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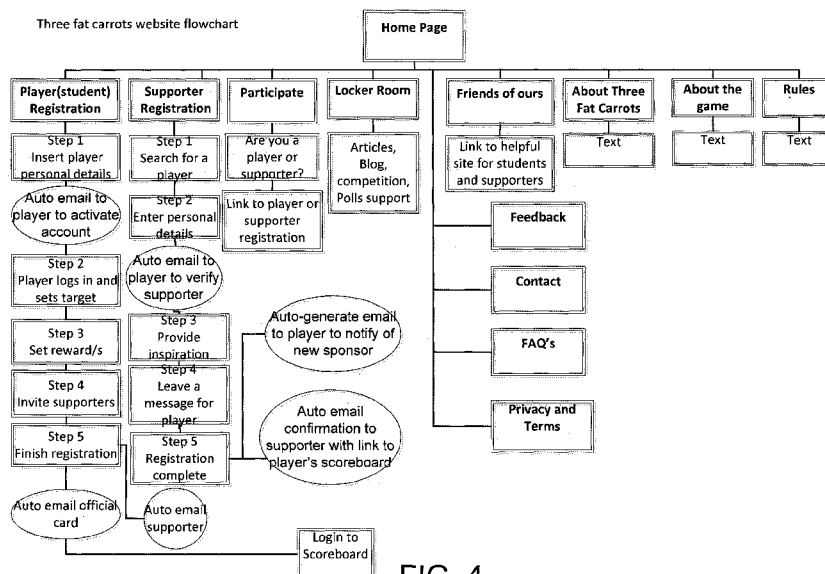


FIG. 4

(57) Abstract: An apparatus and method for providing an educational incentive to a student. The apparatus including: a processor element coupleable to a database module, the database module being adapted to retain a record of registered students and registered sponsor; the processor element being coupleable to a server module for presenting an incentive interface to the student device over a data network and to initiate an incentive program; wherein the incentive interface enables recording, in the database, a target result for a student and one or more rewards being associated with achieving the target result. The apparatus uses the target result, to generate a plurality of result ranges. The student, or a sponsor, can specifying one or more rewards for each result range.

## **APPARATUS AND METHOD FOR PROVIDING AN EDUCATIONAL INCENTIVE**

### **FIELD OF THE INVENTION**

The present invention relates to education and in particular to apparatus for  
5 education incentivisation.

The invention has been developed primarily for use as a apparatus and method for providing an educational incentive, and will be described hereinafter with reference to this application. However, it will be appreciated that the invention is not limited to this particular field of use.

### **10 BACKGROUND OF THE INVENTION**

Any discussion of the prior art throughout the specification should in no way be considered as an admission that such prior art is widely known or forms part of the common general knowledge in the field.

### **OBJECT OF THE INVENTION**

15 It is an object of the present invention to overcome or ameliorate at least one of the disadvantages of the prior art, or to provide a useful alternative.

It is an object of the invention in its preferred form to provide an apparatus and method for providing an educational incentive.

### **SUMMARY OF THE INVENTION**

20 According to a aspect of the invention there is provided an apparatus and method for providing an educational incentive.

According to an aspect of the invention there is provided an apparatus for providing an educational incentive to a student, the apparatus including:

a processor element coupleable to a database module, the database module being adapted to retain a record of registered students and registered sponsors;

5 the processor element being coupleable to a server module for presenting an incentive interface to the student device over a data network and to initiate an incentive program.

Preferably, a student can specify a preferred reward including any one or more of the following:

- x a monetary reward ; and/or
- 10 x a specified charity donation; and/or
- x a tangible non-monetary incentive; and/or
- x a non-tangible non-monetary incentive.

According to an aspect of the invention there is provided an apparatus for providing an educational incentive to a student, the apparatus including:

- 15 a processor element coupleable to a database module, the database module being adapted to retain a record of registered students and registered sponsors;
- the processor element being coupleable to a server that is adapted to present a support interface for presenting incentive data over a data network to a
- 20 sponsor device and to register a sponsor of an incentive program.

Preferably, a sponsor can pledge any one or more of the following:

- x • a preferred reward selected by the student; and/or
- x • a cash contribution toward a preferred reward selected by the student; and/or
- 25 x a sponsor specified monetary reward ; and/or
- x a sponsor specified charity donation; and/or
- x a sponsor specified tangible non-monetary incentive; and/or
- x a sponsor specified non-tangible non-monetary incentive.

According to an aspect of the invention there is provided a method of providing an educational incentive to a student. The method includes the steps of:

- receiving, from a student via a student interface, data indicative of a target result (alternatively, a sponsor can provide data indicative of a target result);
- 5 receiving, from a sponsor via a support interface, data indicative of a reward pledge associated with a selected student; and
- receiving, from the student, data indicative a final result for determining earned rewards.

Preferably, the method further includes the step of using the target result,  
10 generating one or more (for example, three) result ranges.

Preferably, the method further includes the step of receiving, from the student, data indicative of preferred reward(s) for each result or result range.

Preferably, the method further includes the step of receiving, from the student, data indicative of invited sponsors.

- 15 Preferably, the method further includes the step of receiving, from a sponsor via a support interface, data indicative of a reward pledge for a result or result range associated with a selected student.

According to an aspect of the invention there is provided an apparatus for providing an educational incentive to a student, the apparatus including:

- 20 a processor element coupleable to a database module, the database module being adapted to retain a record of registered students and registered sponsor;
- the processor element being coupleable to a server module for presenting an incentive interface to the student device over a data network and to initiate
- 25 an incentive program;
- wherein the incentive interface enables recording, in the database, a target result for a student and one or more rewards being associated with achieving the target result.

Preferably, the incentive interface enables a student to specify a target result and one or more preferred rewards.

Preferably, the processor element uses the target result to generate a plurality of result ranges; the student specifying one or more preferred rewards for each  
5 result range.

Preferably, the processor element uses the target result to generate three adjacent result ranges; the highest range typically being including results that are higher than the target result; the middle range typically including the target result; the lower range typically including results that are lower than the target  
10 result.

Preferably, a student can specify a non-monetary reward.

Preferably, a student can specify a preferred reward including any one or more of the following:

- a monetary reward ;
- 15 a specified charity donation;
- a tangible non-monetary incentive; and
- a non-tangible non-monetary incentive.

Preferably, the processor element is adapted to present a support interface for presenting incentive data over a data network to a sponsor device, the support  
20 interface enabling a supporter to pledge a reward associated with the target result.

Preferably, the processor element is adapted to present a support interface for presenting incentive data over a data network to a sponsor device, the support interface enabling a supporter to pledge a reward associated at least one of the  
25 plurality of result ranges.

Preferably, a sponsor can pledge a non-monetary reward:

Preferably, a sponsor can pledge any one or more of the following:

- a preferred reward selected by a student;
- a cash contribution toward a preferred reward selected by a student;

any specified monetary reward;  
any specified charity donation;  
any specified tangible non-monetary incentive; and  
any specified non-tangible non-monetary incentive.

- 5 According to an aspect of the invention there is provided a method of providing an educational incentive to a student, the method including the steps of:

receiving, from a student via a student interface, data indicative of a target result;

- 10 receiving, from a sponsor via a support interface, data indicative of a reward pledge associated with a selected student;

receiving, from the student, data indicative a final result for determining earned rewards.

- Preferably, the method further includes the step of: using the target result to generate three adjacent result ranges; the highest range typically being including  
15 results that are higher than the target result; the middle range typically including the target result; the lower range typically including results that are lower than the target result.

Preferably, the method further includes the step of: receiving, from the student, data indicative of a preferred reward for each result range.

- 20 Preferably, the method further includes the step of: receiving, from a sponsor via the support interface, data indicative of a reward pledge for a result range associated with a selected student.

Preferably, the method further includes the step of: receiving, from the student, data indicative of invited sponsors.

- 25 Preferably, the method further includes the step of: enables registering and authenticating each student.

Preferably, the method further includes the step of: enabling registering and authenticating of each sponsor.

Preferably, the reward is a non-monetary reward.

Preferably, the method further includes the step of: providing an apparatus according to any one of claims 1 to 10.

Preferably, the method is being used by a student to incentivise an final result for a subject or course.

- 5 Preferably, the apparatus and method enables registration of a player or user as herein described.

Preferably, the apparatus and method enables registration of a supporter as herein described.

- 10 According to an aspect of the invention there is provided a user access interface for a processor device, the processor device being adapted to provide an educational incentive, the processor device being coupleable to database having records of players and supporters; the interface comprising: a control program adapted to perform a method as herein described.

- 15 Preferably, the user access interface enables registration of a player or user as herein described.

Preferably, the user access interface enables registration of a supporter as herein described.

- 20 According to a further aspect of the invention there is provided a computer program product stored on a computer usable medium, the computer program product adapted to provide a method of providing an educational incentive as herein described.

Preferably, the computer program enables registration of a player or user as herein described.

- 25 Preferably, the computer program enables registration of a supporter as herein described.

## BRIEF DESCRIPTION OF THE DRAWINGS

A preferred embodiment of the invention will now be described, by way of example only, with reference to the accompanying drawings in which:

FIG. 1 shows a flow chart for an embodiment method of player registration;

5 FIG. 2 shows a flow chart for an embodiment method of supporting a player;

FIG. 3 shows a flow chart for an embodiment method of presenting a scoreboard;

FIG. 4 shows a flow chart for an embodiment method of presenting a website;

10 FIG. 5A through FIG. 5F, show embodiment website pages associated with method steps for player registration;

FIG. 6A through FIG. 6F, show embodiment website pages associated with method steps for supporter registration;

15 FIG. 7 shows a schematic view of an embodiment apparatus for providing an educational incentive to a student; and

FIG. 8 shows a flow chart of an embodiment method of providing an educational incentive to a student.

## PREFERRED EMBODIMENT OF THE INVENTION

20 The invention will be described with respect to an interactive incentivisation apparatus and method "Three Fat Carrots" (or three incentive rewards) presented as an online game designed to reward students.

### **Three Fat Carrots**

25 Three Fat Carrots is an interactive, online game designed to reward students studying for a particular qualification, certification or achievement. In the pilot phase, the focus will be on students across Australia studying for the Higher



School Certificate/IB, however the game is easily adaptable for students at all levels of education.

Registering as a player on the website, a student sets themselves up by choosing one of two ways in which they may play the game and nominate the cash and  
5 other reward incentives they want to get depending on the result they achieve. Once a player is registered they will then invite family members and friends to formally sponsor them by wagering cash or other rewards depending on the result they actually achieve.

Sponsorship gives students an added incentive to work hard and motivates them  
10 to achieve the very best they can. It's also a fun way for family and friends to become involved in the student's education.

