



Funded by  
the European Union

**Achievement system (sample activity)**

Erasmus+ project  
“GAMIFICATION IN CLASS – challenges and rewards”

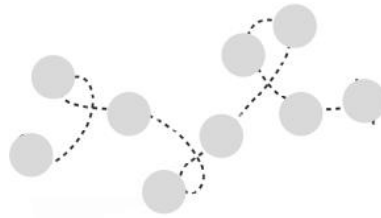
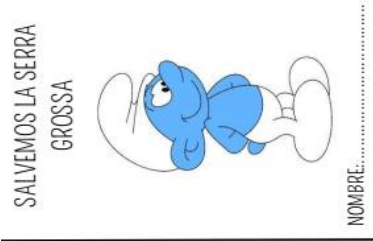


Project ID: 2020-1-LT01-KA229-077970  
GAMIFICATION IN CLASS - challenges  
and rewards

Curso: <b>5 YEAR OLDS</b>	Título: <b>SAVE THE SERRA GROSSA</b>
<b>NARRATIVE</b>	
<p>In Alicante, very close to the beach, we find the Serra Grossa, a mountain in which there is a hidden village, where the Smurfs live.</p> <p>The Smurfs are small and their skin is blue, and although they all look the same, they are all different, each one of them has something special.</p> <p>But there is a problem, the terrible Gargamel, who hates the environment, wants to destroy the plants and trees of the Serra Grossa, so the Smurfs need our help to save their village and all their natural surroundings.</p> <p>Will we get it?</p>	
<b>ACHIEVEMENT SYSTEM EXPLANATION</b>	
<b>INDIVIDUAL CHALLENGES AND</b>	<ul style="list-style-type: none"> <li>• Plant seeds in recycled containers.</li> </ul>

**REWARDS**

- Paint the mushrooms to make a smurf village.
- Paint Easter eggs with magic glitter.
- Make a craft with aromatic spices.
- Medal where they will mark when they complete the missions.



**GROUP CHALLENGES AND REWARDS**

<https://view.genial.ly/62025b630711000019a0918f/interactive-content-salvemos-la-serra-grossa>

- Story of the Smurfs for the classroom.
- Parcheesi of the Smurfs for the classroom.
- Sing and dance the song of the Smurfs.

Course **1st Grade - Primary School**

Title: **The greatest adventure**

### NARRATIVE

In the project, the students are about to become professional divers and ocean experts. That's why they are immersed in a submarine story, in which they will come across different challenges to help Nemo's friends in their journey through the ocean. Depending on the subject, either Dory, Hank the octopus, or Chiqui the turtle will guide them and propose engaging missions to boost their motivation towards learning. The contents that are mainly worked out in this project are: **aquatic animals and verb to have got** (English), **measurements of time / distances** (Maths) and **pollution, causes and recycling** (Natural Science)

### ACHIEVEMENT SYSTEM EXPLANATION

#### INDIVIDUAL CHALLENGES AND REWARDS

- As this project should tackle environmental issues, our way to guide them to change their habits and learn to respect their school environment is to foster their caretaking of both the playground and the classroom. Students get points (in form of holes in their punch cards - diver ID cards) for several aspects: bringing a 0-waste snack and a reusable water bottle, taking care of the playground (if they are in charge of it) or presenting and evidence of a task they have done after school related to the previously mentioned issue.
- Once they get 10 stars punched off their card, they will get a scratch and win card. On those cards they have to scratch one of the 3 circles and they'll get an immediate reward



such as changing seats, playing a song in class or being the teacher assistant for a day. Besides, their diver will get a better equipment and will descend on the ocean pannel.

### **GROUP CHALLENGES AND REWARDS**

Day by day, depending on the subject, students will have different missions. As we consider that the missions have been designed to be student-centered, active, and motivating, we don't consider it essential to give them extra group rewards for the moment. At the end of the unit, their reward will be to keep the fish the whole year.





