



Minecraft: Education Edition
CONTENT CREATION KIT
June 2021

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Introduction

Minecraft is one of the most popular games of all time and is beloved by players of all ages around the world. Most learners easily engage with Minecraft: Education Edition because of their familiarity with the basic game mechanics of Minecraft.

Minecraft: Education Edition is a game-based learning platform that develops creativity, collaboration, and problem-solving in an immersive learning environment.

This Content Creation Kit is designed to empower school districts/divisions with an understanding of how to design and plan customized instruction with Minecraft: Education Edition around education objectives to build the best classroom content or create an RFP to have a builder build classroom content using Minecraft: Education Edition.

Strengths of Minecraft

Minecraft's key elements and product strengths summarized below:

- **Minecraft is game about placing and breaking blocks:** The core game mechanic of Minecraft is the ability to build whatever the player wants and to mine for diamonds or other materials.
- **Minecraft is exploration:** Each Minecraft world is unique and filled with endless places and things to explore. What's behind that hill? What's inside this house? Where can I find the best spot for my villa? Curiosity is a strong motivator to play the game and push forward. The sense of infinity inspires players and boggles their imagination. Give players new challenges, and challenges should give adequate rewards.
- **Minecraft is creativity:** One of the fascinating things about Minecraft is how it inspires creativity. Once you learn how to create a small dirt house, you realize that you can scale to castles, bridges, great pyramids, or even modern-day imitations of airports or university campuses. Creativity is great for self-fulfillment and satisfaction, as well as creating a social environment for sharing and enjoying others' work.
- **Minecraft is engineering:** Some systems in Minecraft are designed specifically with engineering in mind, such as Redstone and farming mechanics. Some people express their creativity in the form of logic and technology. For them, nothing beats outsmarting the game.
- **Minecraft is persistent:** It's easy to take this for granted, but every time a player removes a block, it leaves a permanent mark on that world. Blocks end up in the player's inventory, and over time dozens of chests are filled with dirt and stone. We need to remember that sometimes the journey is more interesting than the destination. Finding things is fun, searching is not! A grand castle would not be the same if it appeared with the click of a button.



Minecraft: Education Edition: Why Build Content?

Minecraft: Education Edition is a sandbox game that lends itself to storytelling. Selecting a narrative for any content that you are developing helps create a more engaging and immersive experience for learners.

Benefits of designing custom content

There are many reasons for building new Minecraft: Education Edition content, including:

- **Introducing a New Curriculum Theme:** The world around us is always changing and developing. Minecraft: Education Edition content can change to represent that world and help learners understand it. Building new content and sharing it a way of developing and enhancing one of the most popular games of all time. New worlds can represent small curriculum changes or revisit large scale concepts in new ways. The limitless potential in building new content can keep learning relevant.
- **Localizing Curriculum:** The culture and heritage that surrounds learners is important in helping understand key learning concepts. This culture and heritage can be represented through Minecraft: Education Edition worlds to build positive understanding and good relationships. Building new Minecraft: Education Edition content allows learning to be localized bringing familiarity to learners while allowing them to develop beyond the boundaries of their real world. It also allows culture and heritage to be shared with other learners around the globe, building mutual respect and understanding.
- **Embedding 21st Century and Cross-Curricular Skills:** Minecraft: Education Edition allows exploratory learning, collaboration, critical thinking, and creativity. Developing new content can reimagine teaching and learning existing curriculum themes in new and immersive ways.
- **Exploring and Differentiating Learning:** With Minecraft: Education Edition learning can be explorative and allow extensions of learning, helping learners explore at a pace and in a way that suits their learning abilities and styles.

Skills like creativity, critical thinking, collaboration, and communication develop organically while learners play Minecraft: Education Edition. Minecraft: Education Edition offers unlimited inventory of blocks in creative mode which enables endless creative expression. In multiplayer games, learners collaborate on ideas, communicate to complete projects, and solve problems.

Minecraft: Education Edition players naturally create content in the open-world environment by writing their own unique story. In Minecraft: Education Edition, minimal limitations are placed on the player, allowing them to roam and change their virtual world at will. In contrast to a progression-style game, a sandbox game emphasizes roaming and allows a gamer to select tasks (source: [Technopedia](#)).

Minecraft: Education Edition is cross-curricular, providing the opportunity for students to simultaneously explore math and coding concepts while learning about social studies, science, or



language arts. The diverse combination of skills used in Minecraft: Education Edition spans across all ages and grade levels.

Driving Learning Objectives With Minecraft: Education Edition

In order to maximize the learning experience, Minecraft: Education Edition worlds should balance curriculum coverage with the rule and social opportunities of playing a game.

[Research shows](#) that knowledge acquired through game-based learning is retained at a higher rate than by other methods of learning. Check out more research on the [Minecraft: Education Edition Impact page](#).



In the same way as teaching and learning without Minecraft: Education Edition, great learning starts with good planning. Before building a world, consideration should be given to the following key questions:

What are the learning objectives of the world?

Each build should start by considering what learners will learn or be able to do by the time they complete the world. The best objectives are action-oriented and focus on the most important and essential learning needs. They should be measurable, so teachers and learners can track progress and are achievable considering the time available in which to complete the world.

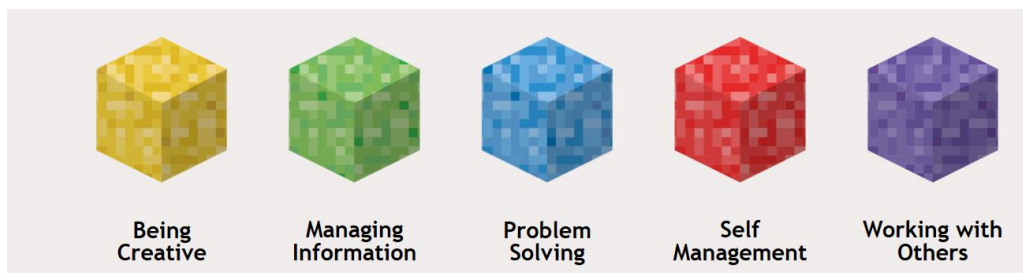
Some worlds might have more than one objective. Sometimes these will be sequential, in that one objective must be completed before progressing to the next. Sometimes the objectives can be completed in parallel, and this approach works very well in the explorative environments that can be built in Minecraft: Education Edition.