### The Game

The premise of the game is that students should be rewarded for their study achievements with cash or other reward incentives. Much in the same way a  
15 worker in an organisation is rewarded with a bonus when they meet or exceed KPI's. The set-up of some bonus systems means that a worker can miss out altogether on a bonus even if they worked hard and came close to meeting their objectives but didn't quite get there. This isn't a particularly motivating or secure way of being rewarded for hard work.

20 The difference with Three Fat Carrots is that the game challenges students to do their best while keeping them safe at the same time, by dangling three carrots. Alternatively a student can go out on a limb and choose to play the game with one reward only for one result (or higher).

The two different ways to play the game are detailed below:

1. Three different results - three rewards

When registering with this game option, students will enter a target score (what they can reasonably expect to achieve). Once entered, the target score will automatically be scaled by the website into three possible scopes of scores for the student's final score to fall within, and each scope is represented by a carrot name:

- The highest range – the FATTEST carrot – will typically feature the most lucrative reward. This range is a result beyond what the student hopes to achieve.
- The middle range – the FATTER carrot – will contain a reward less lucrative than the FATTEST carrot. The result the student expects (or hopes) to achieve will fall within this range.
- The lower range – the FAT carrot – will contain a reward less lucrative than the FATTER carrot. This range of results is below what the student expects (or hopes) to achieve. In this range the student will still be rewarded because they worked hard and deserve to be recognized for their achievements.

For example, if a target score of 80 is entered during registration then the following scopes or ranges are established. Noting that the target mark is set in the upper middle range. There are three ranges.

- FAT 68-73
  - FATTER 74-80
  - FATTEST 81-86
- By having three ranges for the final score to fall within, students are challenged in a non-threatening way because the reward ranges are set based on the result the student believes they can achieve, but they can still be rewarded even if they don't achieve the result they had hoped to achieve.

Supporters of a student will have the opportunity to show their support in one of three ways:

- Promise to provide in full the FAT, FATTER & FATTEST carrots the student has chosen as their reward;
- 5     ➤ Make a cash contribution to the three carrot ranges; or
- Create their own rewards for each of the three carrot ranges.

The carrot that the final score falls within will entitle the student to receive what each supporter has promised to give them.

## 2. One results - one reward

- 10   This game playing strategy is for students who believe they know what their final score will be and like to play with an 'all or nothing' attitude. Students will be required to set a target score, and what they would like to receive as a reward if they achieve that score or above.

- 15   For example, if a target score of 86 is entered during registration, then the following scope or range will be established. Noting that the target mark is set in the lower end of the range - there is only one range presented.

- FATTEST 86 or higher

- 20   As with the three different results, three different rewards game playing option, supporters can choose to offer the student the reward they want in full, offer a cash contribution or nominate a reward of their own choosing. Only if the score is achieved will the student receive what each supporter has promised them.

- 25   Of course it is inspiring and motivating to be tempted with cash and other reward incentives for the level of achievement reached but the point is not that the student achieves what they set out to achieve, but that they were inspired to learn and strived to do their best in their area of study. The real reward is the gift

of education, and the many avenues of opportunity good education can bring. What is also important is the visible support a student receives from their family and friends, underscoring the belief the supporters have in the student.

### General Players Rules

- 5 By way of example, general player rules can be any one or more of the following:
  1. Players registers personal details on the website.
  2. Enter what qualification/certification they are studying towards.
  3. Enter the date of study completion and the date that the results are published.
  - 10 4. Set a target score equal to or between 40 – 100.
  5. Once a target score has been entered, three target mark ranges will be automatically calculated for the player to assign rewards to. These three ranges will have FAT, FATTER & FATTEST carrots assigned to them.
  - 15 6. Players have the opportunity to invite potential supporters to support them. It is also possible for potential supporters to search for players through a search function on the website and begin the official supporters process. All supporters engaging the official supporter process this way will need to have their details verified by the student, before they can complete the supporter process and assign cash or gift incentives to them.
  - 20 7. When a player is advised by us that they have a supporter waiting to be verified they will have seven days to allow them access or the request to support them will be cancelled. After seven days the supporter process will need to start again, and can be done by either the supporter or the player can invite supporters by inviting supporters from their scoreboard.
  - 25 8. Once the three fat carrots ranges have been set on the website, a cash reward or a gift of the player's choice can be assigned to each range. Supporters will be able to either contribute cash towards each target mark range - or they may offer the entire carrot. Supporters can also offer their

own made up carrots depending on their imagination, to be assigned to each of the three results ranges.

9. Students need to enter their actual results on our site and upload a photograph of their official results as evidence. This needs to happen within 28 days of results being published or the player profile will be deleted and all supporters' rewards will automatically be cancelled.
10. When students successfully prove through our website that they have reached one of their three pre-set targets, Three Fat Carrots will notify supporters of the results achieved and their obligation to fulfil their end of their contract with the player and furnish them with the cash or gift incentive as agreed by them.

#### General Supporter Rules

By way of example, general supporter rules can be any one or more of the following:

1. Supporters will either be invited to become a supporter by a student or they will need to search our registered participants to see if who they are looking for is registered with us.
2. All supporters who wish to sponsor a student which they have searched for and found on our site will need to have their details verified by the student before they can complete the supporter registration process.
3. Once a supporter has been verified and allowed access to a student profile, they will be able to choose how they would like to configure their rewards from the following three options:
  - Offer the student one or all of their carrots in full (depending on what target is achieved)
  - Make a cash contribution (depending on what target is achieved)
  - Set rewards of their own choice (depending on what target is achieved)

4. Supporters will leave a message of encouragement for the student to see.
5. Three Fat Carrots will notify the supporter when the student has completed his/her study and they have uploaded their results on our website. It will then be up to the sponsor to ensure they fulfill their end of the contract by furnishing the player with the Carrot they are obligated to provide them with i.e. provide the play with either Fat, Fatter, or Fattest Carrot depending on how high their result is.

Referring to FIG. 1 through FIG. 4, embodiment methods for implementing aspect of the reward apparatus are taught by way of example only. FIG. 1 shows a flow chart for an embodiment method of player registration. FIG. 2 shows a flow chart for an embodiment method of supporting a player. FIG. 3 shows a flow chart for an embodiment method of presenting a scoreboard. FIG. 4 shows a flow chart for an embodiment method of presenting a website.

### 15 **Three Fat Carrots Interface**

#### Player Registration

Referring to FIG. 5A through FIG. 5F, method steps are shown for player registration as taught through implementation of an embodiment website (by way of example only).

20 FIG. 5A shows an example webpage for : Step 1: YOUR DETAILS

To start playing Three Fat Carrots we need to know a little about you so we can get you registered as a player. Enter your details below:

- x First name
- x Middle name
- 25 x Last name
- x Sex

- x Age
- x Email
- x Confirm Email
- x Type a password
- 5 x Confirm password
- x Secret question
- x Secret answer
- x Are you a student from: Within Australia or Outside Australia?
- x What year are you in?

10 FIG. 5B shows an example webpage for : STEP 2: SET A TARGET

Now that you're a player, we need to know what you are studying for. It might be the HSC but you can play even if you are studying for something else. When you set your target, be sure you have given it some thought beforehand. Your target should be what you hope and believe you can achieve. Then you choose how you  
15 want to play the game.

- x What are you studying for? ATAR OP OBDP or Other
- x Set your target score between 1 & 99.95
- x Expected date of completion of your exams
- x When will your official results be available?
- 20 x How do you want to play the game?
  - o Three results, three rewards: Choose this option if you would like to have the target score you entered calculated into three scaled ranges for your final result to fall within
  - o One result, one reward: Choose this option if you would like to be  
25 rewarded only if you reach the target mark you enter or higher. This option is suitable for those students who wish to challenge themselves with an all or nothing modus operandi

FIG. 5C shows an example webpage for : STEP 3: SET YOUR REWARDS –  
Three results, three rewards

Now the fun begins! This is where you nominate the rewards you'd love to receive depending on how well you do in your studies. Using the target score you set yourself in Step 2 we have calculated three scaled ranges for your final result to fall within. These are the reward ranges known as fat, fatter and fattest carrot and you can choose between cash or a reward of your choice for each of the carrot ranges below. The fatter the carrot (that is, the higher your target) the juicier the rewards should be. You might already have specific rewards in mind or perhaps you need a little inspiration. In the next step, you'll invite supporters to pledge to give you the rewards you have nominated however they will also have the option to choose their own rewards if they want to.

Cash Reward option: Enter the cash amount you'd like to receive should you achieve a result that is equal to or within the above fat carrot range.

Reward of my choice option: Enter the name, description and estimated value of the reward you'd like to receive should you achieve a result that is equal to or within the above fatter carrot range.

User then enters Reward name, reward description and estimated cash value.

FIG. 5D shows an example webpage for : an alternative STEP 3: SET YOUR REWARDS – One result, one reward

Now the fun begins! This is where you nominate the reward you'd love to receive depending on how well you do in your studies. Using the target score you set yourself in Step 2 only one reward range has been set. This is one fat carrot and the reward should be just as juicy if you achieve your target score or above. You can choose between cash or a reward of your choice. You might already have a specific reward in mind or perhaps you need a little inspiration. In the next step, you'll invite supporters to pledge to give you the reward you have nominated however they will also have the option to choose their own reward if they want to.



Cash Reward option: Enter the cash amount you'd like to receive should you achieve a result that is equal to or within the above fattest carrot range.

Reward of my choice option: Enter the name, description and estimated value of the reward you'd like to receive should you achieve a result that is equal to or  
5 within the above fattest carrot range.

User then enters Reward name, reward description and estimated cash value.

FIG. 5E shows an example webpage for : STEP 4: INVITE SUPPORTERS.

Here's where you invite the people in your life to formally sponsor and support you while you're studying. Your supporters will receive an email on your behalf  
10 inviting them to become your supporter and they will have the opportunity to support you by agreeing to reward you with your nominated carrots depending on what your final result is or they can choose to support you by nominating their own carrots. What's more you can choose as many supporters as you want to have, and the more supporters you have the more rewards will be on offer and  
15 the greater the incentive to study.

Enter supporter details below:

- First name
- Last name
- Email
- 20 ➤ Relationship
- Leave a message here for your supporters

The box on the right "My supporters" will display the list of supporters the player creates.

FIG. 5F shows an example webpage for :STEP 5: THANK YOU

Thank you for registering to play Three Fat Carrots. Your supporters will now be contacted and sent details on how they can support you. In the meantime [click here](#) to check out your scoreboard.

Three Fat Carrots wishes you the best of luck in your study endeavours and may  
5 the fattest carrot be yours!

### Supporter Registration

Referring to FIG. 6A through FIG. 6F, method steps are shown for supporter registration as taught through implementation of an embodiment website (by way of example only).

10 FIG. 6A shows an example webpage for : Step 1: Search

To support a student registered with Three Fat Carrots, please enter their details below.

