



MyBeeClub – Reward System Guideline

Reward System:

The reward system is a tool that is used to impart sound behavioral skills for students by applying rewards for encouragement through the six building characteristics namely: **Cheerful, Self-discipline, Determined efforts, Honesty, Courage and Kindness.**

Why Reward System?

- Reward system is an effective way to encourage the students' achievements and their positive behaviour.
- The use of rewards within the classroom will motivate students and encourage them to participate actively in academic and social learning experiences.
- Reward system sets out clear rules and specifies rewards to make a difference to students' attitude. Reward system recognizes and rewards students with the best behaviour and attitude. It motivates students to behave appropriately.

Types of Star Stickers:

- Star stickers are available in four colours: Blue, Yellow, Red and Purple.
- Blue colour sticker can be used in the first week of the month followed by yellow for the second week, red for the third week and purple for the fourth week and blue again for the fifth week of each month. This will help the teacher to track the students who get rewarded in consecutive weeks.

Reward System Guidelines:

- Reward system shall be consistent, fair and motivate and encourage students.
- Reward system shall be applicable for students following classroom rules.
- Reward students' good behavior such as greeting teachers, participating actively and displaying leadership qualities. Teachers shall explain the guidelines of the reward system. Maintain and follow the rules of the reward system.
- Teachers shall give away rewards only after thoroughly assessing students' eligibility, merit and performance. Teachers shall not reward without proper assessment.
- Teachers should be sensitive to the feelings of potentially vulnerable students.
- There will be a small percentage of students that will probably never receive the big rewards. Teachers shall motivate these students with verbal appreciation to guide them and enable them in achieving a reward.
- Explain clearly the classroom rules and the criteria for rewards.
- Be consistent and use positive feedback.
- Recognize and appreciate students' efforts in their pursuit of rewards.
- Explain the reason for rewarding a particular student.
- Teachers shall use the reward chart given in the kit.
- Keep the reward chart within the reach of all students.



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- Teachers shall ensure that students get an opportunity to place stickers on the reward chart.
- Teachers shall educate students to avoid using or touching the reward chart without their permission.
- Teachers shall manually write the names of the students in the reward chart using a pointed black permanent marker.
- Teachers shall use one reward chart for a class.
- Teachers shall ensure that students get an opportunity to stick the star stickers against their names.

Badge system:

Objectives	Rewards
Fulfills any one of the character objectives	<ul style="list-style-type: none"> • Gets a star sticker on the reward chart. Teachers shall encourage the child to place the star sticker on the reward chart
Demonstrates “Determined Efforts” and “Courage” for two weeks in a row	<ul style="list-style-type: none"> • Gets a star sticker on the reward chart • Wears the “Yes I Can” badge the following week for all the six days
Fulfills at least three character objectives in a week	<ul style="list-style-type: none"> • Gets a star sticker on the reward chart • Wears the “Star Student” badge the following week for all the six days • Sits next to the teacher during “Story Time”
Fulfills all the six character objectives in a given week	<ul style="list-style-type: none"> • Gets a star sticker on the reward chart • Wears the “Leader” badge the following week for all the six days • Gets to be an “Assistant Teacher” for a week • Uses the teacher’s chair
Fulfills all the six character objectives, at least for two weeks in a given month	<ul style="list-style-type: none"> • Gets a star sticker on the reward chart • Wears the “Role Model” badge the following week for all six days • Gets to be an “Assistant Teacher” for a week • Uses the teacher’s chair • “Complement Calls” made to parents by teachers
Fulfills all the six character objectives, at least for two weeks in a given month and fulfills the monthly lesson plans	<ul style="list-style-type: none"> • Gets a star sticker on the reward chart • Display of child’s name on the school’s notice board as the “Student of the Month”. • Wears the “Student of the Month” badge for a month. • Receives gifts (voucher/stationery/caps) • “Complement Calls” made to parents by teachers. • Distribution of certificates during review classes (Optional)

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Reward Chart Sample:



Final EQ Assessment:

- Emotional Quotient of the student is assessed at the end of the level again
- The reward chart which is already in place should be used as the background data for the EQ assessment of the student
- There are six building characteristics in the reward chart namely: *Cheerful, determined efforts, Self Discipline, Honest, Courageous, Kind.*
- In order to assess the EQ level of the student, the teacher should consider the number of star stickers given to a student across the level and take into account her personal observation of the student.

Criteria for giving star stickers

If the student exhibits any one or more of the following characteristics below under each building character, the student is sure to be given one star sticker (only one sticker for a 'building character'). The teacher should not reward for more than two building characteristics in one class.



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Optimism (Being Cheerful) <ul style="list-style-type: none"> Smiles in the class Enjoys learning Enjoys the companionship Feels good about achievements Is friendly with everyone Appreciates each other Builds rapport with the teacher Treats everyone equally 	Resilience (Determined Efforts) <ul style="list-style-type: none"> Is focused Is curious and asks questions Keeps trying after failing Take initiatives Is persistent Concentrates Makes determined efforts in all activities 	Self-Discipline <ul style="list-style-type: none"> Waits for his turn Attends class regularly Listens keenly Speak in English Strictly avoid the use of abusive words Abides by instructions
Honesty <ul style="list-style-type: none"> Asks questions about what he doesn't know Admits mistakes Doesn't lie about incomplete application Doesn't pretend to know things which he actually doesn't know 	Courage <ul style="list-style-type: none"> Maintains a positive attitude Has self-confidence Expresses thoughts clearly Participates actively Avoids distractions Answers in class boldly Asks questions boldly Volunteers in activities 	Kindness <ul style="list-style-type: none"> Respects others Is kind to self Is kind to friends Is kind to teachers Is a good team player Says "I am Sorry" when wrong Says "Thank You" to express gratitude

Frequency for final assessment

- The number of star stickers given to a student is counted at the end of the level and based on that the level can be assessed. However, the teacher's observation of the students in the class is also taken into account.
- If the student gets 0 to 12 stickers – Beginner**
- If the student gets 13 to 24 stickers – Intermediate**
- If the student gets 25 to 36 stickers – Developed**
- If the student gets 37 to 48 stickers – Advanced**
- If the student gets 49 to 60 stickers – Transformed**
- Taking into account the above frequency criteria and the teacher's observation of the student's natural being in the class with her good discretion, the EQ level is assessed. (Reward chart frequency + Teacher's discretion)
- An illustration is given below to show how the teacher has to enter the EQ level in the initial and final EQ Assessment



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IV. Appendix

Initial EQ Assessment - Example

S. No	Student names	Remarks (Only for teacher's reference)	EQ Level
1	Akash	Was co-operative in assessment after encouraging a lot	Intermediate
2	Dilip	Was scared to answer but knows answer if prompted	Beginner
3	Ramesh	Very shy. Took sometime to open up and answer.	Intermediate
4	Suresh	Is good and need more encouragement. Comprehension of questions is low	Intermediate

Final EQ Assessment - Example

S. No	Student names	Remarks (Only for teacher's reference)	Score	EQ Level
1	Akash	Active and obedient in class	27	Developed
2	Dilip	Highly participative and has to work little more on his self – discipline	35	Developed
3	Ramesh	Feels shy to talk in class, but takes efforts to learn	28	Developed
4	Suresh	Learning and participation is high.	40	Advanced