You may also want to consider if specific standards are to be achieved through the content and ensure that these are represented within the objective of the world. Worlds are better if they are learning objective focused, rather than assessment objective focused. This ensures that they are agnostic to qualifications or examinations in a specific region or state and makes the world more portable.

Consideration should also be given to pre-requisite knowledge and understanding that will be required to complete the objective. This may require game knowledge and understanding, such as the ability to move and build structures, as well as knowledge and understanding of the subject.



Objectives should always aim to cover 21st Century Skills such as communication, problem solving, collaboration, and creativity. These skills are often a natural outcome of playing Minecraft: Education Edition, but a structured approach in or out of the game can support focused skill-building. For example, CCEA in Northern Ireland introduced discussion cubes to encourage learners to reflect on what they learned through in-game [Vikings](#) curriculum:



For which age group is this world most relevant?

Minecraft: Education Edition content may be used across a range of age groups and abilities of learners. The best worlds often cater for multiple age groups, by extending learning through world. However, it is best to target a world with a specific age group in mind. This allows prior learning to be considered and ensures that learning content has the right level of challenge for the age group of the learners.

Age groupings in Minecraft: Education Edition are: 8-10, 11-13, 14-18

What is needed in the world to Deliver the Objectives?

Minecraft: Education Edition has many resources, including tools, tutorials, and help articles in the [Minecraft: Education Edition Support Center](#). Builders should consider if all these resources are needed for learners to complete objectives.

Think about knowledge and understanding that will be required by learners to participate in the world, including any pre-requisites in learning that may be required.

What activities will take place in the world?

This is the heart and soul of a great Minecraft: Education Edition world. Consider breaking the world into parts or sections. These sections do not need to be sequential, in fact it is better if they encourage learners to move between sections at their choice. However, sometimes learning and activities will need to be sequential as the learning objectives may be sequential in nature.

Activities make up the bulk of learning time, so incorporate a broad variety of them within the world. Giving students new ways to explore and use their knowledge helps solidify their learning while providing valuable experience that carries forward into other areas of their lives.



When creating activities, find new ways of engaging learners. Traditionally we think about how content caters to different learning styles, but in Minecraft: Education Edition we also consider types of game players.

Leveraging the skills of different types of players can be done through providing opportunities to highlight different skills. For example: socializers having an opportunity to share and achievers having quests to complete.

With Minecraft: Education Edition as a game, incorporating what students already love doing in Minecraft with how these experiences can be transferred to their learning in Minecraft: Education Edition can be motivating for different learners. For example, the [Vikings](#) curriculum made a series of specific modifications to their learning content, having researched what players like to do:

- Calling activities "quests."
- Giving students an opportunity to not only build but also to craft by using recipes.
- Utilizing survival mode for introducing concepts like resource finding, management, and usage.

Fundamentally, the world should encourage engaging learning through play in the game. This should happen as soon as is possible on entry into the game and initial introduction and knowledge should be limited in favor of interaction.

Paths or links between learning activities should be clear and learners should always be introduced to each activity and ideally the outcome or objective of the activity set out when they enter the activity area. Always prime the learner for the main concepts they are going to learn in the activity.

In all worlds, leave space for students to be unconventional thinkers. Your students may surprise you by practicing or developing skills that were not planned for in the content. For example, students often use coding skills in lessons that do not require coding – this opens opportunities for more advanced skill-building and peer leadership.

Most of all, make the activities fun and whimsical! Learners love to play Minecraft and are motivated to engage deeply when content stays true to the delightful nature of the game.

There are different types of activities that can be used in a world, they are described in the [Minecraft: Education Design Guide document](#).

What are the Time Requirements of the world?

Think carefully about the timeline of the learning activities to allow the teacher of the world to be able to keep their class on schedule. Each activity in the world should have an assessment of time to complete and consideration should be given to the completion of all activities as the total world time requirement. Trialing the activities with users is important to be able to either tailor the activity to a goal time or adjust the time requirement. Allow for free exploration time in the worlds, allowing learners to explore and play throughout the world.



How Do I Assess Learning?

All good learning is facilitated by regular and constructive feedback. Assessment is therefore important, and worlds should assess learners during or at the end of each activity. World builders will want to consider which Minecraft: Education Edition assessment tools will be best for capturing progress and will help the teacher or tutor provide feedback as soon as possible. Assessment in Minecraft: Education Edition does not need to be about being right or wrong but promote discussion and debate about the activity and content production in the world.

Several assessment tools are available in Minecraft: Education Edition and summarized [here](#). Assessment can be implemented in several ways:

- Video Walkthroughs: students are tasked with creating a narrated video walkthrough. Such learning artifacts can be easily shared with peers and educators.
- Presentations: students are tasked with creating a learning artifact in a form of presentation that walks educators through the students' learning experience.
- Built-in Assessment: some guided worlds may include built-in assessment within the learning experience.
- Assessment Rubric: some educators lean towards a more quantifiable structure of assessing a project in Minecraft: Education Edition with an assessment rubric. Surfacing the criteria for students at the start of the project is beneficial, as it will force the learning process to be more focused and driven. Some assessment rubric samples can be found in Appendix B.



Designing and Building Content Yourself or With a World Builder

To assist you in building inspiring education content and immersive learning experiences by incorporating broader game design, we encourage you to reference the [Minecraft: Education Design Guide document](#). These design principles are from the perspective of the Principal Minecraft: Education Edition game designer and address what makes a great world for immersive and engaging learning by exposing successful design principles specific to Minecraft: Education Edition.