Search for a student: Enter either the student's first name and last name, email address or school name

15 Click on "support me" next to the player's name you searched for in the results below, to start to have your details verified with them (this must be done to complete the supporter registration process. If the student's name that you're searching for does not show in the results below, they have not yet registered with Three Fat Carrots. [Click here to inform them of our website.](#)

20 FIG. 6B shows an example webpage for : Step 2: Your details

Before you can support a player we need to know a little about you. It is the policy of Three Fat Carrots that every supporter must be verified by the player before registration can be completed. Once you have been verified you will be invited to complete your support for the student.

Enter your details below:

- ☐ First name
- ☐ Last name
- ☐ Sex
- 5 ☐ Age
- ☐ Email
- ☐ Confirm Email
- ☐ Relationship to student
- ☐ Country you live in: Australia or outside Australia
- 10 ☐ Verification: Click the button below to notify the student that you wish to support them. You will be notified by email once your details have been verified by them and provided with a link to complete the supporter verification process. **VERIFY MY DETAILS**

FIG. 6C shows an example webpage for : Step 3: Provide Inspiration – Three  
15 results, three rewards

When students register with Three Fat Carrots they set themselves a target score. This target score is then used to calculate three scaled ranges for the student's final result to fall within. These become the reward ranges known as fat carrot, fatter carrot and fattest carrot. So the fatter the carrot, the higher the  
20 result needs to be. And the higher the result a student can achieve, the more they should be rewarded. The table below shows the rewards your student has nominated to receive based on the result they will actually achieve, along with the dollar value of each.

Now it is up to you to choose how you would like to support and reward the  
25 student for their study achievements. You have three support options within each of the three reward ranges.

How would you like to inspire this student?

- x Support player with whole carrot: Choose this option if you want to support the student by offering to give them in full the reward they have nominated if their final result falls within this fat carrot range.
- 5 x Offer a cash incentive: Choose this option if you want to inspire the student by offering them a cash reward if their final result falls within this fat carrot range.
- x Choose my own carrot: Choose this option if you're feeling creative and would like to inspire the student with a reward you have personally chosen
- 10 for this fat carrot range. Keep in mind that the aim is to encourage students to do their very best. So make sure the carrot you dangle is juicy enough to inspire and keep the student focused on their studies.

Let other supporters of this player see my incentives OR Keep my incentives between me and the player only

- 15 FIG. 6D shows an example webpage for an alternative: Step 3: Provide Inspiration – One result, one reward

When a player registers, they set themselves a target score. The target is what they hope and believe they can achieve. In this instance only one reward range has been set because the player chosen to play for one result, one reward. Your

20 player has already chosen the reward they want to receive according to the result they achieve. You may choose to sponsor the player with their chosen reward (if another supporter has not already snapped it up) or you may choose your own incentive. When choosing your own incentive, remember the aim is to encourage and inspire students to do their very best. So make sure the carrot you dangle is

25 juicy enough to inspire a player and keep them focused on their studies.

How would you like to inspire this player?

- x Support player with whole carrot: Choose this option to provide the student with what they've chosen as their reward if they achieve their target score or higher.
- 5 x Provide a cash incentive: Choose this option if you want to inspire the student by offering them a cash reward if they achieve their target score or higher.
- x Choose my own carrot: Choose this option if you're feeling creative and would like to inspire the student with a reward you have personally chosen.
- 10 Keep in mind that the aim is to encourage students to do their very best. So make sure the carrot you dangle is juicy enough to inspire and keep the student focused on their studies.

Let other supporters of this player see my incentives OR Keep my incentives between me and the player only

- 15 FIG. 6E shows an example webpage for Step 4: Leave a message

Here, you can leave a few words of encouragement for your player to see when they receive your sponsorship. SUBMIT

FIG. 6F shows an example webpage for Step 5: Thank you.

- 20 Thank you for choosing to support a player. Not only will your support give your player an added incentive to work hard and motivate them to achieve the very best they can, it is also a fun and visible way for you to be involved in their education. Details of your support have been sent to the player.

You may now check out the player's scoreboard or you may wish to support another student.

It will be appreciated that the illustrated apparatus and method can provide an educational incentive to a registered student.

### Ranges of results

By way of example, the ranges of results used can be calculated on the basis of the range of available results and the students target result.

For a Target Mark between 30 - 100, the following ranges can be defined (using Microsoft Excel language).

Range	Lower	Upper
Fat	=IF(TAR<30,"too low",IF(TAR>100,"too high",IF(AND(TAR>=30,TAR<=100),C25-7)))	=IF(TAR<30,"too low",IF(TAR>100,"too high",IF(AND(TAR>=30,TAR<=100),C25-1)))
Fatter	=IF(TAR<30,"too low",IF(TAR>100,"too high",IF(TAR>=50,TAR-5,IF(TAR<=100,TAR-5))))	=IF(TAR<30,"too low",IF(TAR>100,"too high",IF(AND(TAR>=99.5,TAR<=100),"99",IF(TAR<100,TAR))))
Fattest	=IF(TAR<30,"too low",IF(TAR>100,"too high",IF(TAR+1<=100,TAR+1,IF(TAR+1>=100,"100",IF(TAR=99,"99",IF(TAR=100,"100"))))))	=IF(TAR<30,"too low",IF(TAR>100,"too high",IF(AND(TAR>=30,TAR<60),TAR+8,IF(AND(TAR>=60,TAR<70),TAR+7,IF(AND(TAR>=70,TAR<80),TAR+6,IF(AND(TAR>=80,TAR<90),TAR+5,IF(AND(TAR>=90,TAR<=95.4),TAR+4,IF(AND(TAR>=95.5,TAR<=99.99),"100",IF(TAR=97,"100",IF(TAR=98,"100",IF(TAR=99,"100",IF(TAR=100,"100"))))))))

For a Target Mark (TAR) between 13 - 45, the following ranges can be defined (using Microsoft Excel language)

Range	Lower	Upper
Fat	=IF(TAR<13,"too low",IF(TAR>45,"too high",IF(AND(TAR>=1,TAR<=45),C25-7)))	=IF(TAR<13,"too low",IF(TAR>45,"too high",IF(AND(TAR>1,TAR<=45),C25-1)))
Fatter	=IF(TAR<13,"too low",IF(TAR>45,"too high",IF(TAR>=45,TAR-4,IF(TAR<=45,TAR-5))))	=IF(TAR<13,"too low",IF(TAR>45,"too high",IF(TAR=44,"43",IF(TAR=45,"43",IF(TAR<46,TAR))))
Fattest	=IF(TAR<13,"too low",IF(TAR>45,"too high",IF(AND(TAR>=1,TAR<=43),TAR+1,IF(TAR=45,TAR-1,IF(TAR=44,"44",IF(TAR+1>=45,"45"))))))	=IF(TAR<13,"too low",IF(TAR>45,"too high",IF(AND(TAR>=1,TAR<10),TAR+6,IF(AND(TAR>=10,TAR<20),TAR+5,IF(AND(TAR>=20,TAR<30),TAR+4,IF(AND(TAR>=30,TAR<40),TAR+3,IF(AND(TAR>=40,TAR<43),TAR+2,IF(TAR=43,"45",IF(TAR=44,"45",IF(TAR=45,"45"))))))))

FIG. 7 shows an apparatus 100 for providing an educational incentive to a student. The apparatus 100 includes:

- 5 a processor element 110 coupleable to a database module 112, the database module being adapted to retain a record of registered students and registered sponsors;
- the processor element being coupleable to a server module 114 for presenting an incentive interface to the student device 120 over a data
- 10 network 130 and to initiate an incentive program.

In this embodiment, the student can transmit incentive data in the form of a target result. The student can then specify a preferred reward for reaching or exceeding this target result.

- In an embodiment, the processor can use the target result to calculate three
- 15 adjacent result ranges, that are about the target result, that a final result may fall within. The highest range, typically being including results that are higher than the target result, can be associated with a preferred major reward. The middle range, typically including the target result, can be associated with a preferred

reward. The lower range, typically being including results that are lower than the target result, can be associated with a preferred minor reward.

It will be appreciated that, by way of example only, each reward can be selected from any one or more of the following:

- 5       x a monetary reward ; and/or
- x a specified charity donation; and/or
- x a tangible non-monetary incentive; and/or
- x a non-tangible non-monetary incentive.

The student can use the interface to specify the final result (and any supporting  
10       evidence) for claiming any supported rewards.

A student can invite sponsors by providing contact details such as email addresses. The server then send an invitation to each nominated sponsor. The invitation can include (visible and/or embedded) details of the associated student. This association can be pre-established (or pre-associated) with the  
15       sponsor at registration.

To maintain security and/or accuracy in the incentive data, the student can be registered.

FIG. 7 further shows an apparatus 100 for enabling a sponsor 145 of the student 125 to sponsor an educational incentive. The apparatus 100 includes:

- 20       a processor element 110 coupleable to a database module 112, the database module being adapted to retain a record of registered students and registered sponsors;
- the processor element being coupleable to a server 114 that is adapted to present a support interface for presenting incentive data over a data  
25       network 130 to a sponsor device 140 and to register a sponsor of an incentive program.

In use, by way of example only, a sponsor can select an incentive program established by (or associated with) a student, and pledge a reward for that



student reaching a target result and or a target range. The sponsor can pledge any one or more of the following:

- x a preferred reward selected by the student; and/or
- x a cash contribution toward a preferred reward selected by the student;  
5 and/or
- x a sponsor specified monetary reward ; and/or
- x a sponsor specified charity donation; and/or
- x a sponsor specified tangible non-monetary incentive; and/or
- x a sponsor specified non-tangible non-monetary incentive.

- 10 The database retains details of all pledged rewards and associate target result and/or result range. Multiple sponsors can sponsor a student and/or target result (or result range). The target result (or result range) can typically be student or sponsor specified.

- A sponsor can sponsor multiple students. The support interface can identify all  
15 associated students (for example, any one or more of the following: currently sponsored, previously sponsored, previously visited or previously selected) which is recorded in the database.

- The apparatus can be used in providing a method of providing an educational incentive to a student. It will be appreciated that a plurality of registered  
20 sponsors 145 can access the support interface.

Once the student specifies the final result (and any supporting evidence), any pledged rewards associated with a result (or result range) that is satisfied by the final result can be claimed.

- It will be appreciated that the interfaces are typically presented through a data  
25 communication network. For example, an interface is presented through a web interface that is viewable on a: laptop, netbook, personal computer, tablet device, mobile phone, a cell phone, smart phone, personal digital assistant or other electronic interface devices. A software application can be provided for facilitating presentation of the respective interface. In an example embodiment,

an interface can be tailored for mobile or handheld devices, for example using style sheets. Alternatively, an interface can be a custom interface presented by the respective interface element.

