



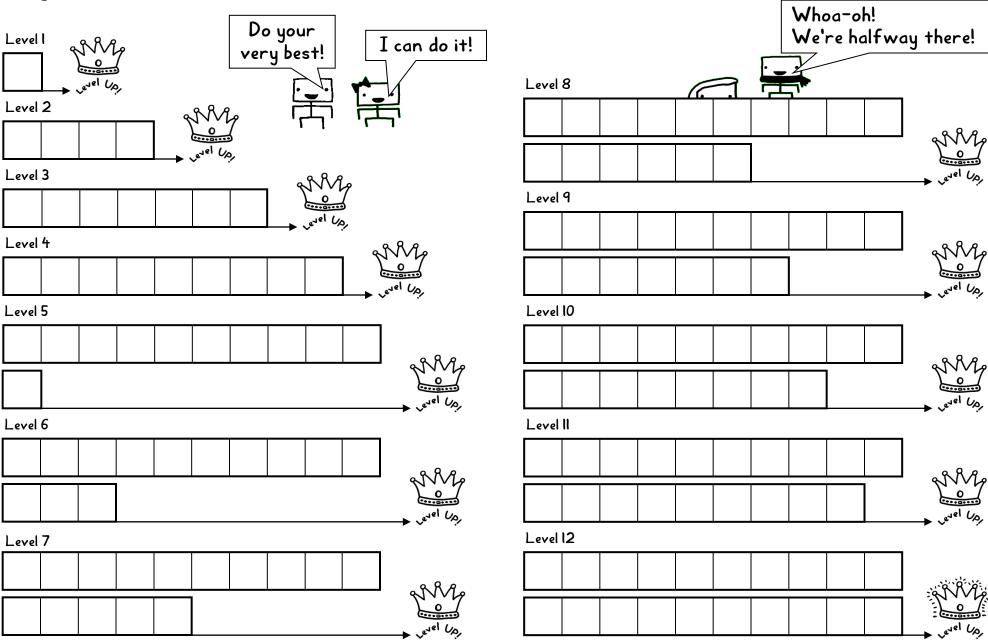


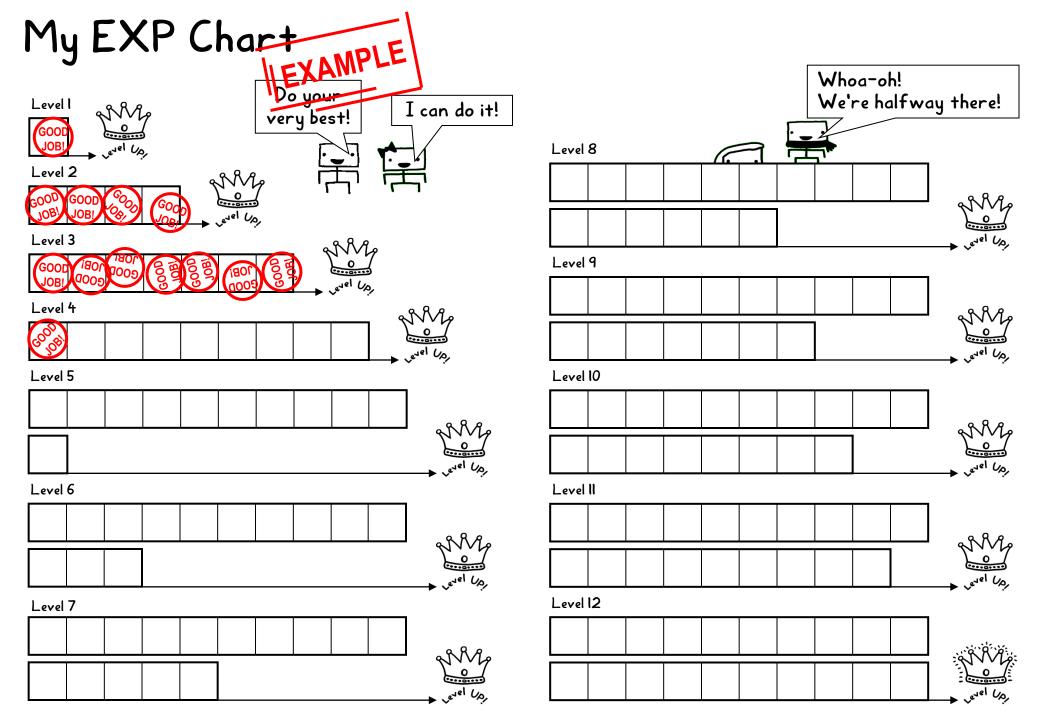


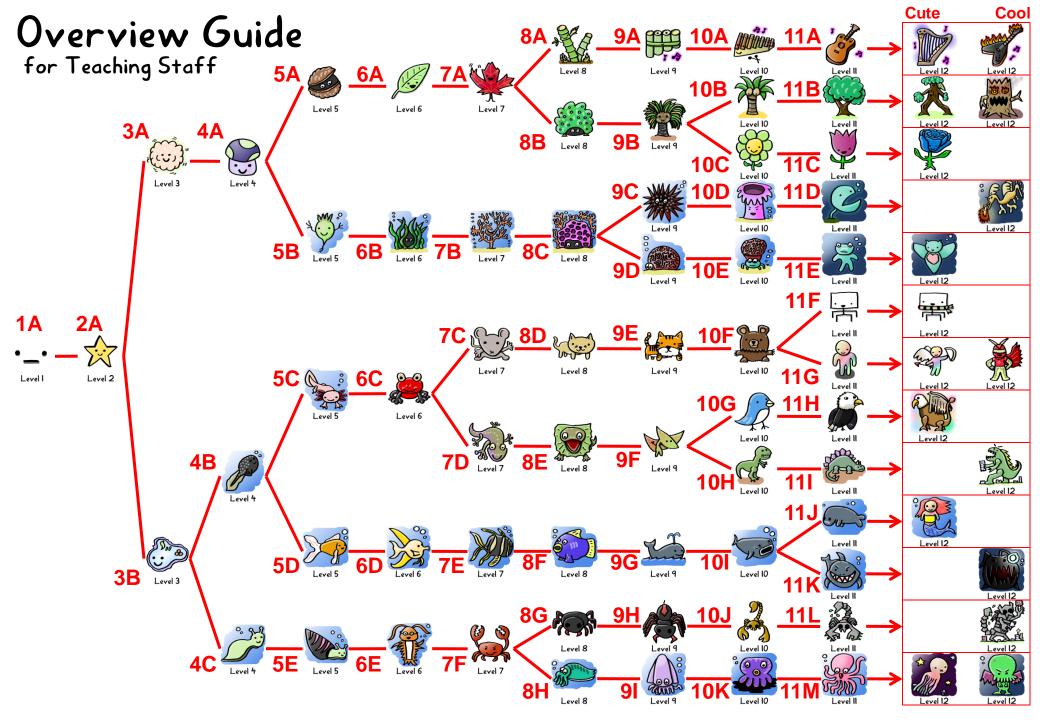


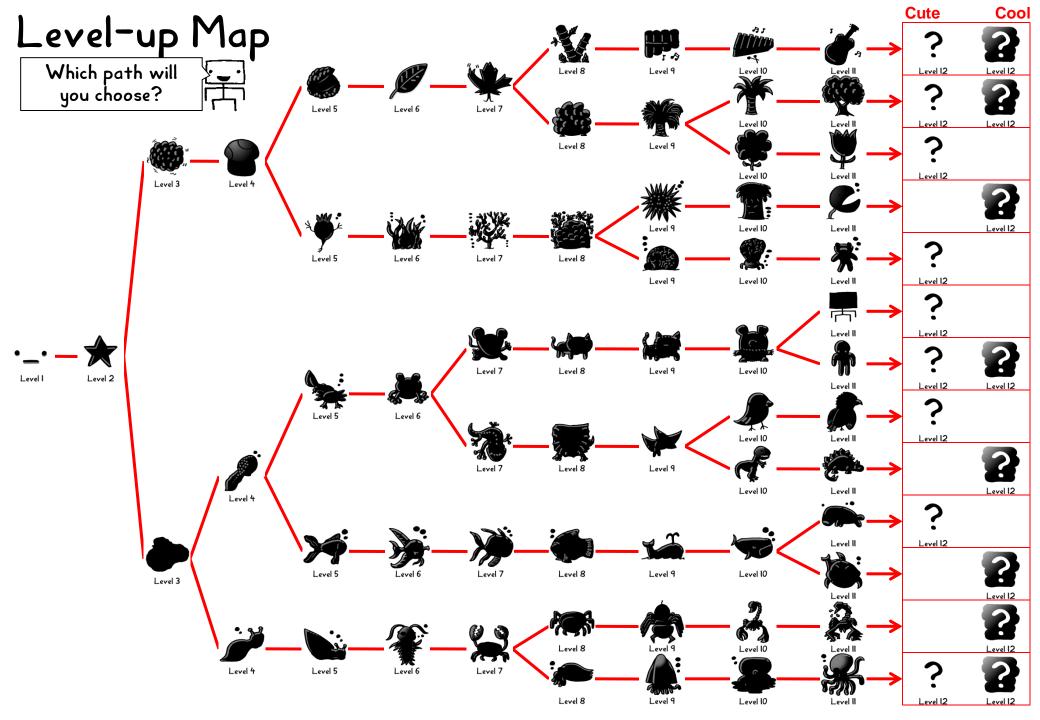


My EXP Chart









Level-up Reward Scheme (Version 1.0)

This is a resource set for use in creating a classroom "Level-up" style reward scheme based on popular tropes from modern games such as Final Fantasy, Diablo III and Pokémon.

This document is split into seven sections:

Avatar Stickers (pp 1-24)
Public Avatar Charts (pp 25-30)
Example Public Avatar Chart (pp 31)
Student EXP Charts (pp 32) aka "My EXP Chart"
Example Student EXP Chart (pp 33)
Overview Guide for Teaching Staff (pp 34)
Overview Guide for Students (pp 35) aka "Level-up Map"
Help Document (pp 36-38)

A "Level-up" reward system essentially works by having the teacher allocate EXP (EXperience Points) in class, or for completing homework assignments. When specific EXP goals