Anyone can become a content builder, whether a teacher modifying a lesson or a school system creating district-wide curriculum. If you decide to build the content yourself, you should have a good fundamental understanding of Minecraft: Education Edition and the concepts below:

- Complete the Minecraft: Education Edition teacher training, having developed a good understanding of how worlds can work with groups of learners:
 - Online training through [Minecraft: Education Edition Teacher Academy](#)
 - [Minecraft: Education Edition YouTube channel](#)
- [Support website](#)
- Successfully build structures and understand the main blocks most commonly found in Minecraft: Education Edition.

Appendix C includes a sample Request for Proposal (RFP) Template.



Content Development Process

You've finalized planning including learning objectives and assessment and are now ready to start building your world. Here are steps to follow to build a world from your plan. These are the same steps to follow to work with a Builder to build your world.



World Draft

- WHAT: A non-playable .mcworld file that contains the build (Build is the scene in Minecraft that doesn't yet have gameplay features included). This stage ensures that all stakeholders agree on the size, color palette, activity areas, transition between activities, etc.
- WHO: Builder company
- HOW: An .mcworld file

World Mechanics

- WHAT: An .mcworld that is ready for an internal test with the majority of the gameplay features working. This stage ensures that the flow of the world makes sense. The internal test should include people who were not working on the world development and students from the targeted age group.
- WHO: Builder company
- HOW: An .mcworld file

Appendix D is a sample Content Development Process.

Classroom Materials

Lesson materials and verbiage in the world:

- WHAT: Adding instructions to the world and completing supporting educator materials.
- WHO: Instructional designer
- HOW: Adding text to NPCs, boards/ slates. Lesson materials (Word, PowerPoint, etc.)

Teaching materials:

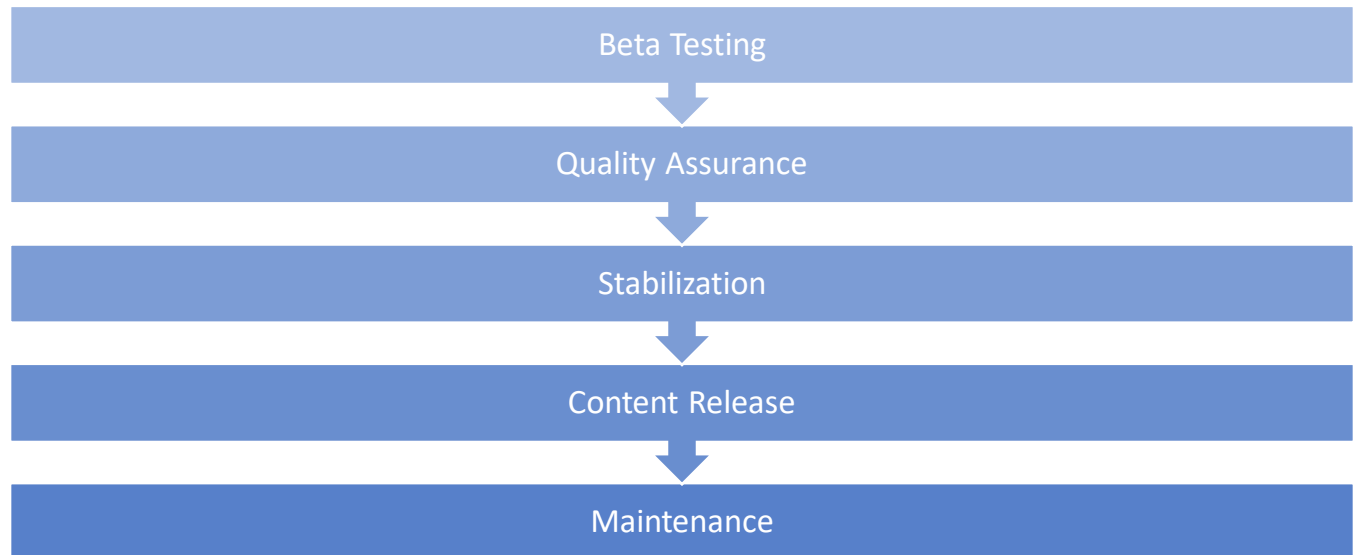
When planning educator materials, keep in mind that anyone using these will have a broad range of Minecraft: Education Edition knowledge. To ensure successful delivery of Minecraft: Education Edition lessons, ensure the following sections are included in the educator materials package:



- [Minecraft: Education Edition installation guide](#)
- Product classroom materials that include the most essential elements (sample classroom materials document: [Minecraft Digital Citizenship Classroom Materials](#)):
 - Importing and exporting worlds
 - Saving students' work
 - Getting around in Minecraft: Education Edition
 - Assessment tools
 - Training content on how educators need to teach the lesson content
- Lesson Plan (see Appendix A for a Lesson Plan template):
 - Theme: introducing the narrative that supports the lesson
 - Keywords: introducing specific Minecraft: Education Edition terms
 - Learning outcomes
 - 21st century skills: introducing the taxonomy and visual representation of activities that support development of the 21st century skills
 - Step-by-step activity guide: introducing how the activities are complete
 - Education standards (if applicable)
 - Assessment rubrics (if applicable)
- Video walkthrough of the lesson. An example can be found [here](#).
 - PowerPoint presentation
 - FAQs introducing some common questions and solutions



Now that your world and lesson materials are complete, it's time to prepare to release the content into the classroom. Here are the steps for content release:



Beta Testing

- WHAT: The materials are tested in a real-life situation (classroom with a teacher and students of appropriate age group). Testing scenarios need to include a variety of teachers with different level of skills in Minecraft: Education Edition, a variety of students with a good representation of all genders. Feedback needs to be documented and prioritized.
- WHO: Academic partner
- HOW: Lead a lesson / activity with students and collect feedback

Quality Assurance

- WHAT: The world goes through an internal testing process. Testing the world experience in real conditions of the school or an educational institution with educators and students is recommended.
- WHO: Builder company and instructional designer
- HOW: Play through the world
 - Follow instructions
 - Go through edge scenarios (not following instructions)
 - Use spotty WIFI
 - Try on different devices (Windows 10, Windows 7, iPad, MacOS, Chromebook, etc.)