In this embodiment, the processor element can use a web server 114 to present the student interface and/or support interface via a web interface. A registered member (student or sponsor) typically accesses the respective interface in the form of a web interface presented by a server (or web server) 114.

It will also be appreciated that software applications can be provided for presenting (or displaying) an interface, whereby the applications can make requests to the processor element 110 via an interface module 114 or alternatively directly access the database 112. A member can be authenticated prior to accessing a respective interface.

It will be appreciated that FIG. 7 teaches a client-server environment distributed across a data network, such as the World Wide Web (the Web), in which an online portion of each interface may take place. The architecture of the data network follows a conventional client-server model. The terms "client" and "server" are used to refer to a computer's general role as a requester of data (the client) or provider of data (the server). By way of an example only, a web client 120, 140 and Web servers 110 (and web server module 114) communicate using a protocol such as HyperText Transfer Protocol (HTTP). In the Web environment, Web browsers can reside on clients and render Web documents (pages) served by the Web servers. The client-server model is used to communicate information between clients and servers. Web servers are coupled to the data network (for example the Internet) and respond to document requests and/or other queries from Web clients. When a user selects a document by submitting its Uniform Resource Locator (URL), a Web browser opens a connection to a server and initiates a request (e.g., an HTTP get) for the document. The server delivers the requested document, typically in the form of a text document coded in a standard mark-up language such as HyperText Markup Language (HTML).

30

FIG. 8 shows a method 200 of providing an educational incentive to a student. The method includes the steps of:

STEP: 210 a student, via a student interface, specifies a target result;

STEP: 220 optional: using the target result, the apparatus generation of one  
5 or more (for example, three) result ranges;

STEP: 230 the student specifies a preferred reward for each result or result  
range;

STEP: 240 the student invites sponsors;

STEP: 250 a sponsor, via a support interface, make a reward pledge for a  
10 result or result range associated with a selected student;

STEP: 260 the student specifies a final result and can collect earned  
rewards.

FIG. 8 shows a method 200 of providing an educational incentive to a student. The method includes the steps of:

15 STEP: 210 receiving, from a student via a student interface, data indicative  
of a target result;

STEP: 220 optional: using the target result, generating one or more (for  
example, three) result ranges;

STEP: 230 receiving, from the student, data indicative of preferred  
20 reward(s) for each result or result range;

STEP: 240 receiving, from the student, data indicative of invited sponsors;

STEP: 250 receiving, from a sponsor via a support interface, data indicative  
of a reward pledge for a result or result range associated with a  
selected student;

25 STEP: 260 receiving, from the student, data indicative a final result and  
determining earned rewards.

It will be appreciated that the data indicative of a preferred reward can indicate a non-monetary reward (tangible or intangible).

It will be appreciated that the method can further include registration and authentication of each student and/or sponsor. Typically each student and/or support will also be authenticated prior to using a respective interface.

A student and/or sponsor can maintain and/or receive a secure online scoreboard for viewing, sharing and tracking progress.

Upon receiving data indicative a final result, earned rewards are automatically determined and identified to the student and/or supporter.

It would be appreciated that the disclosed method and apparatus provides an educational incentive to a student by way of maintaining records of one or more pledged rewards that can be earned.

The method and apparatus can be used by a student to incentivise achieving an final result or mark for a subject, course or degree.

## **15 Interpretation**

It would be appreciated that, some of the embodiments are described herein as a method or combination of elements of a method that can be implemented by a processor of a computer system or by other means of carrying out the function. Thus, a processor with the necessary instructions for carrying out such a method or element of a method forms a means for carrying out the method or element of a method. Furthermore, an element described herein of an apparatus embodiment is an example of a means for carrying out the function performed by the element for the purpose of carrying out the invention.

In alternative embodiments, the one or more processors operate as a standalone device or may be connected, e.g., networked to other processor(s), in a networked deployment, the one or more processors may operate in the capacity of a server or a client machine in server-client network environment, or as a peer machine in a peer-to-peer or distributed network environment.

Thus, one embodiment of each of the methods described herein is in the form of a computer-readable carrier medium carrying a set of instructions, e.g., a computer program that are for execution on one or more processors.

Unless specifically stated otherwise, as apparent from the following discussions, it is appreciated that throughout the specification discussions utilizing terms such as “processing”, “computing”, “calculating”, “determining” or the like, can refer to the action and/or processes of a computer or computing system, or similar electronic computing device, that manipulate and/or transform data represented as physical, such as electronic, quantities into other data similarly represented as physical quantities.

In a similar manner, the term “processor” may refer to any device or portion of a device that processes electronic data, e.g., from registers and/or memory to transform that electronic data into other electronic data that, e.g., may be stored in registers and/or memory. A “computer” or a “computing machine” or a “computing platform” may include one or more processors.

The methodologies described herein are, in one embodiment, performable by one or more processors that accept computer-readable (also called machine-readable) code containing a set of instructions that when executed by one or more of the processors carry out at least one of the methods described herein. Any processor capable of executing a set of instructions (sequential or otherwise) that specify actions to be taken is included.

Unless the context clearly requires otherwise, throughout the description and the claims, the words “comprise”, “comprising”, and the like are to be construed in an inclusive sense as opposed to an exclusive or exhaustive sense; that is to say, in the sense of “including, but not limited to”.

Similarly, it is to be noticed that the term “coupled”, when used in the claims, should not be interpreted as being limitative to direct connections only. The terms “coupled” and “connected”, along with their derivatives, may be used. It should be understood that these terms are not intended as synonyms for each other. Thus, the scope of the expression a device A coupled to a device B should not be limited to devices or systems wherein an output of device A is directly

connected to an input of device B. It means that there exists a path between an output of A and an input of B which may be a path including other devices or means. "Coupled" may mean that two or more elements are either in direct physical or electrical contact, or that two or more elements are not in direct  
5 contact with each other but yet still co-operate or interact with each other.

As used herein, unless otherwise specified the use of the ordinal adjectives "first", "second", "third", etc., to describe a common object, merely indicate that different instances of like objects are being referred to, and are not intended to imply that the objects so described must be in a given sequence, either  
10 temporally, spatially, in ranking, or in any other manner.

Reference throughout this specification to "one embodiment" or "an embodiment" means that a particular feature, structure or characteristic described in connection with the embodiment is included in at least one embodiment. Thus, appearances of the phrases "in one embodiment" or "in an  
15 embodiment" in various places throughout this specification are not necessarily all referring to the same embodiment, but may refer to the same embodiment. Furthermore, the particular features, structures or characteristics may be combined in any suitable manner, as would be apparent to one of ordinary skill in the art from this disclosure, in one or more embodiments.

20 Similarly it should be appreciated that in the above description of exemplary embodiments of the invention, various features of the invention are sometimes grouped together in a single embodiment, figure, or description thereof for the purpose of streamlining the disclosure and aiding in the understanding of one or more of the various inventive aspects. This method of disclosure, however, is  
25 not to be interpreted as reflecting an intention that the claimed invention requires more features than are expressly recited in each claim. Rather, as the following claims reflect, inventive aspects lie in less than all features of a single foregoing disclosed embodiment. Thus, the claims following the Detailed Description are hereby expressly incorporated into this Detailed Description,  
30 with each claim standing on its own as a separate embodiment of this invention.

Furthermore, while some embodiments described herein include some but not other features included in other embodiments, combinations of features of different embodiments are meant to be within the scope of the invention, and form different embodiments, as would be understood by those in the art. For  
5 example, in the following claims, any of the claimed embodiments can be used in any combination.

In the description provided herein, numerous specific details are set forth. However, it is understood that embodiments of the invention may be practiced without these specific details. In other instances, well-known methods,  
10 structures and techniques have not been shown in detail in order not to obscure an understanding of this description. Although the invention has been described with reference to specific examples, it will be appreciated by those skilled in the art that the invention may be embodied in many other forms.

It will be appreciated that an embodiment of the invention can consist  
15 essentially of features disclosed herein. Alternatively, an embodiment of the invention can consist of features disclosed herein. The invention illustratively disclosed herein suitably may be practiced in the absence of any element which is not specifically disclosed herein.

**THE CLAIMS DEFINING THE INVENTION ARE AS FOLLOWS:**

1. An apparatus for providing an educational incentive to a student, the apparatus including:
  - a processor element coupleable to a database module, the database module being adapted to retain a record of registered students and registered sponsor;
  - the processor element being coupleable to a server module for presenting an incentive interface to the student device over a data network and to initiate an incentive program;
  - wherein the incentive interface enables recording, in the database, a target result for a student and one or more rewards being associated with achieving the target result.
2. The apparatus according to claim 1, wherein the incentive interface enables a student to specify a target result and one or more preferred rewards.
3. The apparatus according to any one of the preceding claims, wherein the processor element uses the target result to generate a plurality of result ranges; the student specifying one or more preferred rewards for each result range.
4. The apparatus according to any one of the preceding claims, wherein the processor element uses the target result to generate three adjacent result ranges; the highest range typically being including results that are higher than the target result; the middle range typically including the target result; the lower range typically including results that are lower than the target result.
5. The apparatus according to any one of the preceding claims, wherein a student can specify a non-monetary reward.



6. The apparatus according to any one of the preceding claims, wherein a student can specify a preferred reward including any one or more of the following:
- a monetary reward ;
  - 5 a specified charity donation;
  - a tangible non-monetary incentive; and
  - a non-tangible non-monetary incentive.
7. The apparatus according to any one of the preceding claims, wherein the processor element is adapted to present a support interface for presenting incentive data over a data network to a sponsor device, the support interface enabling a supporter to pledge a reward associated with the target result.
- 10 8. The apparatus according to claim 3 or claim 4, wherein the processor element is adapted to present a support interface for presenting incentive data over a data network to a sponsor device, the support interface enabling a supporter to pledge a reward associated at least one of the plurality of result ranges.
- 15 9. The apparatus according to claim 7 or claim 8, wherein a sponsor can pledge a non-monetary reward:
10. The apparatus according to claim 7 or claim 8, wherein a sponsor can pledge any one or more of the following:
- a preferred reward selected by a student;
  - a cash contribution toward a preferred reward selected by a student;
  - any specified monetary reward;
  - any specified charity donation;
  - 25 any specified tangible non-monetary incentive; and
  - any specified non-tangible non-monetary incentive.

