DEMOCRACITY MINECRAFT

Instructions for teachers



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Preparation

What should you do before starting the class?

Worksheets

These worksheets can be downloaded from the BELvue website:
https://www.belvue.be/fr/activities/democracity-minecraft

Have enough copies of each worksheet. You will need to print them yourself. The worksheets you need are:

- Democracity – Role Sheets
- Democracity – Policy Priorities
- Democracity – Creating your political party

You must provide one "Policy Priorities" worksheet per participant. For the other worksheets, one copy per group is sufficient.

Installing Minecraft Education

Make sure that you have the latest version of Minecraft Education installed on all devices used during the class, including your own. It must be the latest version of the program.

CAUTION

If a different version of Minecraft Education is installed on the devices, they cannot communicate with each other. Therefore, the participantwill not be able to participate.

How to Install Minecraft Education

- Go to the Minecraft Education download page. You can access it via this link: "aka.ms/download".
- Select the version of Minecraft Education that is compatible with your device and download it.
- Run the Minecraft Education installation.
- Launch Minecraft Education.

How to Install Democracity Minecraft

To play Democracity in Minecraft Education, follow these steps:

- Download the "Democracity.mctemplate" file we provided
    - https://education.minecraft.net/lessonsworldfile/9339817990414594-Democracity.mctemplate
- Open the "Democracity.mctemplate" file with Minecraft Education.
- After opening Minecraft Education, click "Play."

Do you already use the Minecraft Education platform? Follow the steps below:

- Open Minecraft Education”
- Select “Play”
- Select “View Library”
- Type “Democracity” in the search box
- Select Democracity
- Select “Create New World”



- After installing Democracity, select "View My Worlds".



- Select "MY TEMPLATES".



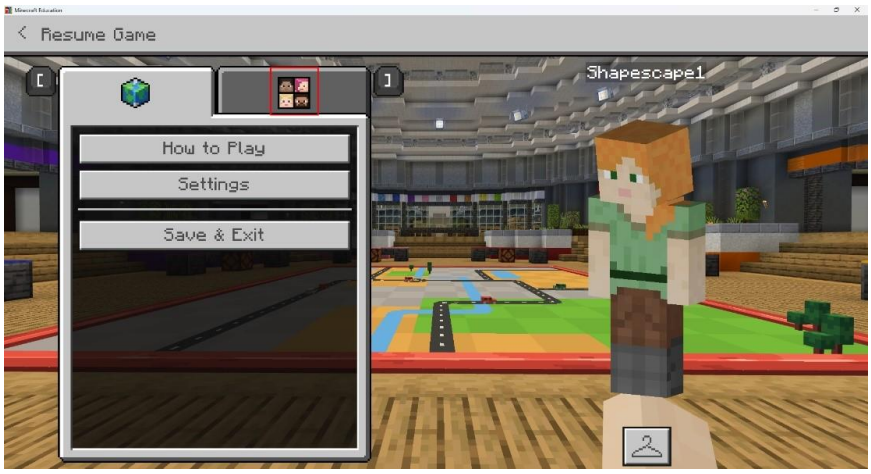
- Click on the "Democracity" world and then on "PLAY".

Technical data

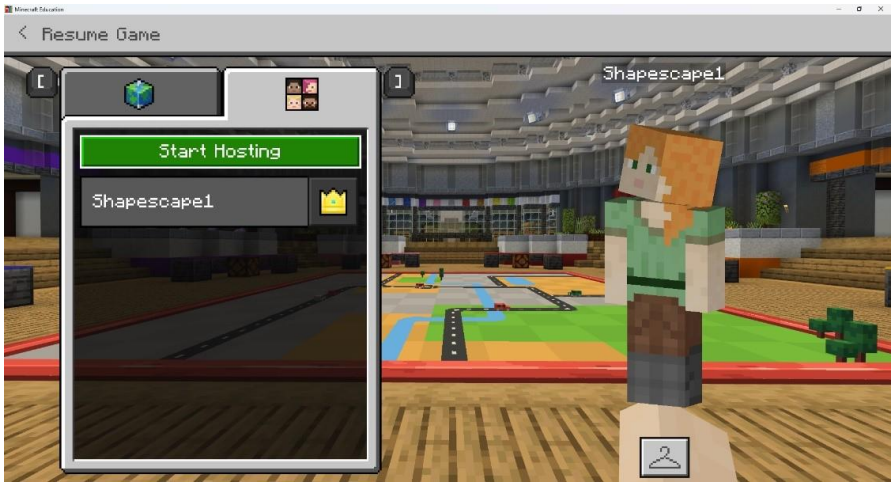
How to open up the world to participants