Stabilization

- WHAT: The feedback from the beta tests is implemented & the materials are tested again. This stage always takes longer than expected.



- WHO: Academic partner & Builder company

Content release

- WHAT: Lesson materials are packaged in appropriate formats. World is packaged as an .mcworld and an .mctemplate.

Maintenance

Plan for a maintenance period after the content has been released. Ideally, all the bug fixes or world updates together with the educator materials updates are done by the same people who created original content. It's highly recommended to budget this stage.

Sharing Content with Others

We encourage you to share your lessons with the broader education community through the [Minecraft: Education Edition Find a Lesson](#) website.

- Guidelines for how to share your lessons are located on the [Minecraft: Education Edition Lesson Plans](#) page.
 - [Ngā Motu \(The Islands\)](#) is an example of an excellent lesson.
- You may also decide to share your content through a dedicated website. The [Northern Ireland Primary Schools](#) website is an example of lessons combined with a student competition.

End User License Agreement (EULA) and Commercial Use Guidelines:

The [Minecraft: Education Edition EULA](#) is the same EULA for all Microsoft products purchased online for purchased versions.

Please refer to the [Brand and Asset Usage Guidelines](#) for any brand and asset use questions.

About Minecraft:

Minecraft is the best-selling video game in history with up to 139 million monthly active players and more than 238 million copies sold worldwide. At its core, Minecraft is a game about placing blocks and going on adventures. The Minecraft franchise continues to reach new players through ongoing game updates, new games like Minecraft: Education Edition and Minecraft Dungeons, a diverse line of consumer products, a growing library of Marketplace content, books and an upcoming major motion picture.

Minecraft is available on 22 platforms: Xbox Series X|S, PlayStation 5, Xbox One, PlayStation 4, Nintendo Switch, Fire TV, Windows, Mac OS, Windows 10, Linux (Java Edition), iOS, Windows 10 Mobile, Android,



Kindle Fire, Oculus Rift, Gear VR, Windows MR, Xbox 360, PlayStation 3, PlayStation Vita, Wii U, New Nintendo 3DS (includes New Nintendo 3DS).

Mojang Studios

Mojang Studios is best known as the developer of Minecraft. In 2014, Mojang Studios joined Xbox Game Studios to continue work on Minecraft and bring their vision, creative energy and innovative mindset to the development of future games including Minecraft Dungeons.



Appendix A: Sample Lesson Plan Template



LESSON PLAN

Course Name:

Age/Grade:

Subject Area:

21st century skills:

Supported languages:

Multiplayer/ Single Player:

Level of experience with Minecraft required (educator):

Mojang © 2021. "Minecraft" is a trademark of Mojang AB



LESSON TITLE

Lesson description:

Total time required:

Standards:

Teacher preparation:

- Could include list of materials needed by students to complete the lesson
- Could include presentation aides
- Could include review of provided materials and creating new ones if necessary
- Could include description of what teacher will do to run the lesson required

Theme overview:

[Sample text] The students need to help the scientists to test and develop an automated cake factory in their lab. They are doing this to help a cake factory that cannot make such a large number of cakes by hand, so automating that process would make it much easier and more productive. This automated system uses code to control all the different mechanisms in the process of making cakes. Students will code their Agent to control the recipe to make the cake mix, shaping and cooking time of the cakes, and the recipe for the cream and red apple topping.

Learning objectives: *[Keep to 500 characters]*

[Sample text] By the end of the Lesson students will have learned

Student activities:

- What students will do and timing for each of the activities
- Activities students need to complete to meet the requirements of the lesson

Assessment:


- How will the teacher know that the students have mastered the objectives of the lesson?
- Include ways to assess in Minecraft: Education Edition

[optional] Rubric:

[optional] Differentiation:



Appendix B: Sample Lesson Plan Template

| Sample Rubric Template | | | | | |
|---|--|--|--|--|-------|
| (Description of the task or performance that this rubric is designed to evaluate) | | | | | |
|  | Beginning (Below Standard) | Developing (Progressing toward Standard) | Accomplished (At Standard) | Exemplary (Above Standard) | Score |
| | 1 | 2 | 3 | 4 | |
| Stated Objective of Performance | Description of identifiable performance characteristics reflecting a beginning level of performance. | Description of identifiable performance characteristics reflecting development and movement toward mastery of performance. | Description of identifiable performance characteristics reflecting mastery of performance. | Description of identifiable performance characteristics reflecting the highest level of performance. | |
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Appendix C: Sample Request for Proposal (RFP) Template

We are investing in a potential partnership with a Minecraft building company to develop a Minecraft level to be used in schools. We are looking for this project to be released in September 2020. The vision of the project is to take students to a time of thriving communities to explore reciprocal relationships, (human and nature), balance, and sustainability. The project will focus on educating students about indigenous populations of Canada, the world will support a collection of accompanying lesson plans. The project targets students 7-12 years old students.

We are looking for a partner to undertake the following jointly with us:

- Create a Minecraft World to support and bring to life a collection of educational lesson plans focused around indigenous population and lifestyle.
- Work must be compatible with Minecraft: Education Edition, and make use of features such as NPCs, posters, boards, border blocks found in Education Edition.
- Create a world according to the specifications: world detailed description can be found in Map Requirements section (separate document attached).
- Maintain the content for one year: fix bugs or implement minor content improvements within a year of the completion
- The map should be suitable for 1 player or multiplayer experience.
- The content will be produced in tight collaboration between you, our lesson curriculum writers (the intro to the team video is attached) and Minecraft: Education Edition team.