Curso: 3rd GRADE

Título: POKEMON: We gotta save them all

### NARRATIVE

The Pokemon World is in danger. Because of climatic change, some Legendary Pokemon have been trapped in their islands and, some other, had to emigrate to our world and are lost in Alicante. Our mission as Pokemon hunters is to save them and bring them back to their world. Once we have done that, we will have to liberate the Legendary Pokemon, the only ones able to save the Pokemon World. To save the Pokemon in our city, we will have to finish the different missions and tasks found on each island. Once we have passed all the missions, we will have a final mission, which will allow us to save the Legendary Pokemon.

<https://view.genial.ly/61d348d31d0f2b0ded90136c/interactive-content-aventura-pokemon>

### ACHIEVEMENT SYSTEM EXPLANATION

#### INDIVIDUAL CHALLENGES AND REWARDS

When each mission finishes, students will get a Pokemon, which they will put on their Pokedex.

They will also get extra Pokemon when they accomplish some challenges, and a secret Pokemon if they develop special tasks.





**PARA CONSEGUIR LOS POKEMON MISTERIOSOS...**

1. APRENDERSE TODAS LAS TABLAS
2. ESCRIBIR UN TEXTO DE MÁS DE 50 PALABRAS
3. APRENDER UNA PŒSIA EN INGLÉS



**POKEMON CHALLENGES**



TRAED ALMUERZOS SIN RESIDUOS



LIMPIAD Y CUIDAD EL HUERTO ESCOLAR



ANDAD 10.000 PASOS/ RECICLAD EN CASA



TRAED BOTELLAS QUE NO SEAN DE PLÁSTICO

### GROUP CHALLENGES AND REWARDS

Once all missions are finished, the group will have a final mission (about the previous ones), in which they will have the opportunity to liberate a Legendary Pokemon.

**LEGENDARY POKEMON**



**RESHIRAM**  
Dibujo libre

**SOLGALEO**  
Juego libre

**MEWTWO**  
Salir los primeros

Curso: : **5th Grade - Primary School**

Título: "**La masmorra del drac**"

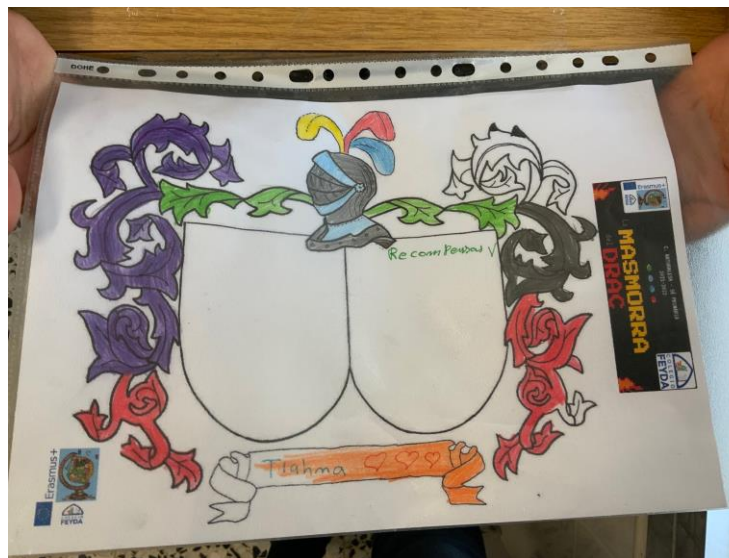
### NARRATIVE

In this unit pupils have to get different elemental gems when they complete the challenges in each mission. We present them an arcade game on the Genially platform. Each week they will answer groups of questions to overcome the game. At the same time students practice the content of the unit through cooperative games and funny crafts. At the end of the story they will fight versus the dragon to get the last elemental gem. <https://view.genial.ly/61e93b836c668d0012c07f0f>

### ACHIEVEMENT SYSTEM EXPLANATION

#### INDIVIDUAL CHALLENGES AND REWARDS

1. Each student will get their gems completing the week task purpose. They work in little groups each mission, but they will complete the group of final questions of each week as a BIG TEAM.
2. Individual stickers for completing missions to paste in the notebook.





Curso: : **5th Grade - Primary School**

Título: “**La masmorra del drac**”



### **GROUP CHALLENGES AND REWARDS**

They will use the Genially arcade game to pass each weekly quest. If they pass to the next level they will have to choose between two different rewards each week. For example, once they get the first challenge they will either get 5 more minutes at recess time, or wear a medieval complement or costume during a day.