11. A method of providing an educational incentive to a student, the method including the steps of:  
  
receiving, from a student via a student interface, data indicative of a target result;  
  
5 receiving, from a sponsor via a support interface, data indicative of a reward pledge associated with a selected student;  
  
receiving, from the student, data indicative a final result for determining earned rewards.
12. The method according to claim 11, further including the step of: using the  
10 target result to generate three adjacent result ranges; the highest range typically being including results that are higher than the target result; the middle range typically including the target result; the lower range typically including results that are lower than the target result.
13. The method according to claim 12, further including the step of: receiving,  
15 from the student, data indicative of a preferred reward for each result range.
14. The method according to claim 12 or claims 13, further including the step of: receiving, from a sponsor via the support interface, data indicative of a reward pledge for a result range associated with a selected student.
15. The method according to any one of claims 11 to 14, further including the  
20 step of: receiving, from the student, data indicative of invited sponsors.
16. The method according to any one of claims 11 to 15, further including the step of: enables registering and authenticating each student.
17. The method according to any one of claims 11 to 16, further including the step of: enabling registering and authenticating each sponsor.
- 25 18. The method according to any one of claims 11 to 17, wherein the reward is a non-monetary reward.
19. The method according to any one of claims 11 to 18, further including the step of: providing an apparatus according to any one of claims 1 to 10.

20. The method according to any one of claims 11 to 19, when used by a student to incentivise an final result for a subject or course.

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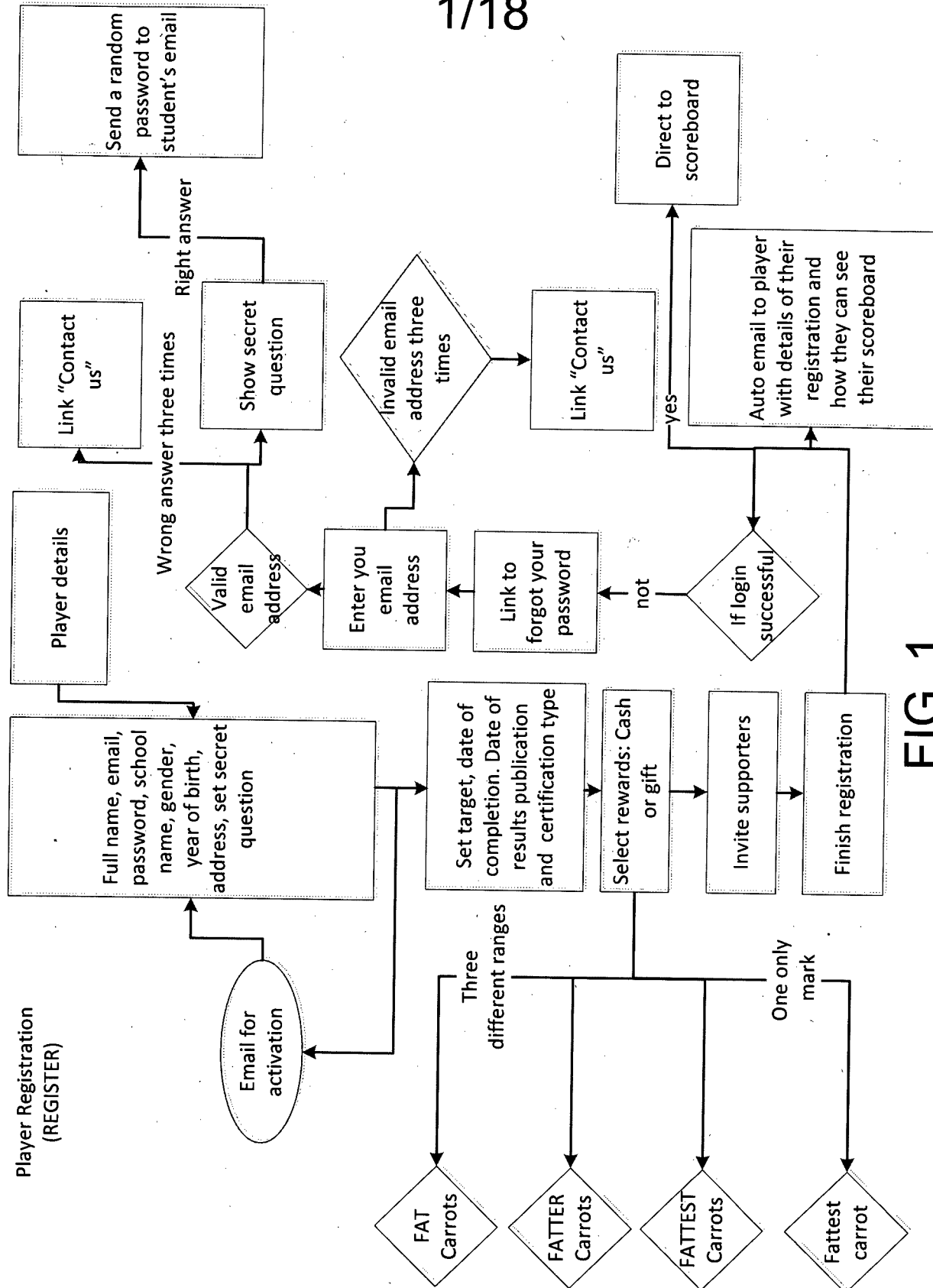


FIG. 1

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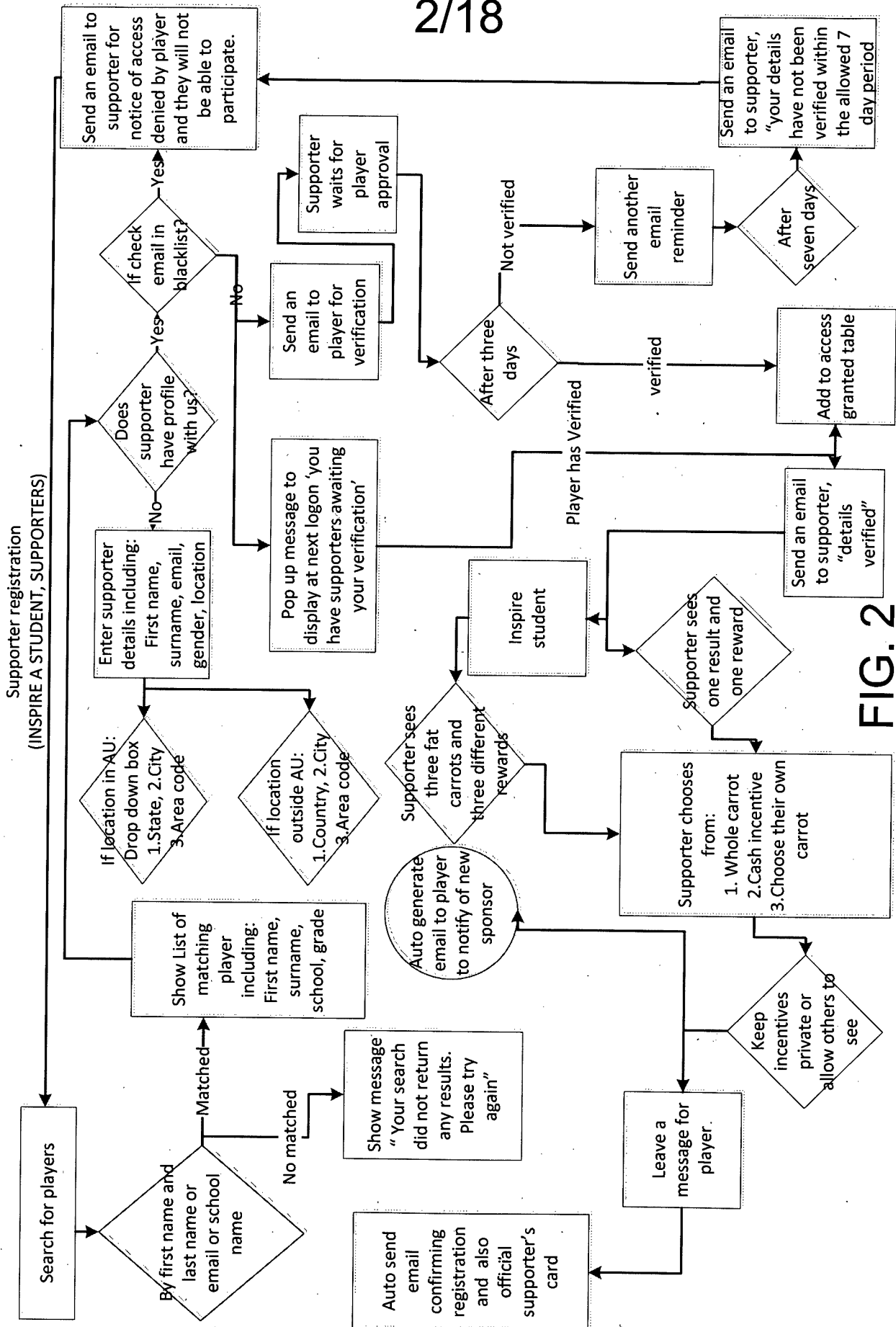


FIG. 2

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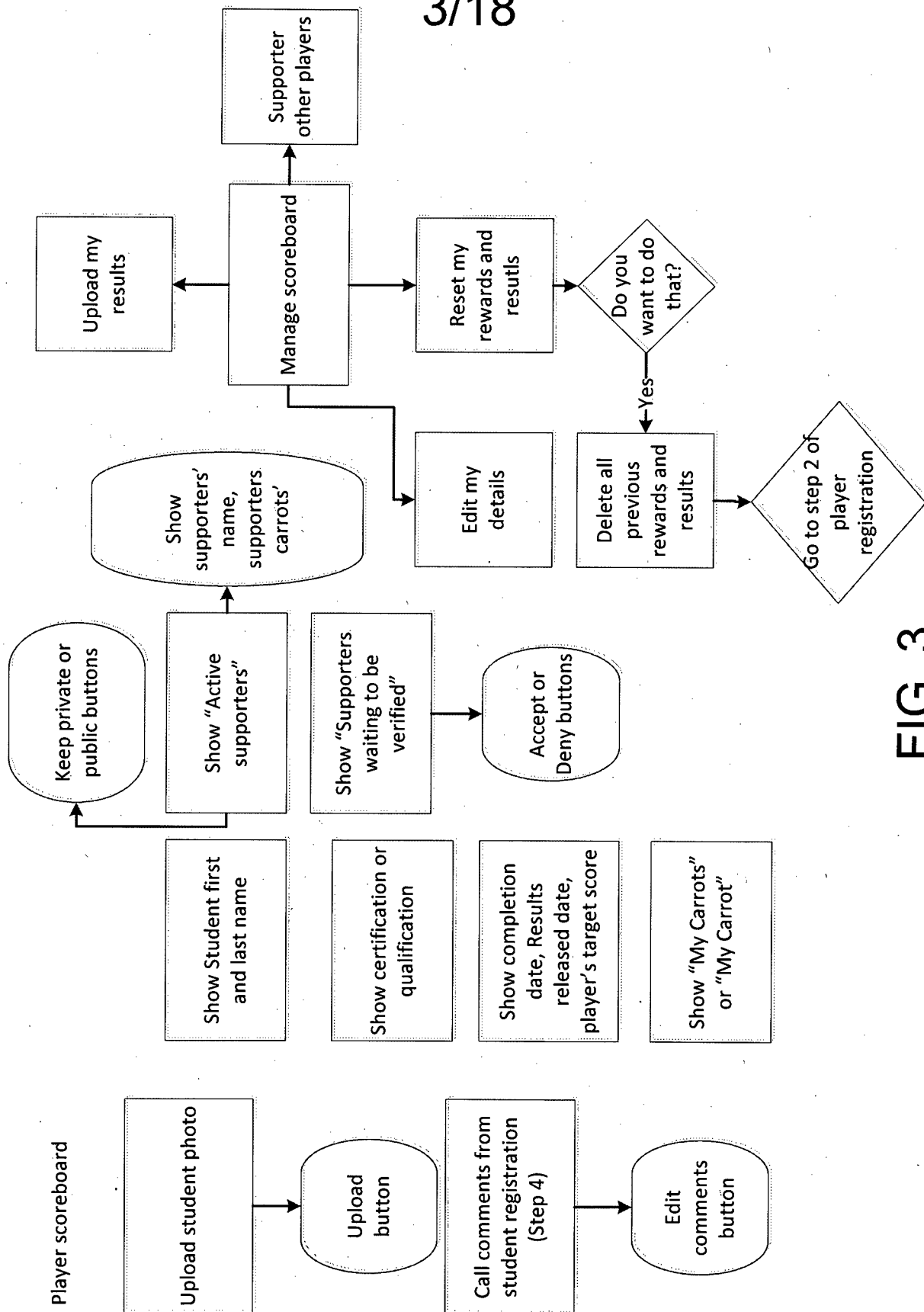