We would be very interested in joining hands with a partner that has:

- Proven Minecraft building expertise and experience
- Extremely responsive to feedback and iteration
- Ability to adhere to an aggressive production schedule

Project phases will involve:

- Ideation + scoping
- Greyboxing & whiteboxing (draft)
- Initial build
- Gameplay implementation
- Bug fixes

Capabilities that we are interested in:

- Game design (having a game designer who can create easy navigation of the level)



- Builder
- Gameplay mechanic
- Potential UI / UX changes
- Potential mob behavior changes
- Potential addition of Indigenous languages into Minecraft

Map requirements:

- Must be easy to navigate for the students
- Is properly protected in the areas where students are not supposed to break anything
- Map size: moderate to large
- The world needs to be submitted as an mcworld and mctemplate

Minecraft: Education Edition Mission:

Minecraft: Education Edition's mission is to transform how people teach and learn globally with an immersive experience and content ecosystem.

Terms for Submission:

Any information shared about this project is to be kept confidential.

Unless and until we sign a contract, we do not have any kind of continuing agreement. This is to protect both of us: for example, it means that if we ask you to do something you can refuse to do it and walk away without consequences. It also means that if you spend money working on the pitch, then you absorb the costs of doing so.

You acknowledge that Microsoft is constantly evaluating and pursuing creative projects, both internally and externally, and that receiving your pitch will not preclude Microsoft from deploying, offering, promoting, or developing products that compete with your idea. Your pitch will also not preclude Microsoft from entering agreements or contractual relationships with third parties for products or services that compete with your pitch.

Proposal Notes:

Please provide Minecraft: Education Edition team with the following:

- Your pitch of what the map would include
- A pointer to any other Minecraft work that you have done
- Example of one gameplay mini-activity that is resettable and demonstrates creativity or problem-solving. This can be repurposed from one of your existing maps.



- Estimated cost of the work without the wishlist items and estimated cost of the work with the wishlist items

Key Assumptions for your Proposal:

- This project will have several phases of development:
 - Phase 1: All ideation & brainstorming & world draft ready by June 1, 2020
 - Phase 2: World ready for pilot July 1, 2020.
 - Phase 3: World ready for release by August 17, 2020

Example Worlds from the Minecraft: Education Edition catalog:

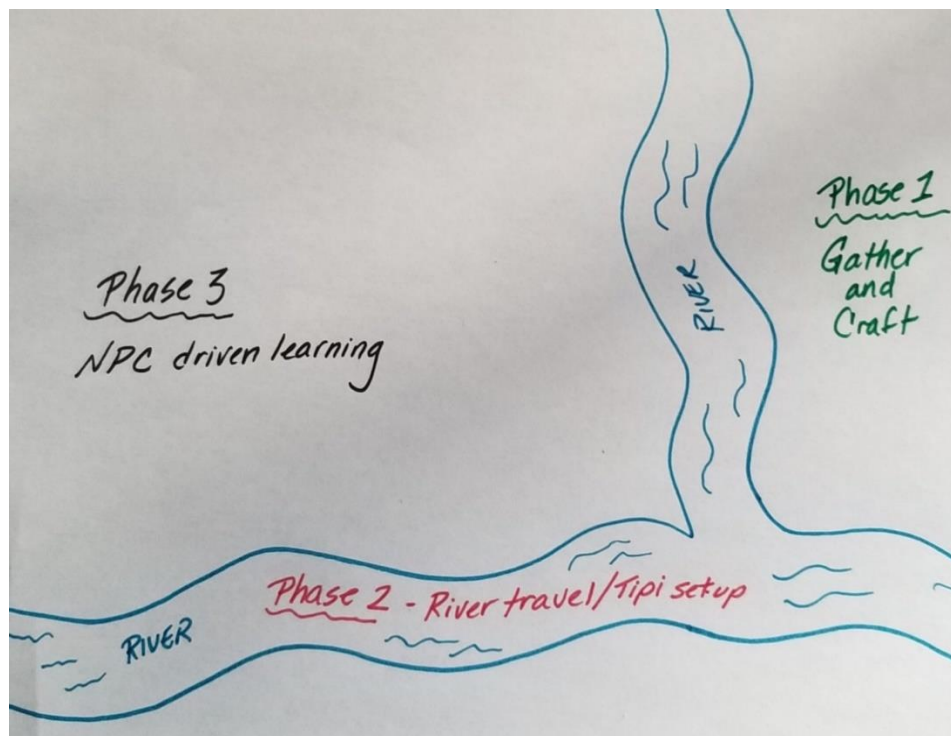
- NGĀ MOTU – The Islands: <https://education.minecraft.net/lessons/nga-motu-the-islands/>
- Fantastic Mr. Fox: <https://education.minecraft.net/lessons/fantastic-mr-fox/>
- Extinction! A Biodiversity Crisis: <https://education.minecraft.net/lessons/wwf-test/>
- 2020 Minecraft Hour of Code: <https://education.minecraft.net/lessons/minecraft-hour-of-code/>