After creating the world, it must be opened so that the participants can access it, here's how to do it:

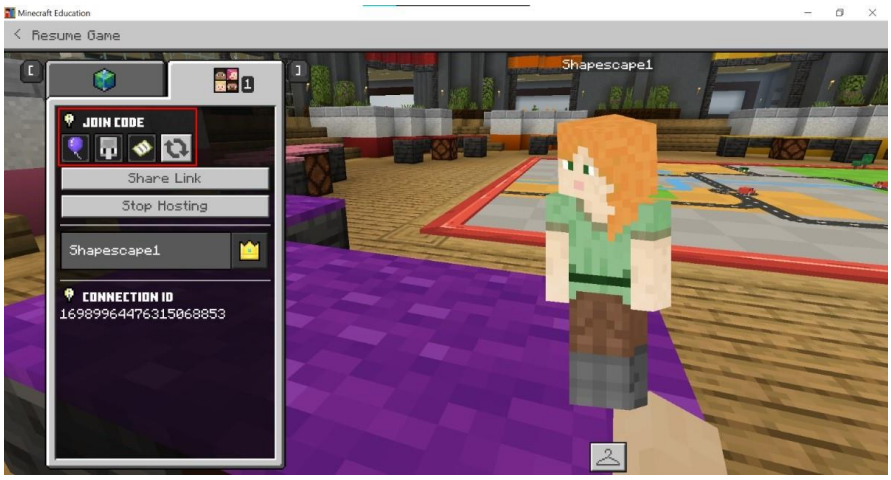
- While in the game, move forward 2 blocks, click on the "ESC" button on your keyboard (or the "II" icon if you have opened the game on your mobile phone).
- Click on the button with the four faces, next to the globe.



- Click on "Start hosting". Then click "Confirm".



You will now see a login code appear on the screen. It is made up of different symbols. You will need this code to allow participants to access the world, we advise you not to go back to the previous menu for now.



CAUTION

Make sure that the Wi-Fi connection is stable and that all devices are connected to the same Wi-Fi network so that everyone cannot participate.

How to get participants in the world

After following the steps above, it is now time for students to enter the world of Democracity Minecraft.

The game is suitable for a **maximum of 40 students**, divided into **a maximum of 8 groups**. Each group has **5 students**. If there are fewer than 40 students participating, fewer groups should be formed.

Each group uses only one device (laptop, Chromebook, iPad, tablet, or other) for the game. The teacher controls the game from your own device (laptop, Chromebook, iPad, tablet or other). A full session (with the maximum number of players) therefore requires 9 devices.

Follow these steps to allow participants to join the world:

- Open Minecraft Education on all devices in the groups.
- Click **"PLAY"**.



- Click on "**JOIN WORLD**".



- Enter the opt-in code that was previously displayed on the teacher's device (see page 8) and click "**Confirm**".



- Click on "**Confirm**" again, and the participants enter the world.

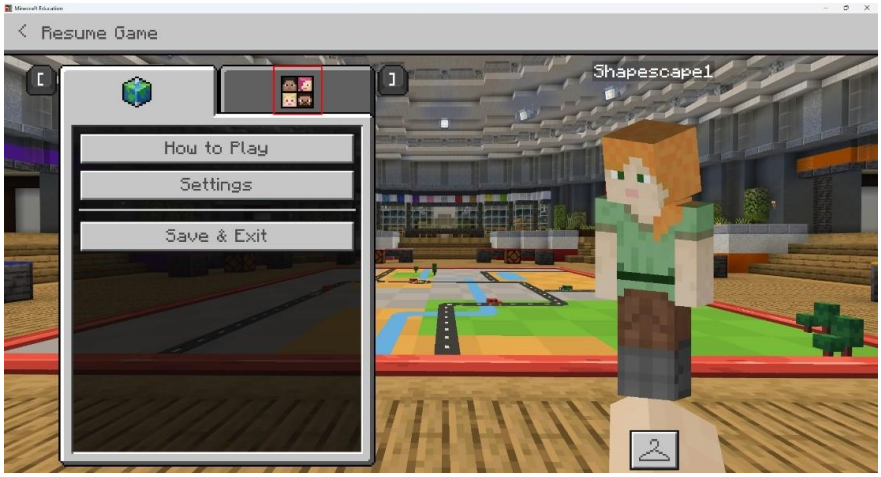


WARNING

Is this your first time playing Minecraft Democracity? If so, an additional notification may appear on the screen. Follow the instructions in this notification to sign in.