FIG. 3

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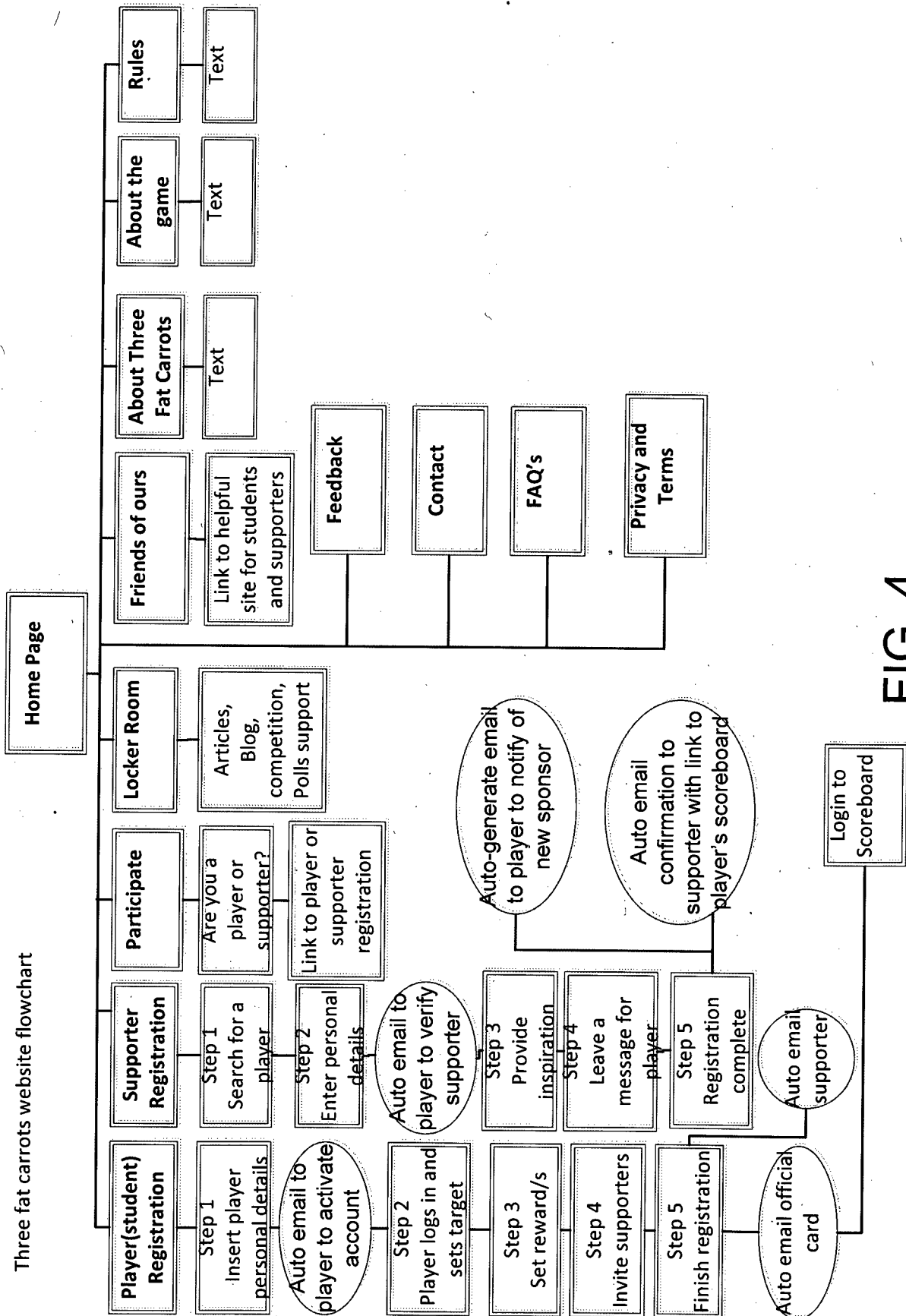


FIG. 4

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STEP 1:  
YOUR DETAILS

STEP 2:  
SET A TARGET

STEP 3:  
SET YOUR REWARDS

STEP 4:  
INVITE SUPPORTERS

STEP 5:  
THANK YOU

### Three Fat Carrots player registration

To start playing Three Fat Carrots we need to know a little about you so we can get you registered as a player.

Enter your details below:

First name:\*

Middle name:

Last name:\*

Sex:\*

☐ Male ☐ Female

Age:\*

Email:\*

Confirm email:\*

Type a password:\*

Confirm password:\*

Secret question:\*

Secret answer:\*

Are you a student from:\*

☐ Within Australia ☐ Outside Australia

What year are you in:\*

☐ I accept the Terms and Conditions and Privacy Policy

Next >

FIG. 5A



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**STEP 1:**  
YOUR DETAILS

**STEP 2:**  
SET A TARGET

**STEP 3:**  
SET YOUR REWARDS

**STEP 4:**  
INVITE SUPPORTERS

**STEP 5:**  
THANK YOU

### Three Fat Carrots player registration

Now that you're a player, we need to know what you are studying for. It might be the HSC but you can play no matter what you are studying for. When you set your target be sure you have given it some thought beforehand. Your target should be what you believe you can achieve. Then you choose how you want to play the game.

---

Enter your details below.

What are you studying for? 
☐ ATAR ☐ OP ☐ IBDP ☐ Other

Expected date of completion of your exams\*

When will your official results be available?\*

How do you want to play the game?\*

☒ Three results, three rewards

Choose this option if you would like to have the target score you enter calculated into three scaled ranges for your final result to fall within. This option is a safer way for students to challenge themselves.

☐ One result, one reward

**NEXT >**

FIG. 5B

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### Three Fat Carrots player registration

Now the fun begins! This is where you nominate the rewards you'd love to receive depending on how well you do in your studies. Using the target score you set yourself in Step 2 we have calculated three scaled ranges for your final result to fall within. These are the reward ranges known as fat, fatter and fattest carrot and you can choose between cash or a reward of your choice for each of the carrot ranges below. The fatter the carrot (that is, the higher your target) the fatter the rewards should be. You might already have specific rewards in mind or perhaps you need a little inspiration. In the next step, you'll invite supporters to pledge to give you the rewards you have nominated however they will also have the option to choose their own rewards if they want to.

Your three individual reward ranges are:

fat carrot 68 - 73	<input checked="" type="checkbox"/> Cash reward
Enter the cash amount you'd like to receive should you achieve a result that is equal to or within the above fat carrot range	
Cash value \$:	<input type="text"/>
<input type="checkbox"/> Reward of my choice	<input type="text"/>

fatter carrot 74 - 80	<input checked="" type="checkbox"/> Cash reward
<input checked="" type="checkbox"/> Reward of my choice	

Enter the name, description and estimated value of the reward you'd like to receive should you achieve a result that is equal to or within the above fatter carrot range.

Reward name: (20 characters max.)

Reward description: (200 characters max.)

Estimated cash value \$:

< PREVIOUS

NEXT >

FIG. 5C

8/18

### Three Fat Carrots player registration

Now the fun begins! This is where you nominate the reward you'd love to receive depending on how well you do in your studies. Using the target score you set yourself in Step 2 only one reward range has been set. This is one fat carrot and the reward should be just as juicy if you achieve your target score or above. You can choose between cash or a reward of your choice. You might already have a specific reward in mind or perhaps you need a little inspiration. In the next step, you'll invite supporters to pledge to give you the reward you have nominated however they will also have the option to choose their own reward if they want to.

Your target score is:

fattest carrot  
73 or higher

☒ Cash reward

☒ Reward of my choice

Enter the name, description and estimated value of the reward you'd like to receive should you achieve a result within the above fattest carrot range.

Reward name: (20 characters max.)

Reward description: (200 characters max.)

Estimated cash value \$:

< PREVIOUS

NEXT >

FIG. 5D

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STEP 1  
YOUR DETAILS

STEP 2  
SET A TARGET

STEP 2  
SET YOUR REWARDS

STEP 4:  
INVITE SUPPORTERS

STEP 5:  
THANK YOU

### Three Fat Carrots player registration

Here's where you make the people in your life to formally sponsor and support you while you're studying. Your supporters will receive an email on your behalf inviting them to become your supporter and they will have the opportunity to support you by agreeing to reward you by nominating their own carrots. What's more you can choose as many supporters as you want to have, and the more supporters you have the more rewards will be on offer and the greater the incentive to study.