Course **1st Grade - Secondary School**

Title: **MARIO BROS IN ZOOLAND**

### **NARRATIVE**

Mario Bros is a plumber who lives on the island of Zooland, a very peaceful place surrounded by mountains and rivers. One day there is pollution in the river that affects his dino friend Yoshi. Mario has to go in search of a cure. In the meantime there is a flood that complicates his adventure. From then on, all his efforts will be focused on solving the problems caused by the flood.

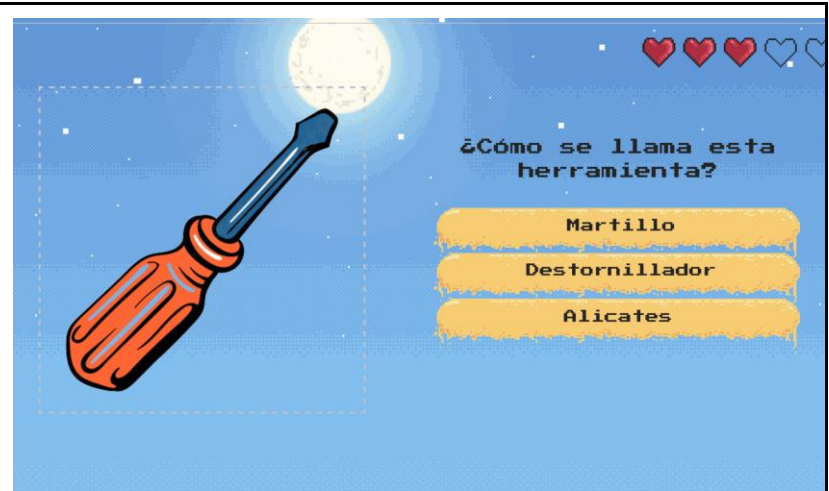
<https://view.genial.ly/620ccc6a332f860019daecf8/interactive-content-quiz-arcade-pixel>

### **ACHIEVEMENT SYSTEM EXPLANATION**

#### **INDIVIDUAL CHALLENGES AND REWARDS**

- Get your new tools.
- Get your drawing tools.
- Know the different types of waste and their containers to recycle them.
- To know the causes of climate change (greenhouse effect, acid rain and destruction of the ozone layer)

	<ul style="list-style-type: none"> <li>● To know the phases of the water cycle.</li> <li>● To know how a DANA works.</li> <li>● To enumerate the five kingdoms and to know their main characteristics.</li> <li>● To distinguish the isometric perspective from the cavalier one.</li> <li>● To use the formulas for calculating areas.</li> <li>● To know the types of artificial wood and the parts of the tree.</li> </ul> <p>Students will earn stars as they progress through the adventure.</p> <p>Making individual sketches of the zoo. From all of them, the one that will be carried out by the whole class will be chosen.</p>
<p><b>GROUP CHALLENGES AND REWARDS</b></p>	<p>Creation by groups of models of each of the areas of the zoo.</p>
<p><b>SCREENSHOTS</b></p>	



School year: **2º ESO**

Name: **Assault for Climate Change**

### NARRATIVE

Young scientists from different European countries are in Alicante to take part in this year's UN Climate Change Conference. When they are into the Conference Room, all the doors get locked and all the lights go out. Suddenly, a video is on and a gang of hooded people appear on screen. The leader of the gang tells the European teenagers that, as humans are destroying the Earth and they are fed up with this, they have decided to kill everybody with a poisonous liquid in the air. Anyway, there's still a kind of hope for the human race: **THEY CAN BE THE HEROES OF THE WHOLE PLANET**. They will have to complete several missions to unlock the doors and leave the building in time to prevent this liquid from destroying everything. Only a Real God of Sustainability and their team will be able to do this.