How does the game end?

Press ESC to go to the menu. Then click on **"save and exit".**



How does Democracity Minecraft work?

Game Plan



In this image, you can see the usable spaces during the game.

Minecraft Democracity starts in the lobby. By logging in, everyone automatically arrives in this starting space. The game itself takes place in the central round area, which acts as a plenary room. In addition, each group (the parties) is allocated a room of its own: the party rooms. They can do different things there, such as design their logo or compose their name. Detailed explanations of these tasks will be given in the following pages.

Unless otherwise specified by the teacher, parties have access only to their assigned space and office, and it is forbidden to enter the rooms of other parties.

In the teachers' room, located opposite the plenary hall, there are the chests in which the parties can find the buildings of Democracity. During the game, they come here to choose the buildings they want to place on the plan. There are also 6 NPCs (Non-Player Characters) in this room: these characters

represent the 6 different roles that party members must fill. By interacting with these NPCs, students can check who should do what within their party.

The teachers' room also has an additional space that the teacher can us at their discretion and offers enough empty space to provide maximum freedom.

Tools in Democracity Minecraft for the Teacher

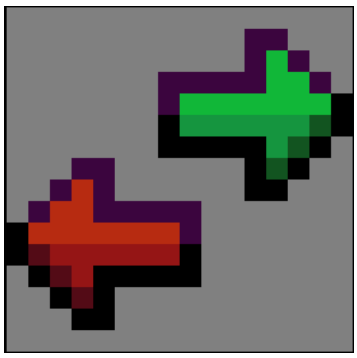
What is it and what is it for?

After creating the world and entering in the game, you will find 6 different tools in the gray bar that appears in the lower part of the screen.



The white square (number 9) is not a tool, it's just a visual indicator to confirm that it's the teacher's device. The student groups have a square of another color, which corresponds to the color of the party rooms.

"**Change State**" Tool



The first tool is called "**Change State**": it allows you to move forward or backward in the different phases of the game.
An overview of the phases can be found at the end of this manual.

To proceed to the next phase, select the tool (type "1") and click "**Interact**" (right-click). To move to the previous mission, select the tool, hold down "**Sneak**" (Shift) and click "**Interact**" (right-click).

"**Change party**" tool



The second tool is called "**Change Party**": this tool allows you to put another party into action during certain phases. To move on to the next party, select the tool (type "2" for this) and click “**Interact**” (right click). To go back to the previous party, select the tool, hold down "**Sneak**" (Shift) and click “**Interact**” (right click).

"**Teleport student**" tool



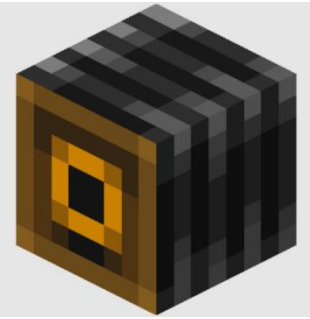
The third tool is called "**Teleport student**": it allows you to teleport all participants to where the teacher is located. To teleport all participants to your position, select the tool (type "3" for this) and press “**Interact**” (right click).

"**Teleport students to rooms**" tool



The fourth tool is called " **Teleport students to rooms**": this tool can be used to teleport all participants to the rooms of their parties. To do this, select the tool (type "4") and press “**Interact**” (right-click).

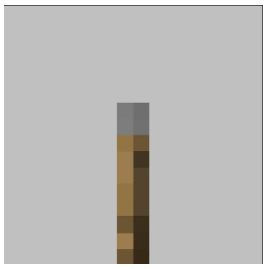
Camera tool



The fifth tool is called "**Camera**": it allows you to take photos during the game. To take a photo of a particular moment, select the tool (type "7" for this) and press "**Interact**" (right-click).
To take a picture of yourself, place the camera on the floor, interact with it (point to the object), and wait for the photo to be taken.