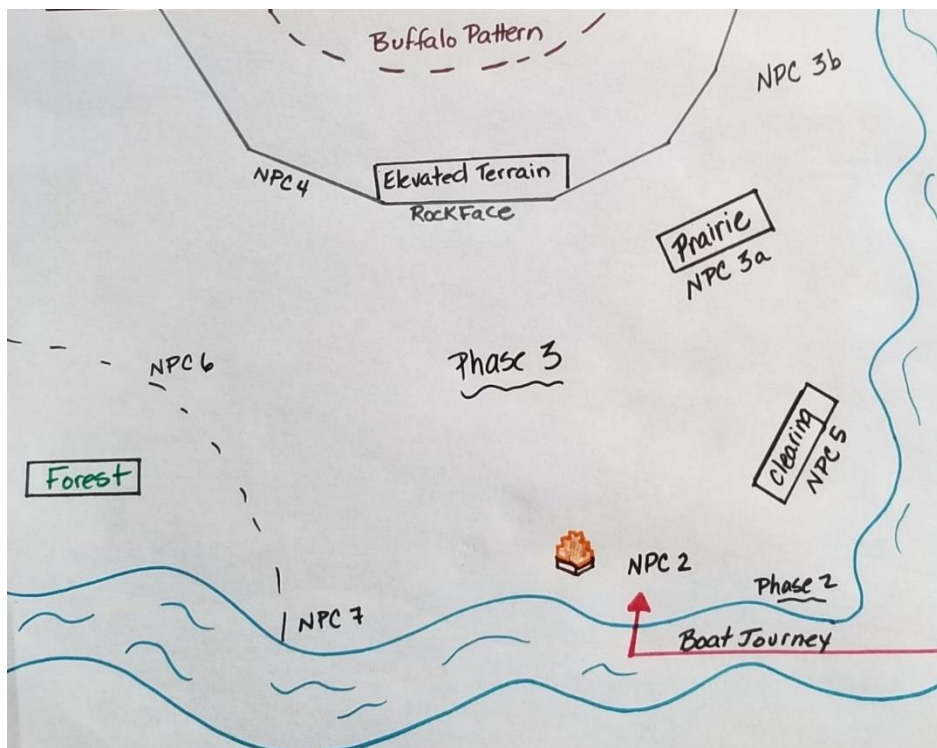
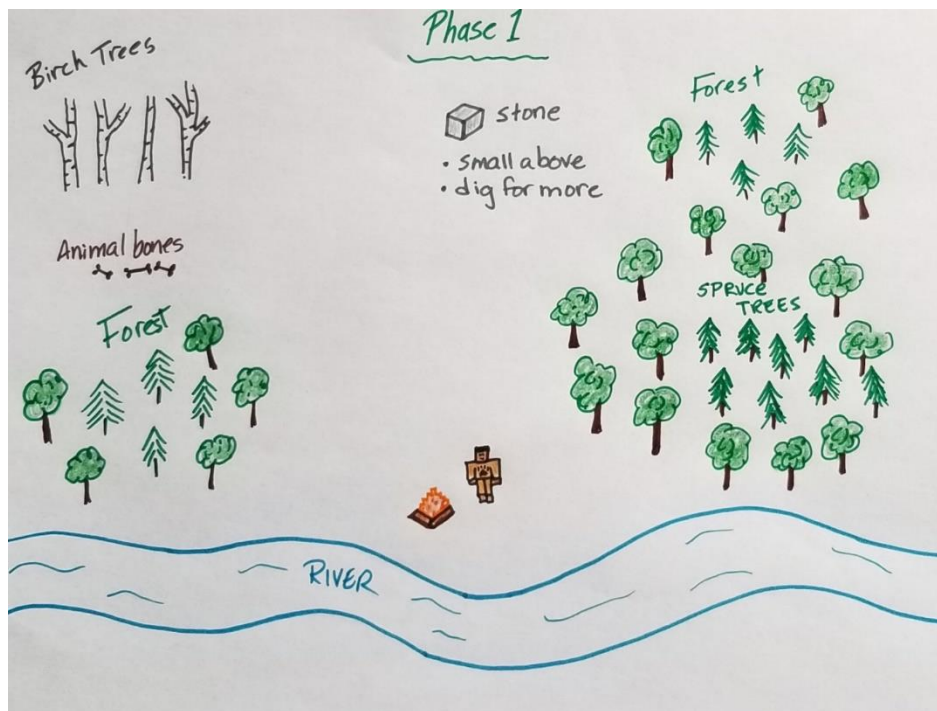


Appendix D: Sample Content Development Process

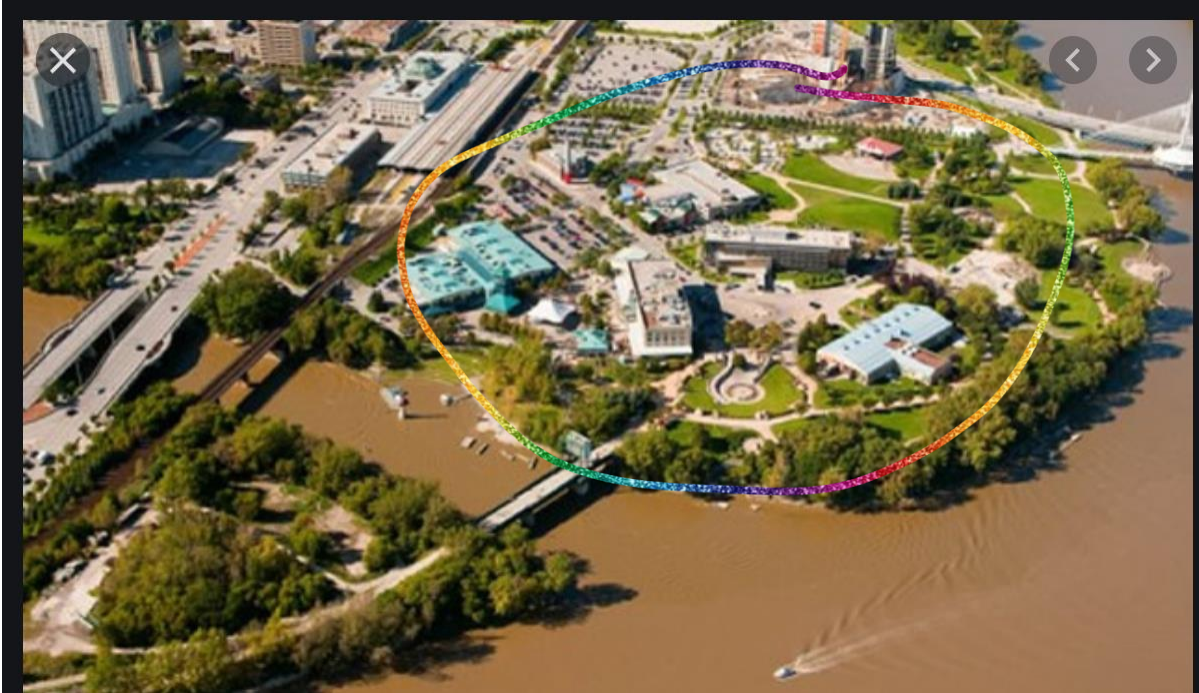
Louis Riel School Division Minecraft World Project Document – April 2020

Vision: Taking students to a time of thriving communities to explore reciprocal relationships, (human and nature), balance, and sustainability.