<https://view.genial.ly/61f104d98ca18b0013a53d0d/interactive-content-ing2o-gamification>

### ACHIEVEMENT SYSTEM EXPLANATION

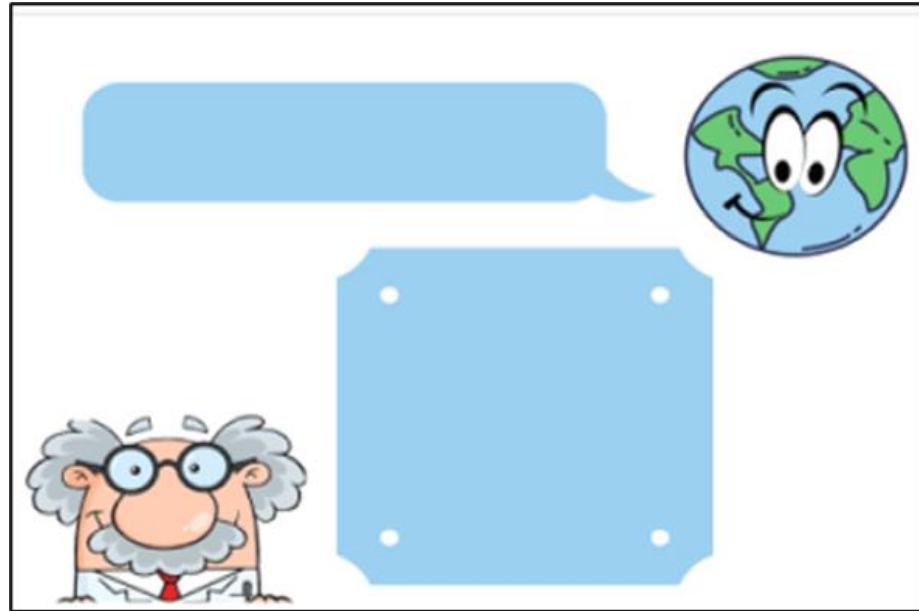
## Individual achievement

In the class noticeboard there will be a table with all the students avatars. In some of the sessions they will have the chance to get a point by doing an extra activity. They will be able to get a total of five points. Each point will add 0,2 in their next exam, so the total mark they could add should be **one extra point**.



**Group level achievement**

**STUDENTS BADGE:**



**GROUP PROGRESS BAR:**

The whole group of students will have to complete several levels to escape from the building together and save the human race. After each sesión completed successfully all of them go ahead. In some sessions they will go to a different level in which they will be given a badge with the grades in sustainability they have obtained. Each student has an individual identity card with both their name and avatar. They will change the badge on their card depending on the level they are.





Curso: 3<sup>rd</sup> ESO

Título: La fallera calavera

### NARRATIVE

The Fallera Calavera is a zombie fallera. Last year she died in strange circumstances during a mascletà, but her death was not investigated. Now she is angry and ready to find the videotape recorded by the regional television, where the circumstances of her death are supposedly clarified.

In order to find it, she will travel through the Valencian Community visiting several towns and landscapes, until the television studios in Alacant, now closed. Along the way, she will meet several famous people from Valencian culture, who are also zombies.

The mayoress of València wants to keep the events secret and will try many tricks to dissuade her from knowing and spreading the truth.

Will la Fallera Calavera get this tape successfully with the help of these friends?

<https://view.genial.ly/61e98aaa9d64d200130e2cff/presentation-udig-la-fallera-calavera>

### ACHIEVEMENT SYSTEM EXPLANATION

**INDIVIDUAL CHALLENGES AND  
REWARDS**

The aim of the unit is for each student to complete various missions to help the Fallera get the videotape.

Some of these tasks will be done individually. When a student successfully completes an individual mission they will receive an ingredient from *paella*, a traditional Valencian dish and the favourite one of la Fallera.

A maximum of 7 ingredients will be given and translated into privileges:

1<sup>st</sup> ingredient: Congratulations from the teacher.

2<sup>nd</sup> ingredient: They get a positive attitude point.

