

EDSO Gamification Assignment

1. What grade or grade range will this be for? Will it be for individuals, small groups, the whole class - or a combination?

- Designed for grade 1, but could easily be adapted to most grades
- This gamification activity will see students working individually to contribute to the classes total success.

2. What story are you going to use and why? Explain the story (author, very basic summary) if not The Lorax. What aspects of the curricular competencies and/or core competencies do you wish to address?

- Have you filled a bucket today? A guide to daily happiness for kids.
 - By Carol Mcloud
 - This book utilizes the idea of an invisible bucket to show children how they can influence others through their behaviors. They can fill others buckets along with their own by being kind and expressing love and appreciation. They can also dip into others buckets as well as their own by being negative and saying mean things.
- With this story, I would address several aspects of the Personal and Social core competencies.
 - Personal Awareness and Responsibility
 - Primarily the facets of self-regulating and well-being by understanding how their own behavior's effect themselves and others and giving the students some strategies to deal with challenging situations.
 - Social Awareness and Responsibility
 - The facet of building relationships, being aware and respectful of others feelings. As well as the facet of resolving problems, students will try to practice empathy and understanding.
- I would also attempt to address the curricular competency "Identify fair and unfair aspects of events, decisions, or actions in their lives and consider appropriate courses of action (ethical judgment)"
 - We will discuss fairness and unfairness in the context of the book, and how it is unfair to "dip" into others buckets.

3. Will this gamification activity be for individuals, small groups, the whole class...or a combination?

- In this activity, students will be making individual efforts to contribute to a class wide achievement.

4. *Progression*. Think about it - How will individuals, groups, the whole class, observe and track their accomplishments and/or goals? Do it - **Design the method** (a truffula tree where truffula fruits are put, a Lorax where you give him fashion accessories...). Do it for real or create a visual outlining and

explaining what it would look like. Include an image/drawing/rendering of it in your document along with a simple explanation.

- Each student will design and decorate their own personal buckets that they will be working to fill along with their classmates.
 - They primarily will be able to fill their classmates' buckets but can also fill their own
 - The total of all the classes buckets will be combined to fill the classroom bucket and once that is filled, we have earned our reward
- The buckets will look similar to those pictured below, except decorated by the students.
 - Beads or something similar will be utilized to fill the students buckets



<https://www.pinterest.ca/pin/195062227580156346/>

5. *Agency*. Think about it - How will individuals, groups, the whole class, have agency (choice) in accomplishing their goal? Please consider the merit of each activity and the competencies when creating ideas to have balance. Ex. a paragraph on littering versus a connect-the-dots. The students should experience similar challenges or at least be asked to fulfil similar competencies. Do it - Provide a **list of five or more activities individuals, small groups, or the class can choose from. The students should have to do 3 to accomplish their goal.** Please give a simple overview of each activity - no more than a few lines). In your real job you'll have to build these, here you don't. Include what the reward is for each activity (sticker...points...etc.).

- Throughout the term of the activity students will have to complete 3 of the following 5 activities
 - Each activity is worth a potential total of 10 beads for the students buckets

- 1: Write (a sentence or two depending on skill level) about a way they could be bucket fillers (I could share my toys, I could invite a friend to play, I could help a classmate with their work, etc)
 - They will continue to refine it, fixing grammar/spelling/punctuation until it is 10/10
- 2: Art: Students could draw or paint a representation of bucket filling (playing in the playground/sharing/etc)
 - Refined by adding color to a drawing or adding a background etc.
- 3: Worksheet: Students can complete a short worksheet, answering simple comprehension questions related to being a bucket filler. Possibly a math question, a matching question, connect the dots, etc.
 - Less refinement is needed for this one, if students complete all the questions, they get 10 beads.
- 4: Talk to class: Students may choose to stand up in front of the class a talk to their classmates for a short (1-2 minutes) presentation. Here they can share a story about bucket filling or talk about how they would like to be a bucket filler in the future.
 - Here the “refinement” comes in the form of prompts from the teacher, and requests for elaboration during the students talk.
 - Being one of the easier options, the hope is that it encourages students to begin getting comfortable with public speaking from a younger age.
- 5: Art Collage: Students can take cut outs from magazines to create a collage that expresses the concept of bucket filling, trying to use words and pictures that illustrate it.
 - Refined by discussing with the student what they are trying to express and ensuring the collage has relevance and meaning.