Phase 1 is Gather and Craft



When students spawn, they are "born" into a clan. We will have 7 skins that symbolize each Clan. Students are assigned one. This will work with any number of players. For example, assign player 1 Loon, 2 Crane... and repeat.

- Loon
- Crane
- Fish
- Bear
- Marten
- Hoof
- Bird

Students begin in the region where two rivers meet as it is a historical meeting location in Manitoba (The Forks). It also works to create a natural barrier and keep students in our target area. This would be



built to have the natural resources indicated as essential through our conversations with Elders. Please see map.

Note: Muddy waters may want to be reflected in the colour of the rivers in the game. River could be geographical anchor to expand the world.

A Grandmother speaks and informs players that nightfall will bring danger and to survive, the land will provide them with tools, housing, and transportation. She can help, but they must gather and return with...

Tobacco – students are taught to use this as an offering to nature and others throughout the game.

Then they gather... Note: Learning goal here is to take only what you need and not all from one space as explained by NPC

- Birch Bark
- Birch Wood
- Poplar, Tamarack (for Tipi)
- Evergreen/ Spruce bows
- Evergreen/ Spruce Sap
- Bones from a bear
- Stone
- Gather Tobacco Important

All the blocks, supplies and resources she would need to help them craft...

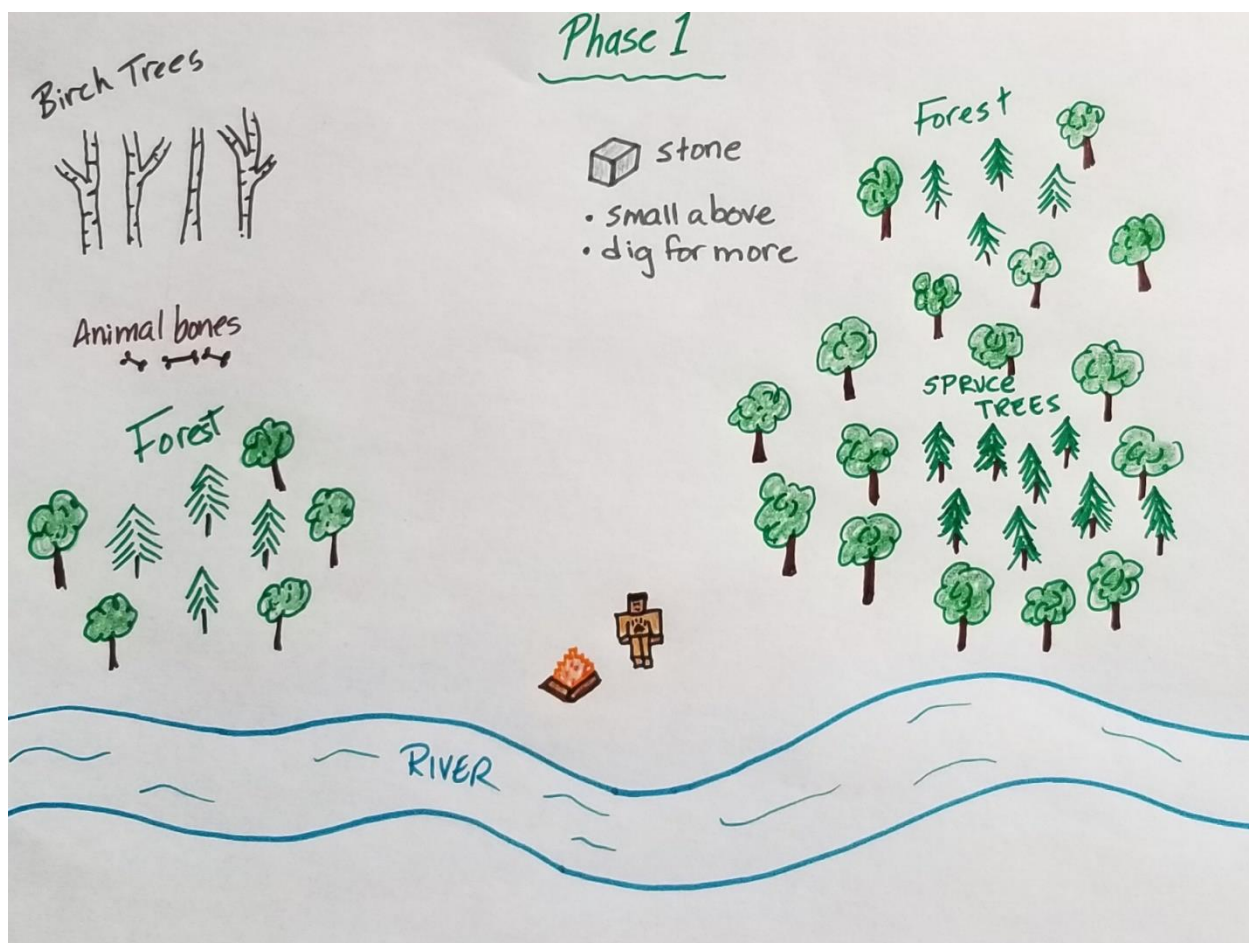
- A birchbark canoe
- Club
- Digging tool
- Bone knife
- Bow and arrows
- Take supplies to with them to build a birch bark Tipi

At this time, students explore the area and communicate their findings until resources are complete. When they return, Grandmother gives them the crafting recipes for each supply and tool.

Example: NPC would give students recipes for a gift, similar to what we see below. In the Minecraft Education Tutorial there is a process that is similar, you receive the instructions, and it guides your crafting.



| | | | |
|--------------|---------------|---|--------------------------------|
| Boat | Wooden Planks |  | Used to travel in water. |
| Wooden Slabs | Wooden Planks |  | Used to create gradual slopes. |



Phase 2 is Group Consensus

Before setting off on the journey, students will acquire knowledge of stars as directional markers. Constellations would be described with instructions on how to proceed, students would use this to guide and set off on their journey. This would also establish an understanding of the cardinal directions on the map.