3<sup>rd</sup> ingredient: The student will get an



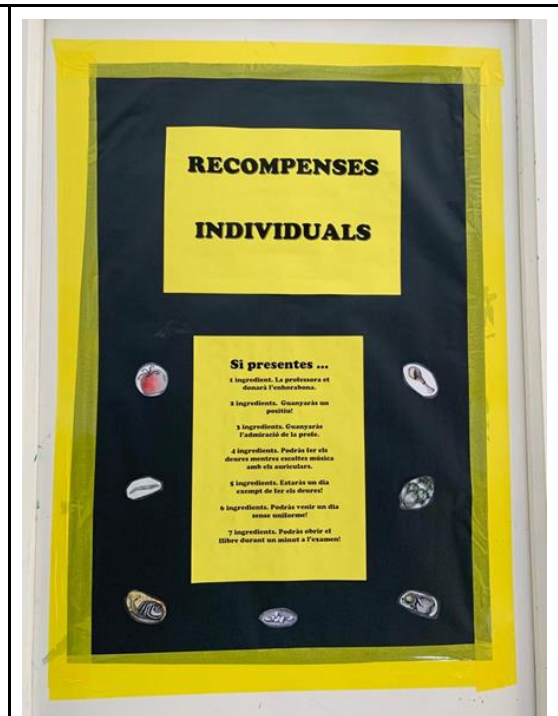
applause from the teacher.

4<sup>th</sup> ingredient: They can do their homework while they are listening to music with their headphones.

5<sup>th</sup> ingredient: A day without homework.

6<sup>th</sup> ingredient: They can come to school one day without the uniform.

7<sup>th</sup> ingredient: They can open the book during the exam for a minute.



## GROUP CHALLENGES AND REWARDS

The journey of the Fallera Calavera through the Valencian Community will be represented on a map. Each mission will take place in a point on the map that corresponds to an area or city visited by the Fallera in the story.

As a group, the objective will be to complete the missions together until they get to Alicante, where they will be able to recover the mascletà videotape.

1<sup>st</sup> mission: València

2<sup>nd</sup> mission: L'Horta

3<sup>rd</sup> mission: Burjassot

4<sup>th</sup> mission: Dénia

5<sup>th</sup> mission: Benidorm



6<sup>th</sup> mission: Alacant

7<sup>th</sup> mission: Canal 9



Curso:	Título: <b>CALENTAMIENTO DEL PLANETA</b>	
<b>NARRATIVE</b>		
<p>Earth year 2100: For decades, scientists have been warning about the need to reduce CO<sub>2</sub> emissions to prevent global warming.</p> <p>The measures agreed at climate change summits have not been enough to avert the CATASTROPHE.</p> <p>Temperatures are expected to have risen by an average of about 4°C on average. Sea levels are expected to rise by up to 0.5 m in some parts of the world.</p> <p>This situation leads us to reflect on the fact that humanity is going down the drain.</p> <p>To avoid the CATASTROPHE, we have found a group of daring people who are willing to risk their lives to save the Earth. They are the 4th ESO Biology and Physics and Chemistry students. Our heroes find a quantum hole through which they manage to return to the year 2022.</p> <p><a href="https://view.genial.ly/6245ce76a5fc530011ac155b/interactive-content-copia-calentamiento-del-planeta">https://view.genial.ly/6245ce76a5fc530011ac155b/interactive-content-copia-calentamiento-del-planeta</a></p>		
<b>ACHIEVEMENT SYSTEM EXPLANATION</b>		
<b>INDIVIDUAL CHALLENGES AND</b>		

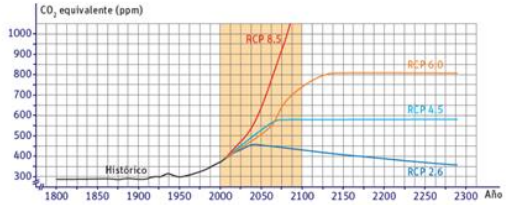
## REWARDS

Earth year 2022: Our heroes have the chance to change the fate of humanity by solving these 4 activities:

1. I take a shower
2. Let's go to school
3. I make myself breakfast
4. I heat my house

When solving these activities, the students will calculate the CO<sub>2</sub> expenditure that is produced when carrying out these actions, so they will write down on these cards the CO<sub>2</sub> expenditure generated in each case. Students will work in teams, and will also record the group expenditure.



	<p>Once they have done so, they will consult this graph to see where they will be in the future, to see if they should take any drastic measures or continue as they are.</p>	
<p><b>GROUP CHALLENGES AND REWARDS</b></p>		

---