If you want to view/export the photos, go to page 18.

Lever tool



The sixth tool is a lever: you use it to open the iron doors (white doors) that separate the rooms. To use the switch, select the tool (type "8" for this), move the mouse to where the switch should be, and press "**Interact**" (right-click). To open the door, have your character look at the switch and press "**Interact**" (right-click).

Be sure to place the switch in the indicated location:



How to Export Photos Taken with the Device Tool

Photos taken with the camera tool are saved to the portfolio.

The portfolio is a digital booklet that not only contains the photos taken, but also offers the possibility to add captions to the images.

Follow these steps to view and export the portfolio:

- Press E on the keyboard.
- Go to the search function.
- Type "Portfolio".
- Drag the portfolio to an empty slot in the toolbar.
- Press E again to exit the inventory.
- Once back in the game, select the portfolio from the gray bar where all the tools are located and press 5 or 6, depending on where you placed the portfolio.

- If necessary, select the caption placeholders to add a short caption below each photo.



- Select the "Export Portfolio" button. This action creates a .pdf file with all your photos and captions. You can then save this file Portfolio.pdf and use it for example during a game debrief.

Democracity Minecraft Game Path

Game phase

To play Democracity Minecraft optimally, it is best to follow the different phases of the game in the order given below:

- Phase 1 Group Allocation
- Phase 2 Brainstorming
- Phase 3 Determining policy priorities
- Phase 4 Assign roles
- Phase 5 Create a political party
- Phase 6 Opening of the plenary session
- Phase 7 Presentation of political parties
- Phase 8 Choosing buildings
- Phase 9 Eliminate buildings
- Phase 10 Placing the buildings
- Phase 11 Group discussion: Is the city complete?
- Phase 12 The Commissions
- Phase 13 Conclusion

On the following pages, you will find in detail what to do during the different phases of the game.

Phase 1: Group Allocation

What happens during this phase of the game?

The distribution of groups is done at the beginning of the course. You divide the class into groups of 4 to 5 students. Each group has a device (laptop, Chromebook, iPad, or tablet) to play with.

Each group sits at a table.

Once each group is seated at a table, move on to the next phase of the game.

How

The distribution of groups is done in class. This step is therefore **not digital**.

Phase 2: Brainstorming

What happens during this phase of the game?

Bring out the students' representations for 5 to 10 minutes. Ask students what they think when they hear the following words:

- Democracy
- Politics
- Politicians

Write down all the ideas on the board and take stock of what the class already knows about these topics. At the end of the game, these ideas will be discussed again, so it's best to leave them on the board for the entire class sequence.

How

The brainstorm is done in class. This step is therefore **not digital**.

Educational objectives

The pedagogical objective of this phase of the game is first of all to bring out the students' representations in relation to:

- Politics
- The politicians
- Democracy

At the end of the course sequence, put these representations into perspective with what they have understood through the game.

Concretely, you ask the students to compare the ideas they had before starting the game (ideas written on the boards), with what they learned during the game.

- Are there elements missing from their first ideas?
- Have their representations evolved?
- What did they learn?

Phase 3: Identifying policy priorities

What happens during this phase of the game?

Explain to students that different politicians or political parties all have their own political priorities. So they don't all think the same thing, just as everyone has their own ideas about what is important or not.

Tell them that they will now reflect on their own political priorities. To do this, they use the worksheet "Democracity – Your Political Priorities". Make sure that all students understand the handout.

The 16 political themes on the worksheet must be classified individually by each student. They give the most important theme the number 1, while the least important theme receives the number 16. Tip : This exercise can be simplified by having students rank only their 10 most important priorities.

When students have completed their individual ranking, they must agree on the priorities of their group. Together, they must choose 5 positions. They write them down on the "Democracity – Invent Your Political Party" worksheet. Attention : the students determine their group positions through discussion and negotiation. It is therefore not a question of deciding by majority vote.

How

These activities take place in the classroom. Use the worksheets. This phase is therefore not digital.

Phase 4: Assign Roles

What happens during this phase of the game?

Ask them if they know what their group stands for: It is a **political party**. In each party, there are people who have different functions or roles. Students will now also take on one of these roles.