Students take the canoe down river. As they travel, they build knowledge on the stars and constellations. Possibly like a "gallery walk" or with a guide that enters the boat. Knowledge keeper Wilfred Buck.

A fire burns on shore to indicate the location of the next stop.

Once ashore, students will begin the process of developing their community. Step one is to establish home. They speak to a NPC Grandfather at the fire who gives them the crafting recipe for a Tipi and each player establishes their home in a location **decided by the group**. Features should vary a bit here to encourage group communication. The land is the teacher. See Map of Phase 3 for details

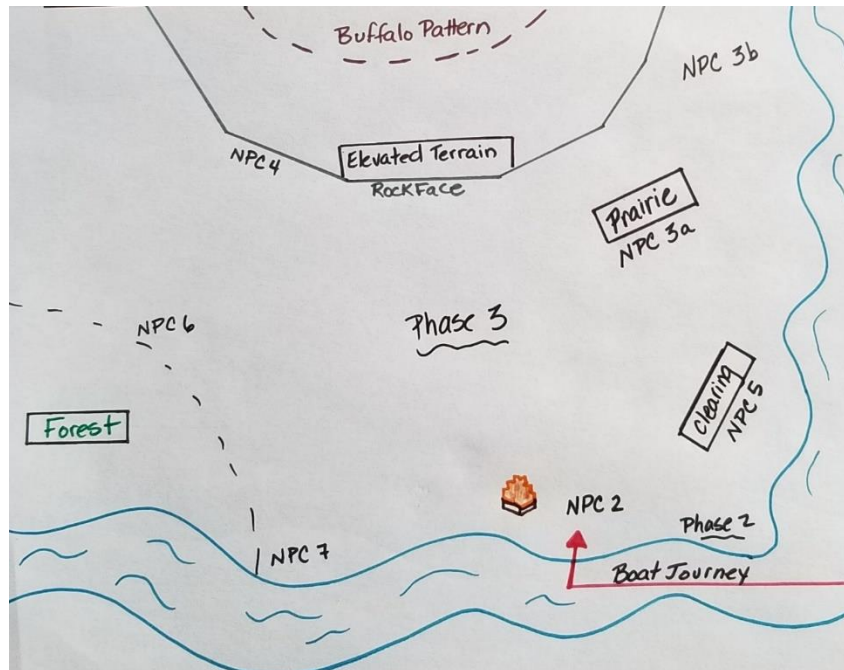
Discussion example: What advantages and disadvantages are created by the clearing by the water, against the rock face, beside the forest...

Note: The teacher may want to pause the game and have groups make a chart to outline the pros and cons of each area. Ultimately students decide. Each student ends up with a home together in an area. Using their knowledge of direction, they would face each Tipi East.

Key take away: There is no right or wrong here, only the goal of reaching a consensus.

Once the group has established their homes, players can branch off to explore the map and interact with Elders (voiced by members of our community) that provide knowledge and then direct a mission to develop student understanding of:





Phase 3 NPC Interactions and Community Building

Grandmothers and Grandfathers as NPCs would be wearing the clothing that represents their clan in real life. Please see the map of Phase 3 for placement of each NPC.

Guided Cooperation, sharing

Trade Learning goal: Concept continues until today. Goods stretch all the way to South America and reciprocity is always the goal. Providing each other with needs and goods that are not accessible locally.

Students trade for baskets, tools, and seeds to plant a garden.

NPC 3A- Teaching, student activity to participate in trade.

NPC 3B- Trades with students

Cooperation (provides the community with food) Note: Process of the Buffalo hunt in this region is in the process of consultation. Details may slightly alter terrain and hunt.

Students go on a buffalo hunt. The map has a Buffalo route established. Students work together using the tools they crafted in Phase 1 to drive the buffalo into a jump.

Food, bones, hides are collected.



NPC 4- Teaching, student activity to participate in the buffalo hunt

Leadership (clan system)

Maternal foundations, what each clan represents and stands for. Students will understand community members have roles and responsibilities. Again, reciprocity and balance is the learning goal.

Activity: Taking a community inventory. Who is represented? What is missing? Balanced and whole is the task. Finding others to ensure all roles are filled.

NPC 5: Teaching, students learn and connect who represents what clan

Oral Tradition (provides the community with medicine) Student learning goal is the relationship to the land.

Students listen to a story of a medicine told by a member of our local community. That story gives hints as to what needs to be collected to create medicine. Student(s) then gather and return to craft and heal a community member (NPC) Tobacco, sweat grass, sage, cedar

NPC 6 – Teaching, students gather tobacco, sweat grass, sage, cedar

Sustainability (relationship, we need creation, but creation does not need us) provides balance between the land and peoples, all is provided)

Students use creativity to craft something that represents balance. Circle

NPC 7- Presents the creative challenge, students to build!

Current Requirements Phase 1

- Birch Trees
- Spruce Trees
- Poplar, Tamarack
- Spruce Sap
- Varied Trees to create forests
- Tobacco
- Stone
- Bones (bear?)

Current Requirements Phase 2

- River
- NPC in the boat
- Birch Bark Tipi



- Constellations in the night sky

Current Requirements Phase 3

- Basket
- Seeds (Type TBD, regional)
- Buffalo
- Bow and Arrow
- Bone Knife
- Clothing to represent each Clan
- Tobacco, sweat grass, sage, cedar
- 7 teachings animals (Eagle, Buffalo, Bear, Sabe (Bigfoot), Beaver, Wolf, Turtle)

Our Wish List

Geography and Wildlife:

- Saskatoon, gooseberries, blueberries, strawberries
- Plants, flowers, grasses of the region

Lands:

- Plains, grasslands, marsh/swamp, rocks, rock face (Canadian Shield to Prairie)

Fish and aquatic:

- Pickerel, Northern Pike, Perch, Turtles

Birds:

- Eagles, Hawks, Crow, Robins, Geese, Ducks

Night vs Day:

- stars, northern lights (travel during day)