are met, the student "levels up". At certain milestone levels, a teacher can allocate rewards to students (or whole class rewards when X students reach level X). Alternately, progress can be made its own reward. This system has a few tricks in place to generate some suspense for the students "pioneering" a given "path" (explained below).

The key differences between this system and many already in use in classrooms around the world are:

- a) that the student's level, progress and a colourful "avatar" image is publically visible on the classroom wall for them to show off, and
- b) that the system branches; at certain levels students can choose one of two avatars and this decision then shapes their ongoing progress.

In this system, the students gain the ability to turn an innocuous disgruntled smileyface avatar, much like some may already be familiar with on the web into a Lovecraftian style monster, some sort of superhero or an adorable flower... and have some degree of control over the process, thus building suspense.

The primary goal of the system over conventional sticker chart schemes thus is to promote the students' choices over their net progress. In doing so, it is hoped that the scheme will remain relevant even to the students lagging behind: they may not be leading the pack, but by doing their best in class, they can still gain more EXP and unlock more choices for their public "avatar" to show their friends. In line with this, the stickers and the wall chart included in the pack combined allocate the most space for the student's name and the student's avatar image, whereas the level number is rendered in considerably finer print.

This system has a total of 12 levels and 81 different avatars. An additional bonus "Unlockable Avatar Pack" is also available separately.

In the following pages, you will find:

6a. Directions for Use

6b. Q&A



Directions

- I. First, print off the public avatar charts and place them on the wall.
 - You may wish to substitute your own chart in, but be aware that the stickers are set up as set-sized printable pages.
- 2. Next, write the names of your students on the public avatar chart. Separate the charts by class.
 - If teaching an ESL class in a country with it's own script, then appending student numbers before the students' names is a good idea so they can match up the Romanisation. Incidently, this chart also provides a handy Romanised name guide for the students.
- 3. Laminate the completed public avatar chart.
- 4. Print off the overview guide for students and place it on the wall near the avatar charts.
 - This step is optional but without this guide, the good students may feel disadvantaged. Printing the teacher's guide is also an option, but I feel the mystery provided by the black silhouettes is good motivation.
- 5. Print off the **student EXP charts** and have the students paste them inside the covers of their notebooks.
 - Naturally, the included chart is a guide and you'll likely find it best to tailor one to your own needs. It is recommended however that the EXP-to-level numbers incrementally rise and that the numbers never get too large as to be demotivational. If you wish to use large numbers, consider giving points in even blocks of 10 or 100 or the like. Remember that if you begin with EXP scarce you can always loosen up later, but it is unfair to do this in reverse.
- 6. Print off the avatar stickers onto sticky label paper and trim them horizontally into strips of identical stickers.
 - This way, code is on the end for easy reference and to give a student a new sticker, you can simply slice off the last one, like a sausage. It is recommended you store sticker strips of the same level together using elastic bands.
- 7. Print off the overview guide for teaching staff and store this with the avatar stickers somewhere safe.
- 8. When a student gains EXP, stamp or sign it off on their student EXP chart. Students start at 0 EXP and need I EXP to reach Level I.
- 9. When a student's EXP bar fills, give them a new avatar sticker to display on the public avatar chart. The easiest way is probably to ask the student to point out where they are on the overview guide for students and if a branch occurs, which path they wish to take. Then, consult the overview guide for teaching staff to get the code for their desired sticker and flick through the stubs of the avatar sticker strips to find the code,
 - Stickers can be piled up or students can peel the previous one off. From now on, stamp the next EXP bar down on their student EXP chart.
- 10. If you have allocated additional rewards (stationary gifts, movie classes for X students reaching level X) for specific levels, organise them now.



Q&A

- Q: How many spare stickers am I likely to have if I print the entire document?
- A: Impossible to say, but the arrangement per page is designed to minimise leftovers, hence the unusual sticker proportions at the lower levels.
- Q: How did you choose the EXP-to-level numbers on the example student EXP page?
- A: I wanted Levels I-6 to account for approximately I/3 of the entire progression, the total EXP to be a round amount (150) and the page formatting to look nice. To reach the 150 EXP total figure I assumed a textbook with 15 chapters (16 minus a revision chapter) and 10 points per chapter plus bonuses.
- Q: Can I make this into a class-unity reward system?
- A: Yes. Whole class rewards (Mr. Bean "lesson", ice-cream "party", 10 minutes extra lunch break!) when sum-total of levels in the class reaches a preordained milestone. You can even celebrate the achievement of the student who pushed the class over the line with their latest level-up with a great big round of applause. There's a 50% chance they're progressing below the median and would appreciate the love and support. What I wouldn't do is have the class level up together as I can't imagine voting for upgrades would really achieve anything positive.
- Q: I'm offended by your system as it subconsciously pushes evolution upon children, which runs contrary to my religious beliefs. Schools need to teach tolerance towards different systems of belief. How can a human have descended from a bear? Admittedly, its a little less insulting than from, say, a chimpanzee or a monkey. But still, as an educator you should know better.
- A: See below.
- Q: I'm offended by your system as it subconsciously builds a poor foundation upon which to teach evolution, akin to straw man arguments by apologists.

 Schools need to avoid making a mockery of proven and accepted scientific theory. How can an axolotl evolve into a mouse? Admittedly, there is a robot in the mix so it's clear it's slightly absurd. But still, as an educator you should know better.
- A: See above.
- Q: If I were discussing this scheme with other staff, what words or terminology could I use?
- A: It's hard to say as there's not much of an accepted standard yet in my opinion. The most common phrase would probably be "gamification" of the classroom. Numerous blogs and the video series "Extra Credits" in particular are aggressively pushing the term "gamification". The older blog "Gaming the Classroom" conspicuously does not so this may well be a relatively recently coined term. Another common term when a level-up system is placed in a videogame (which traditionally does not contain such a system) is "emergent gameplay", or in a general real life context, "emergent gameplay elements". What is not an accepted term is "game theory". That means something completely different, although something like "gaming theory" could be a gentle, ironic nod to this common mistake.
- Q: Is there any common criticism to these ideas?
- A: Yes, yes, YES. A common criticism is that the whole 'gamification' movement is essentially a trend towards using more of Skinner Box style behaviorism in the classroom. A cursory web search should yield a fair few of these criticisms. I'm not a psychologist, so don't take my word: search. Personally, my concern is that these strategies have a very short lifespan and may become a fad as more businesses adopt the ideas. The higher the adoption rate, the lower the impact. Reward schemes have been in place at your local coffee shop for years, but now everything from credit card companies to Facebook are adopting the ideas. I've even heard chilling tales of HR departments getting on board...

 However, this is getting well beyond the scope of this document,