Explain what the possible roles are. Also, give a brief explanation, so that students know what it entails and what their responsibilities are during the game. The roles to be divided are as follows:

- **Chairman:** Gives the floor to everyone in his or her group. Resolves any conflicts. Ensure a clear formulation of the party's program and respect for human rights in the program.
- **Secretary** : Records decisions made by the party. Put all ideas on paper. So knows how to listen well.
- **Spokesperson** : speaks on behalf of the party. Presents the party's programme to the other parties. So he expresses himself easily in front of the group and speaks clearly.
- **Architect** : chooses the buildings in the name of his group and places them. Explains the building choices.
- **Designer** : Designs the party's logo and name. Use his imagination to come up with a slogan. Is creative and loves to draw.
- **Member of the committee** : defends the point of view in the committee. Debate with the other members of the committee. Knows how to argue well.

After your explanations, the students divide up the roles. They note this distribution on the "Democracity – Role Sheets" worksheet.

ATTENTION

There are 6 roles. This means that some students will have to take on more than one role. The roles that combine best are those of president + member of the commission and architect + designer.

How

These tasks are done in class. Use the worksheets. This phase is therefore not digital. In Democracity Minecraft, you and the students can find 6 NPCs (characters) in the teachers' room. They represent the 6 different roles. By "talking" with these characters, students can - if they wish - check again what they need to do during the game.

Phase 5: Create a political party

What happens during this phase of the game?

The groups will now continue to create their political party. They will first write a party program and then design their logo and party name.

On the "Democracity – Invent Your Political Party" worksheet, the groups write down the projects they propose for Democracity for each group priority. Ask them to make these projects as concrete as possible. So not: "We value the climate and the environment, so people need to be more climate-friendly," but rather: "We value the climate and the environment, so we are going to invest in public transport. This way, people will be able to take the bus instead of the car." On the worksheet, the groups also write a slogan for their party. This slogan must be in line with their party program.

! Now ask groups to connect to Democracity Minecraft. Review with them the steps described above in the "technical data" section. Then, using the "Change Phase" tool, make sure to put the game in phase 5.



All the characters, from each group, arrive in the game. While waiting for the others, groups can move their character freely in this space. As soon as all the groups are connected in the game, open the white door to the plenary room. To do this, use the switch you placed there before the class started.

Let students briefly discover the spaces of the game. Explain that each group has a certain color. Their game color is on the right side of their screen. Also explain that each group has a party space and an office in the plenary hall, both indicated by the same party color.

Now, ask the parties to design their logo and party name. Explain that they are doing this in their party space. They will find brown chests, with a blue "information board" above them. In these chests, there are colored blocks and letter blocks with which their logo and name can be created. They place these blocks against the white screens on the walls of party spaces. On the square screen, there is the logo, on the rectangular screen, the name of the party.
See the images below:







You can let students go to party spaces on their own, but you can also do it yourself using the "teleport students" tool. This way, they arrive directly in the right room. Read the explanations under "Tools in Democracity Minecraft for Teachers" to learn how to use this tool.

Ask the parties to let you know orally when they have completed their design process. As soon as all parties are ready, you can continue the game.

WARNING

Chests with logo and letter blocks only appear during this phase of the game. If necessary, you can respawn them by returning to that phase of the game with the "Change Phase" tool. Select it and then press SHIFT + right-click.

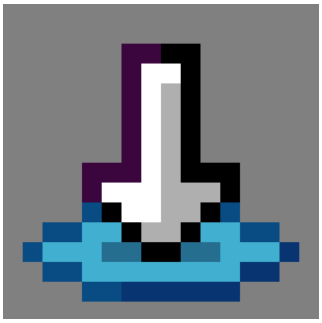
How

This phase is composed of 2 parts. The first part takes place in class. Use the worksheets for this. The second part is digital and takes place in the world of Democracity Minecraft.

Phase 6: Opening of the plenary session

! Start the plenary session using the "Change Phase" tool. The name of this phase will appear on the screen.

What happens during this phase of the game?



Ask the parties to go to the plenary room. Groups can move their characters around autonomously. You can also choose to teleport students to this space with the "Teleport Students" tool.

Take on the role of president and ensure that this phase runs smoothly. Have the parties sit at their respective desks, which are the colour of their party. Tell them that groups should not leave this place during this phase of the game. Place your own character in a central location, from where you have a good view of the entire space.