Enter supporter details below:

First name:

Last name:

Email:

Relationship:

ADD

Leave a message here for your supporters:

My supporters:

Name	Email address	
Daniel Phan	danielphan3002@gmail.com	<input checked="" type="checkbox"/>
James Nguyen	james.nguyen.1983@gmail.com	<input checked="" type="checkbox"/>
Hung Le	leqh2007@gmail.com	<input type="checkbox"/>
Trong Nguyen	nductrong0584@gmail.com	<input type="checkbox"/>
Daniel Phan	danielphan3002@gmail.com	<input type="checkbox"/>
James Nguyen	james.nguyen.1983@gmail.com	<input type="checkbox"/>
Hung Le	leqh2007@gmail.com	<input checked="" type="checkbox"/>
Trong Nguyen	nductrong0584@gmail.com	<input type="checkbox"/>
James Nguyen	james.nguyen.1983@gmail.com	<input checked="" type="checkbox"/>

REMOVE

NEXT >

FIG. 5E

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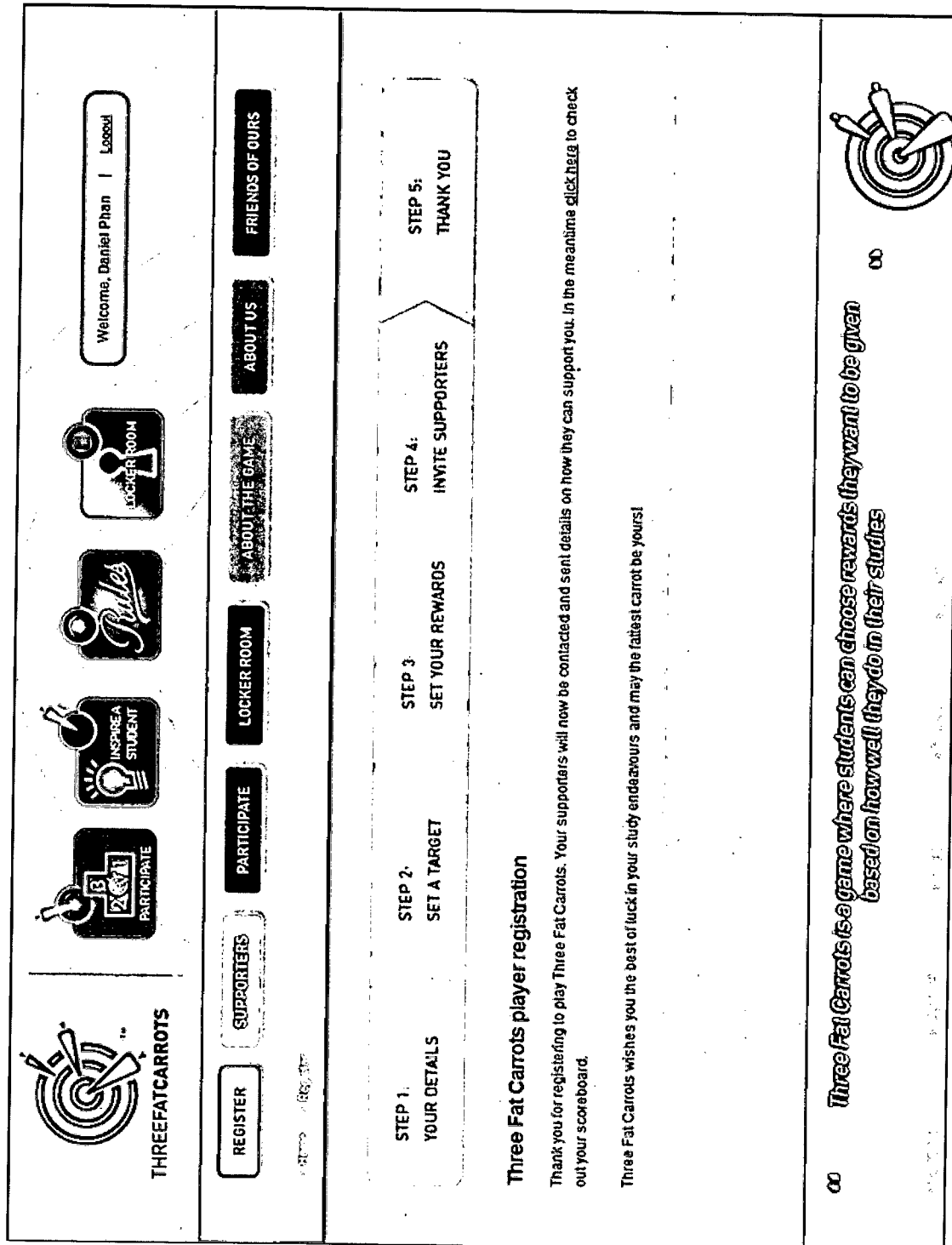


FIG. 5F

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### Three Fat Carrots supporter registration

To support a student registered with Three Fat Carrots, please enter their details below.

Search for a student

Enter either the student's first and last name, email address or school name

SEARCH

James Nguyen	Swinburne University of Technology	SUPPORT ME
Daniel Phan	Monash University	SUPPORT ME
Hung Le	RMIT University	SUPPORT ME
Trong Nguyen	University of Melbourne	SUPPORT ME
James Nguyen	La Trobe University	SUPPORT ME

Click on 'support me' next to the player's name you want to support. You will first need to be verified by the player before completing the supporter registration process. If you can't find the student you're searching for, they have not yet registered with Three Fat Carrots.

[Click here to let them know about Three Fat Carrots.](#)

FIG. 6A

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STEP 1:  
SEARCH

STEP 2:  
YOUR DETAILS

STEP 3:  
PROVIDE INSPIRATION

STEP 4:  
LEAVE A MESSAGE

STEP 5:  
THANK YOU

### Three Fat Carrots supporter registration

Before you can support a player we need to know a little about you. It is the policy of Three Fat Carrots that every supporter must be verified by the player before registration can be completed. Once you have been verified you will be invited to complete your support for the student.

Enter your details below:

First name:\*

Last name:\*

Sex:\*

Age:\*

Email:\*

Confirm email:\*

Relationship to student:\*

Country you live in:\*

☐ Male
 ☐ Female

☒ Australia
 ☐ Outside Australia

Please select your age:

Please select your relationship:

**Verification**

Click the button below to notify the student that you wish to support them. You will be notified by email once your details have been verified by them and provided with a link to complete the supporter registration process.

VERIFY MY DETAILS

< PREVIOUS

FIG. 6B

### Three Fat Carrots supporter registration

When students register with Three Fat Carrots they set themselves a target score. This target score is then used to calculate three scaled ranges for the student's final result to fall within. These become the reward ranges known as fat carrot, fatter carrot and fattest carrot. So the higher the carrot the higher the result needs to be. And the higher the result a student can achieve, the more they should be rewarded. The table below shows the rewards your student has nominated to receive based on the result they would achieve, along with the dollar value of each.

Now it is up to you to choose how you would like to support and reward the student for their study achievements. You have three support options within each of the three reward ranges.

Your player's three individual reward ranges are:		
<b>fat carrot</b> $68 \div 73$ Reward range from 7000000 to 10000000 Total value \$ 1000000	<b>fatter carrot</b> $74 \div 80$ Reward range from 10000000 to 15000000 Total value \$ 1500000	<b>fattest carrot</b> $80 \div 86$ Reward range from 15000000 to 20000000 Total value \$ 2000000
How would you like to support this player?		
<b>fat carrot</b> <input type="checkbox"/> Support this range with a reward of \$1000 <input type="checkbox"/> Reward a cash prize of \$1000 <input type="checkbox"/> Gift a cash prize of \$1000	<b>fatter carrot</b> <input type="checkbox"/> Support this range with a reward of \$1500 <input type="checkbox"/> Reward a cash prize of \$1500 <input type="checkbox"/> Gift a cash prize of \$1500	<b>fattest carrot</b> <input type="checkbox"/> Support this range with a reward of \$2000 <input type="checkbox"/> Reward a cash prize of \$2000 <input type="checkbox"/> Gift a cash prize of \$2000

- ☐ Let other supporters of this player see my incentives
- ☐ Keep my incentives between me and the player only

FIG. 6C



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### Three Fat Carrots supporter registration

When a player registers, they set themselves a target score. The target is what they hope and believe they can achieve. In this instance only one reward carrot has been set because the player chosen to play for one result, one reward. Your player has already chosen the reward they want to receive according to the result they achieve. You may choose to sponsor the player with their chosen reward (if another supporter has not already snapped it up) or you may choose your own incentive. When choosing your own incentive, remember the aim is to encourage and inspire students to do their very best. So make sure the carrot you choose is juicy enough to inspire a player and keep them focused on their studies.

Your player's individual reward carrot is:

fattest carrot 84 or higher	
Reward description	200AUD
Total value \$	300AUD


How would you like to inspire this player?


fattest carrot	
<input type="checkbox"/>	Sponsor player with the fattest carrot
<input type="checkbox"/>	Promo a cash incentive
<input type="checkbox"/>	Choose my own carrot


- ☒ Let other supporters of this player see my incentive
- ☒ Keep my incentive between the player and me only


FIG. 6D


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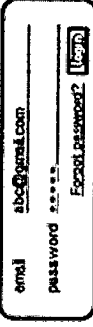

**THREEFATCARROTS**


**PARTICIPATE**


**INSPIRE A STUDENT**


**Pillars**


**LOCKER ROOM**



email: abc@gmail.com  
password: \*\*\*\*\*  
Forgot password? [Login](#)

**REGISTER**

**SUPPORTERS**

**PARTICIPATE**

**LOCKER ROOM**

**ABOUT THE GAME**

**ABOUT US**

**FRIENDS OF OURS**

STEP 1:  
SEARCH

STEP 2:  
YOUR DETAILS

STEP 3:  
PROVIDE INSPIRATION

STEP 4:  
LEAVE A MESSAGE

STEP 5:  
THANK YOU

### Three Fat Carrots supporter registration

Here, you can leave a few words of encouragement for your player to see when they receive your sponsorship.


PREVIOUS





SUBMIT

NEXT

FIG. 6E

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**THREEFATCARROTS**

STEP 1:  
SEARCH

STEP 2:  
YOUR DETAILS

STEP 3:  
PROVIDE INSPIRATION

STEP 4:  
LEAVE A MESSAGE


STEP 5:  
THANK YOU

### Three Fat Carrots supporter registration

Thank you for choosing to support a player. Not only will your support give your player an added incentive to work hard and motivate them to achieve the very best they can, it is also a fun and visible way for you to be involved in their education. Details of your support have been sent to the player.

You may now check out the player's scoreboard or you may wish to support another student.