6. Iteration. Think about it - Make success a challenge and make failure okay. How might students/groups/class have opportunities to redo activities or challenges (if relevant). Can you build in challenges to grow resiliency? Can you build in failure to encourage collective efforts to try again? Do it - a few sentences explaining your thoughts here. It's okay to 'think out loud' when answering here.

- Whatever 3 options they choose, we will be revisiting them throughout the week, I will be providing feedback as we work through the drafting process.
- Students will be trying to achieve a 10/10 on each of their 3 assignments.
 - It will be explained at the start, that they will start at 1 and work their way up to 10 throughout the term of the gamification activity.
 - They will hand things in, and we will discuss what they think could be improved on in their work, (maybe their drawing needs color, maybe their sentence could be a bit longer, etc.)
- Each assignment will be worth 10 beads in their bucket, so hopefully students will be motivated to keep working until they achieve 10/10
- Students are also welcomed to do a different assignment if they choose, if they only get 7/10 on one and think they can do better if they choose a different one.
- Students will be encouraged to seek feedback from their peers and work together on projects if they would like.

7. *Rewards*. Think about it - Gamification works best when including both intrinsic and social aspects. How can a student see their own success? How can the student work toward social/whole class goals? Obviously, these rewards connect in part to the visual progression you designed above. Beyond completing 3 of 5 activities to be successful, what else could you build into this game? Do 4 or 5 of 5 and score extra 'class points' toward longer gym time? toward watching *The Lorax* full-length movie? toward a field trip to the recycling depot? Maybe offer bonus challenges? How can this game be both intrinsic and social? Do it - Explain how you could make this not only an individual, but a social activity. Remember, rewards can be anything and don't have to be part of your 'progression' experience.

- Students will be earning individual beads to fill their buckets, and the buckets of their classmates throughout the term of the activity.
 - Each assignment will be up to 10 beads each
 - Students can also earn bonus beads by being a bucket filler every day
 - The teacher and any other adults in the classroom will be watching, and when we catch students being kind/sharing/complimenting/etc, we will let that student put a bead in their own bucket, and one or more beads in their classmates bucket that they were being nice to.
 - This hopefully will encourage positive behavior and help to address class problems of not sharing or saying mean things.
 - This potentially could be used as a deterrent for bad behavior as well, if students are mean, the beads can illustrate how they are dipping into their classmates bucket, as well as their own.
 - I believe using it this way depends on the class and could backfire.
- At the end, all the beads will be added to the class bucket and if there is enough (there will be) we get a reward.
- As a reward, we will get to go into the community to try and be bucket fillers for others. There are several options for how this would look depending on the town and the time of year, but some examples would be:
 - Going to an elderly care home for a few hours of board games and fun
 - Cleaning up a public park
 - Etc...

Assessment. Think about it - You'd need to have a rubric or measure to indicate student success (proficiency standards) in each of the activities. You'd need to evolve a game rubric to track each student's overall successes. Don't do it - For this assignment, you don't have to, but think about how you'd assess the competencies through this gamification unit. Also remember, you don't have to measure/assess everything you do as a classroom teacher. The whole point of the gamification activity could simply be to work on collaboration and problem-solving.

- Though the assignments are given a score of up to 10, they will be complete/incomplete, however there will also be assessment and monitoring of the students behavior throughout the week.

- The competencies we are trying to work on with this activity are centered around how the students are behaving with their classmates and working to encourage empathy, relationships, and kindness.
- There can be opportunities to assess students progress with some literacy skills as well as some comprehension skills, but as some students will not choose to write or do the worksheet for this activity, there will be no formal assessment for all students.
- Utilizing this gamification early in the year could be a great way to get to know the temperaments and behavioral habits of your students, as well as establishing some good classroom expectations.