Each desk has a lever, connected to a lamp. When a party wishes to ask a question of the party that has the floor, it pulls the lever. The lamp is turned on, so you can see that the party is asking to speak. Has the party finished talking? He then turns off the light.

Instruct that questions be asked orally. **The discussions therefore take place in the classroom**. The game is only a visual tool here.

Explain that the following rules for debate apply:

- Ask the president (teacher) to speak by lighting the lamp.
- Thank the President for having the floor.
- Calling out to students from another party with "dear colleague".
- Listen respectfully to what others are saying.

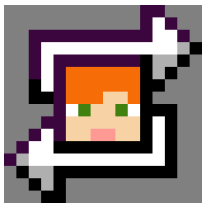
How

This preparatory phase takes place both digitally and in the classroom. You give your explanations orally, but in the game itself, you also have to bring all the parties together in the plenary hall.

Phase 7: Presentation of political parties

! Start this part of the game using the "Switch Phases" tool. The name of this phase will appear on the screen.

What happens during this phase of the game?



Give the floor to each party in turn. You designate this party with the "Change party" tool. The party that gets the floor will be highlighted and the logo and name of the party will appear on the white screens in the plenary hall. You can see them in the image below.



When he has the floor, the party explains his name and logo. He also explains his slogan and his program. You and the other parties can ask questions of the party that is speaking. For this, you use the lamps, as explained on page 29 (opening of the plenary session).

Once all the presentations are complete, you can move on to the next phase of the game.

How

This phase takes place both digitally and in the classroom.

Phase 8: Selecting Buildings

! Start this part of the game using the "Switch Phases" tool. The name of this phase will appear on the screen.

What happens during this phase of the game?

Now that the parties know each other's positions, each party must choose 6 buildings that correspond to their program. The buildings are located in 3 wooden chests in the "digital" teachers' room.





Please note: to give students access to the teachers' room, you must open the white door that gives them access. You do this again with the "switch" tool.



How

The choice of buildings is made entirely digitally.

Phase 9: Eliminate buildings

! Start this part of the game using the "Switch Phases" tool. The name of this phase will appear on the screen.

What happens during this phase of the game?

Announce that, for budgetary reasons, parties can only build 3 of the 6 buildings chosen. So there are only 3 buildings that can be placed on the city map in the next phase of the game.

Ask students to discuss within their party which buildings they want to keep and which they don't choose. Once the buildings have been chosen, the students let the teacher know this orally.

The buildings that the groups do not want to build remain, as do the buildings they will place on the plan, in the parties' inventory. They don't need to delete them. In the next phase, groups can simply select the buildings they want to place on the plan; the other buildings will not be used.

Then move on to the next phase.

How

This phase takes place both digitally and in the classroom. Group discussions are done orally, while building selection is done in the game.

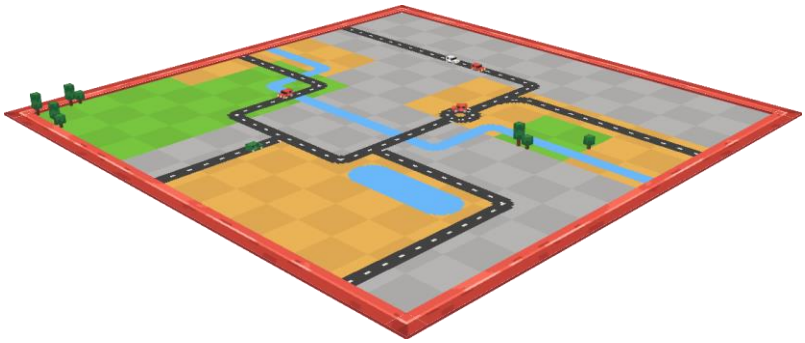
Phase 10: Placing the buildings

! Start this part of the game using the "Switch Phases" tool. The name of this phase will appear on the screen.

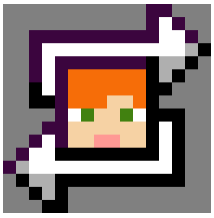
What happens during this phase of the game?



Teleport all groups to the plenary room with the "Teleport students" tool. During this phase, each group has the opportunity to place three buildings on the plan in the middle of the plenary hall.



