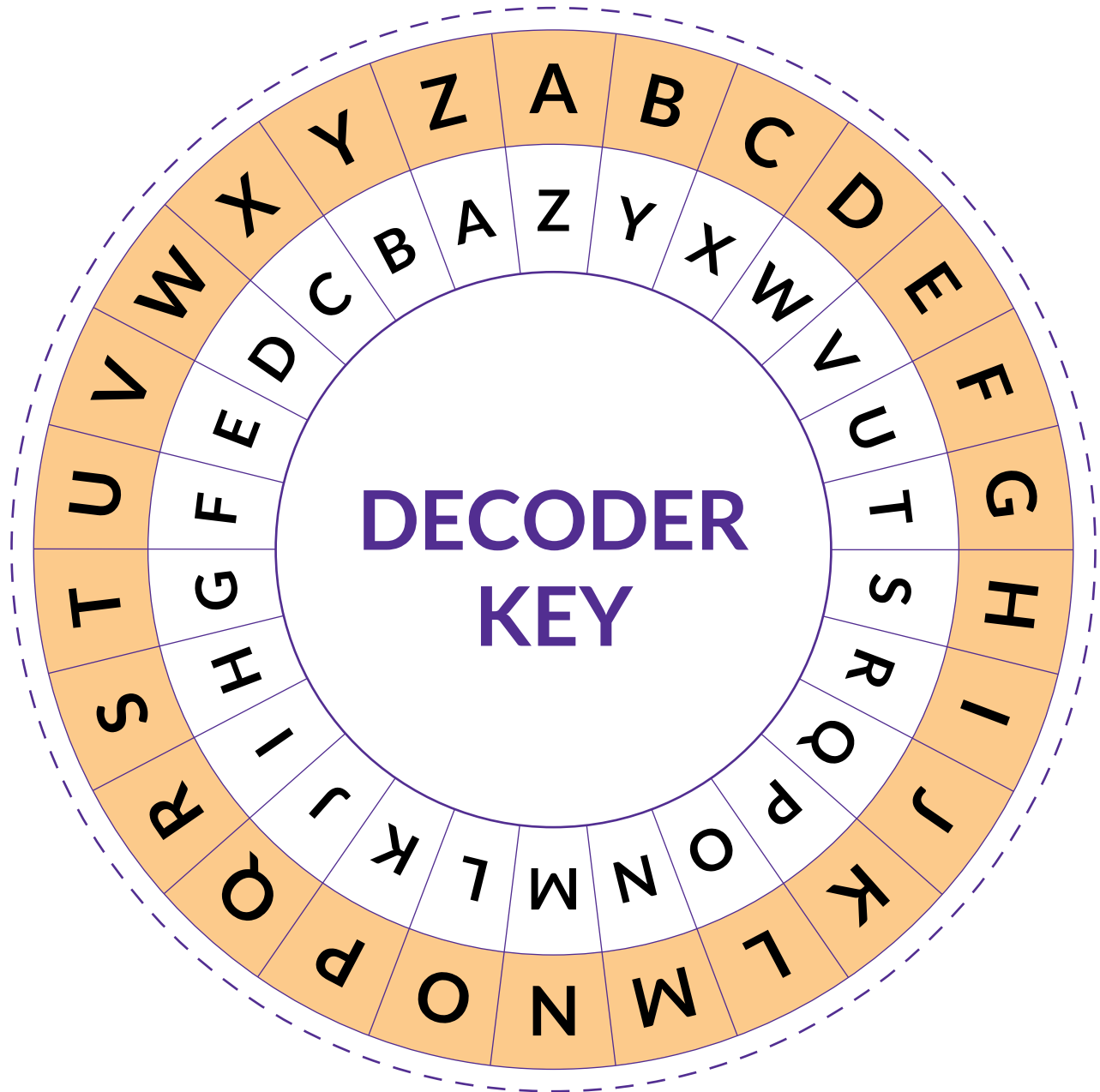
## Morse Code

Morse code is a method used in telecommunication to encode text characters as standardized sequences of two different signal durations, called dots and dashes (or dits and dahs). Morse code is named after Samuel Morse, an inventor of the telegraph. The duration of a dash is three times the duration of a dot.

<b>A</b>	• —	<b>N</b>	— •
<b>B</b>	— • • •	<b>O</b>	— — —
<b>C</b>	— • — •	<b>P</b>	• — — •
<b>D</b>	— • •	<b>Q</b>	— — • —
<b>E</b>	•	<b>R</b>	• — •
<b>F</b>	• • — •	<b>S</b>	• • •
<b>G</b>	— — •	<b>T</b>	—
<b>H</b>	• • • •	<b>U</b>	• • —
<b>I</b>	• •	<b>V</b>	• • • —
<b>J</b>	• — — —	<b>W</b>	• — —
<b>K</b>	— • —	<b>X</b>	— • • —
<b>L</b>	• — • •	<b>Y</b>	— • — —
<b>M</b>	— —	<b>Z</b>	— — • •

## Atbash Cipher

The Atbash Cipher is a very simple one to know. The alphabet reverses itself so that an A becomes a Z, and Z become an A. Coded words and messages can be sent by simply using this reversing cipher. For example, the word “secret” would be hvxivg.



## Book Cipher

A book cipher is where a coded message is used along with a passage of text. Sometimes letters are bolded and/or italicized in the text, and when used alone, they make a word or sentence. Another version is where a code is generated by giving numbers to find the code. The first number would be what line of the text to look at, the second number is the number word on that line, and the third number is the number letter in that word. See examples of both below:

1:4:1, 3:6:6, 5:8:7, 6:1:1, 11:12:1, 16:2:2

The coded word is "sample."  
1:4:1 means the 1st line, 4th word, 1st letter, which reveals an 'S.'

Citizens of individual states are also citizens of the United States. That is because we have a federal system of government. In this system, the power of government is divided between different levels. The federal system is set up to protect our rights. It ensures that no level of government gains too much power over the people.

Our national government is called the federal government. It is concerned with problems that affect the whole country. The federal government makes laws for the entire United States. State governments deal with problems that affect their state. Your state government makes laws for your state. It also makes sure people obey these laws. In the federal system, the federal government holds some powers while the state governments hold most of the rest.

The United States has one other level of government. This is local government. Your city, town, or county government is your local government. State governments create local governments to meet local needs. For example, local governments run schools. They pick up trash or run garbage dumps. They offer fire protection. They provide police services to help protect people and property. They do many things for the people in their community.

## American Sign Language

American Sign Language is a form of communication that contains a complete vocabulary and grammar but is expressed through physical movements of the hands and arms rather than through speech. ASL offers an option for both deaf, hearing-impaired, and hearing individuals to communicate with each other.