∞ *Three Fat Carrots is a game where students can choose rewards they want to be given based on how well they do in their studies*



∞

FIG. 6F

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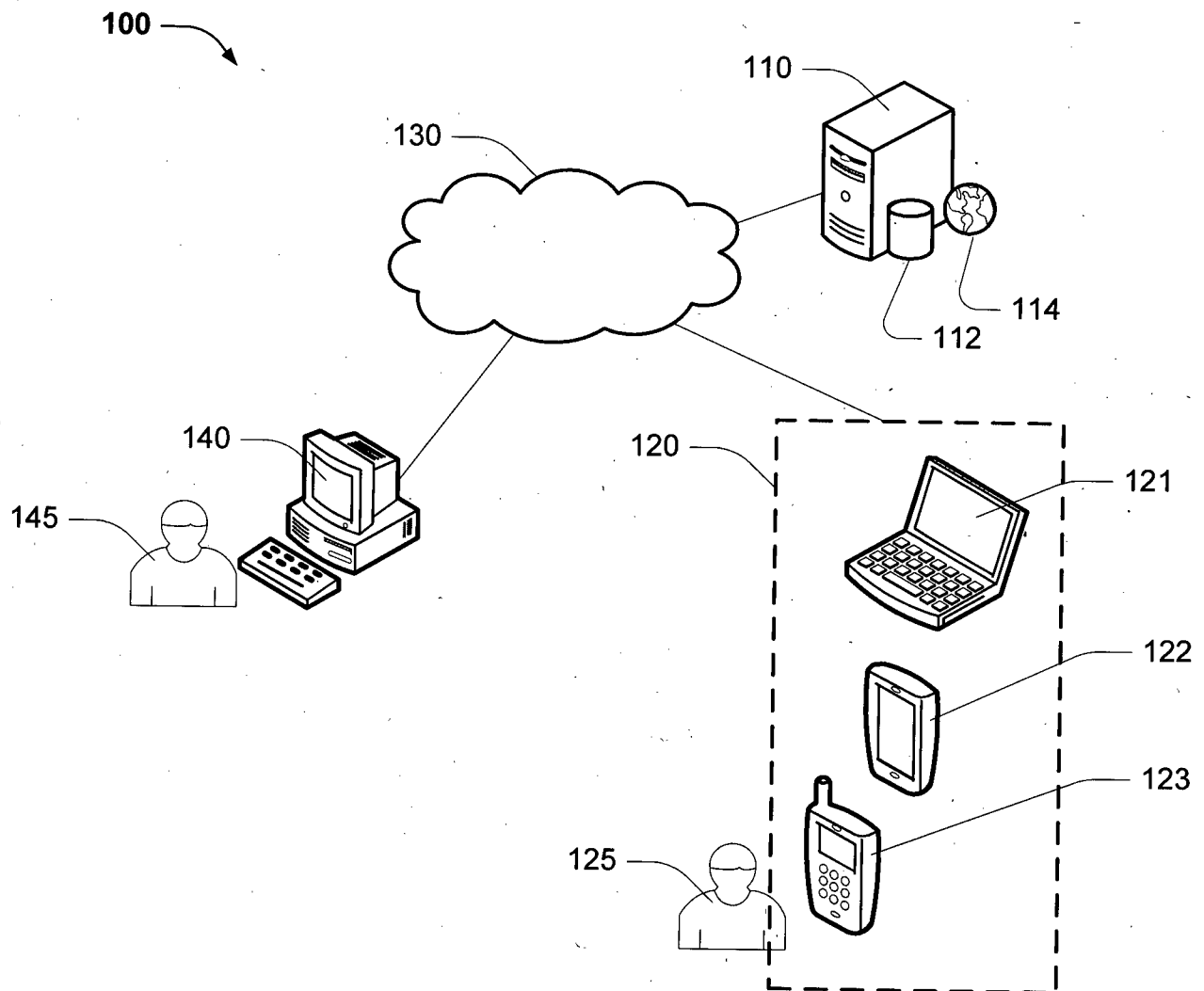


FIG. 7

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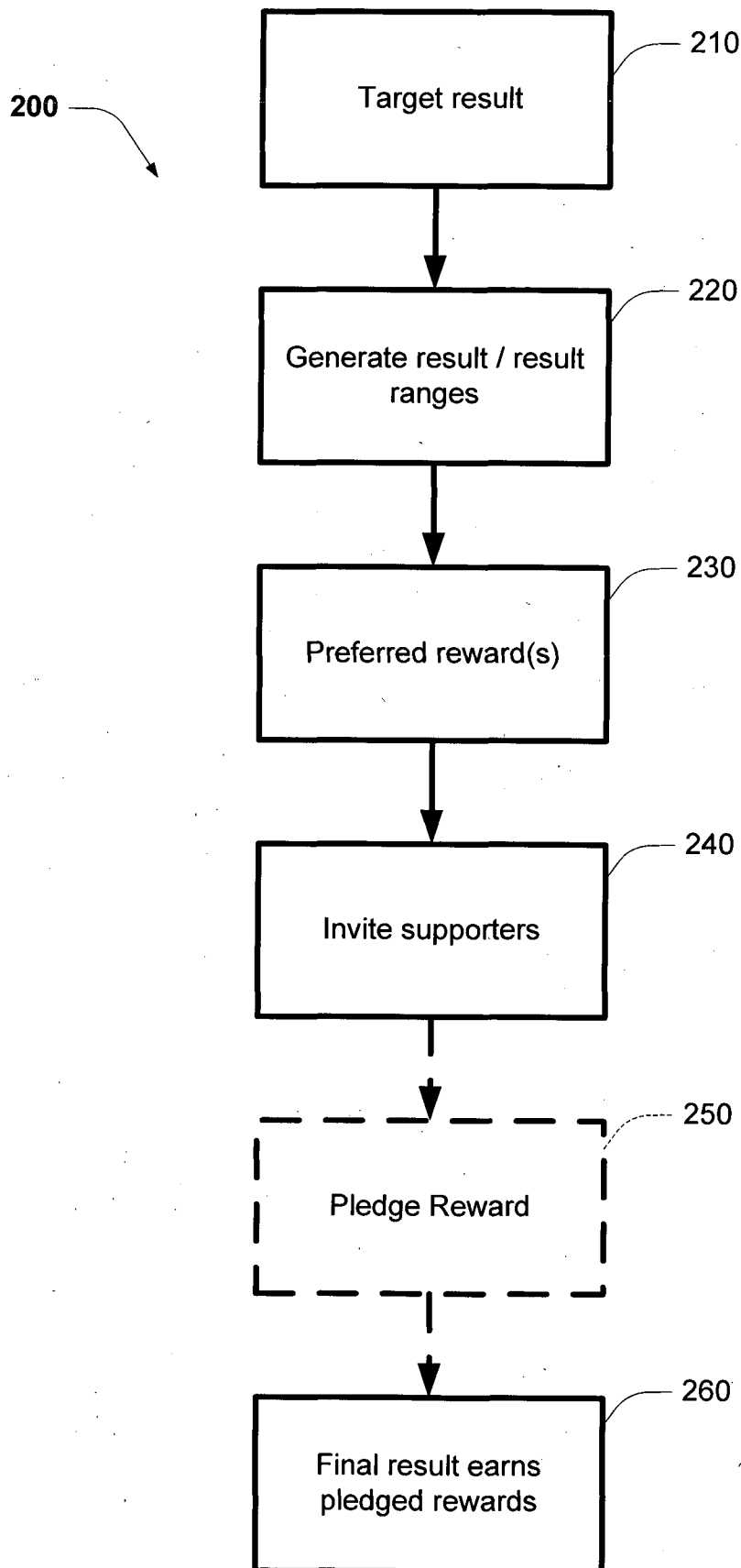


FIG. 8

## INTERNATIONAL SEARCH REPORT

 International application No.  
**PCT/AU2013/000643**

## A. CLASSIFICATION OF SUBJECT MATTER

**G06Q 50/00 (2012.01) G06Q 90/00 (2006.01) G06Q 10/00 (2012.01)**

According to International Patent Classification (IPC) or to both national classification and IPC

## B. FIELDS SEARCHED

Minimum documentation searched (classification system followed by classification symbols)

Documentation searched other than minimum documentation to the extent that such documents are included in the fields searched

Electronic data base consulted during the international search (name of data base and, where practicable, search terms used)

EPODOC, WPI, Patent Lens, Google, keywords include: G06Q, incentive, reward, sponsor, donate, goal, objective, student, grade (and similar terms)

## C. DOCUMENTS CONSIDERED TO BE RELEVANT

Category*	Citation of document, with indication, where appropriate, of the relevant passages	Relevant to claim No.
	Documents are listed in the continuation of Box C	



Further documents are listed in the continuation of Box C



See patent family annex

* "A"	Special categories of cited documents: document defining the general state of the art which is not considered to be of particular relevance	"T"	later document published after the international filing date or priority date and not in conflict with the application but cited to understand the principle or theory underlying the invention
"E"	earlier application or patent but published on or after the international filing date	"X"	document of particular relevance; the claimed invention cannot be considered novel or cannot be considered to involve an inventive step when the document is taken alone
"L"	document which may throw doubts on priority claim(s) or which is cited to establish the publication date of another citation or other special reason (as specified)	"Y"	document of particular relevance; the claimed invention cannot be considered to involve an inventive step when the document is combined with one or more other such documents, such combination being obvious to a person skilled in the art
"O"	document referring to an oral disclosure, use, exhibition or other means	"&"	document member of the same patent family
"P"	document published prior to the international filing date but later than the priority date claimed		
Date of the actual completion of the international search 26 September 2013		Date of mailing of the international search report 26 September 2013	
Name and mailing address of the ISA/AU  AUSTRALIAN PATENT OFFICE PO BOX 200, WODEN ACT 2606, AUSTRALIA Email address: pct@ipaustalia.gov.au Facsimile No.: +61 2 6283 7999		Authorised officer  Cade McTaggart AUSTRALIAN PATENT OFFICE (ISO 9001 Quality Certified Service) Telephone No. 0262837926	

INTERNATIONAL SEARCH REPORT		International application No.
C (Continuation). DOCUMENTS CONSIDERED TO BE RELEVANT		PCT/AU2013/000643
Category*	Citation of document, with indication, where appropriate, of the relevant passages	Relevant to claim No.
X	US 2010/0076776 A1 (KOPKO et al.) 25 March 2010 see whole document in particular paragraphs [0004], [0007], [0009]-[0012], [0039], [0040], [0044]-[0046], [0055], [0056], figs 1a and 2	1-2, 5-11, 13-20
Y	paragraph [0004]	3-4 and 12
Y	US 2003/0028425 A1 (ZANE et al.) 06 February 2003 figure 1	3-4 and 12
A	US 2004/0091846 A1 (AUGHENBAUGH et al.) 13 May 2004	

Form PCT/ISA/210 (fifth sheet) (July 2009)

<b>INTERNATIONAL SEARCH REPORT</b> Information on patent family members		International application No. <b>PCT/AU2013/000643</b>	
This Annex lists known patent family members relating to the patent documents cited in the above-mentioned international search report. The Australian Patent Office is in no way liable for these particulars which are merely given for the purpose of information.			
<b>Patent Document/s Cited in Search Report</b>		<b>Patent Family Member/s</b>	
<b>Publication Number</b>	<b>Publication Date</b>	<b>Publication Number</b>	<b>Publication Date</b>
US 2010/0076776 A1	25 Mar 2010	None	
US 2003/0028425 A1	06 Feb 2003	None	
US 2004/0091846 A1	13 May 2004	None	
<b>End of Annex</b>			
Due to data integration issues this family listing may not include 10 digit Australian applications filed since May 2001. Form PCT/ISA/210 (Family Annex)(July 2009)			