Buildings cannot (and should not) be placed on roads or rivers. A building that is placed and discussed is highlighted. This makes it easier to know which building it is. The group that places the building retains the ability to change its location based on feedback from other students.



During this phase, the groups take turns. You highlight the groups one by one using the "Change Party" tool. When one group places its buildings, the other groups are "pinned". Students see a top-of-the-plane view on their screens, so they can see where buildings are placed. If students have questions about the location of a building, they can ask the group that places their buildings.

Once the buildings in a group are placed and the discussions are complete, you can move on to the next group. The selected buildings lose their markings and are automatically fixed on the plan to prevent other participants from moving them.

ATTENTION

The parties cannot enter the plan when it is not their turn. As a teacher, you can do that. By flying over invisible barriers. Type "H" to see how to make your character fly in the control instructions.

How?

The location of the buildings is done entirely digitally.

Phase 11: Group discussion: Is the city complete?

! Start this part of the game using the "Switch Phases" tool. The name of this phase will appear on the screen.

What happens during this phase of the game?

As soon as each party has placed its buildings, you start a discussion about the city in the class that was designed by the students:

- Do you think it is possible to live in this city?
- Does it have everything we need to live?
- What is wrong with this city?
- What buildings are missing to make it a city where life is good?

From the city and the buildings, you can explain the following concepts:

- **The legislative power**. Is there a building where the laws are made? A parliament.
- **The executive power**. Is there a building where people ensure that the laws are enforced? A ministry.
- **The Judiciary**. Is there a building where people ensure that the laws are respected? A court.

How

This part of the game takes place in the classroom. The discussion is done orally. This phase is therefore **not digital**.

Phase 12: Commissions

If time is short, this phase is optional.

! Start this part of the game using the "Switch Phases" tool. The name of this phase will appear on the screen.

What happens during this phase of the game?

Divide students from different parties into committees. Each commission must include at least one member from each party. The commissions are: economy, health, culture & media and mobility.

Each commission gathers around an apparatus. The names of the commissions will appear on the screen of four devices. These are the devices that are used in this phase. Other devices are no longer needed.

Then explain that each commission must select **two buildings** according to their theme and the different positions of the parties. They discuss it in committee. Warning: students can see these buildings again in the chests in the teachers' room, but this time they cannot take them out of the chests.





Teleport all the commissions to the plenary hall and have them sit their characters at the different desks. As at the first plenary meeting, each commission will present the buildings it has chosen.

Unlike the first plenary session, this time you will note the name of each building on the classroom board. Indeed, after the presentation of each committee, there will be a vote for each building. Only half of the buildings that received the most "for" votes will be built in Democracity.

During the voting process, participants cannot vote "against" a building proposed by their own commission. Voting takes place in the classroom. Ask students if they are "for" or "against" a building or if they are abstaining. Students express their vote by raising their hands. You note the results of the vote behind the names of the buildings on the board:

Name of the building	V (for)	X (against)	O (abstention)
Swimming pool	...	...	...
Restaurant	...	...	...
Church	...	...	...
Mosque	...	...	...
Port	...	...	...
...	...	...	...

After writing down all the votes, you go to the teachers' room with your character. There, you select the chosen buildings from the chests. Then you place them on the map yourself. Students look at their own screens and can give oral directions on where buildings should be placed.

ATTENTION

The 3 chests are located right next to the door of the teachers' room.

Phase 13: Conclusion

Finally, have a group discussion with the whole class, in which you reflect on how the game will flow and the students' learning experiences. Ask them the following questions:

- Was it difficult to reach an agreement?
- Has everyone had the opportunity to express their opinion?
- Did anyone feel ignored during the process?
- Was it difficult to accept when your building was not chosen? What for?
- Did disagreements lead to arguments?
- How did you finally manage to reach an agreement?

In the group discussion, you briefly go back to the brainstorming session at the beginning of the course sequence:

- Have the students' ideas evolved?
- Are there any other words they would like to add to the board?

Point out that students were able to see how democratic processes (democratic/parliamentary work) take place during the game. Emphasize that this will give them a better understanding of how politics works and how a country, region, province, city or municipality is governed.

Educational objectives of Democracity Minecraft

This tool offers students to:

- Understand the democratic process.
- Try your hand at political decision-making.
- Learn to argue, make concessions/compromises.

Democracity Minecraft was developed in collaboration with Shapescape ApS.