Teacher's Guide

Heartbeat Residence

LET'S CRAFT EDUCACIÓN



Heartbeat Residence

In the **Heartbeat Residence** neighborhood, players aspire to join the **Rescue Brigade**, a group of volunteers created to educate and train residents in first aid and CPR techniques. This virtual neighborhood is established as a learning center for the future heroes.

Dr. Heartsaver is the mentor of the Brigade, she and her volunteers will introduce players to the activities. Their goal is to train the next generation of helpers capable of acting quickly and effectively in emergency situations.

Throughout the neighborhood, **players will find educational resources and challenges**, from practical missions related to CPR and choking to informative posters and characters offering useful data.

Players will also have the opportunity to design and build a **future hospital** and a **nursery room** within their school environment, applying the concepts learned throughout the experience while fostering creativity, collaboration, and spatial planning.

By completing this journey, players will become members of the Rescue Brigade, having acquired knowledge that could save lives in the real world.

Methodology and classroom organization

The activity in this world is designed for students to complete it **individually**. **The construction challenges can be done in small groups** using multiplayer to connect. Each student must have their own device with an internet connection and the game world loaded on it.

To access Minecraft Education, students must use their Microsoft 365 username and password.

If the challenge is carried out in small groups, it is recommended that each student in the group chooses a different appearance (skin) so they can be easily distinguished in the game.

During the session, students can keep a log of the activities they complete. This log can be done in two formats:

- **Digital format:** using the book and quill and the camera in Minecraft Education, and exporting the book at the end of the session.
- **Physical format:** writing down the adventures in a notebook.

The multiple intelligences methodology is an approach that can be applied with Minecraft Education in different ways. Specifically, with the activities proposed in this world, the intelligences that will be developed are the following and will be addressed in a cross-curricular way:

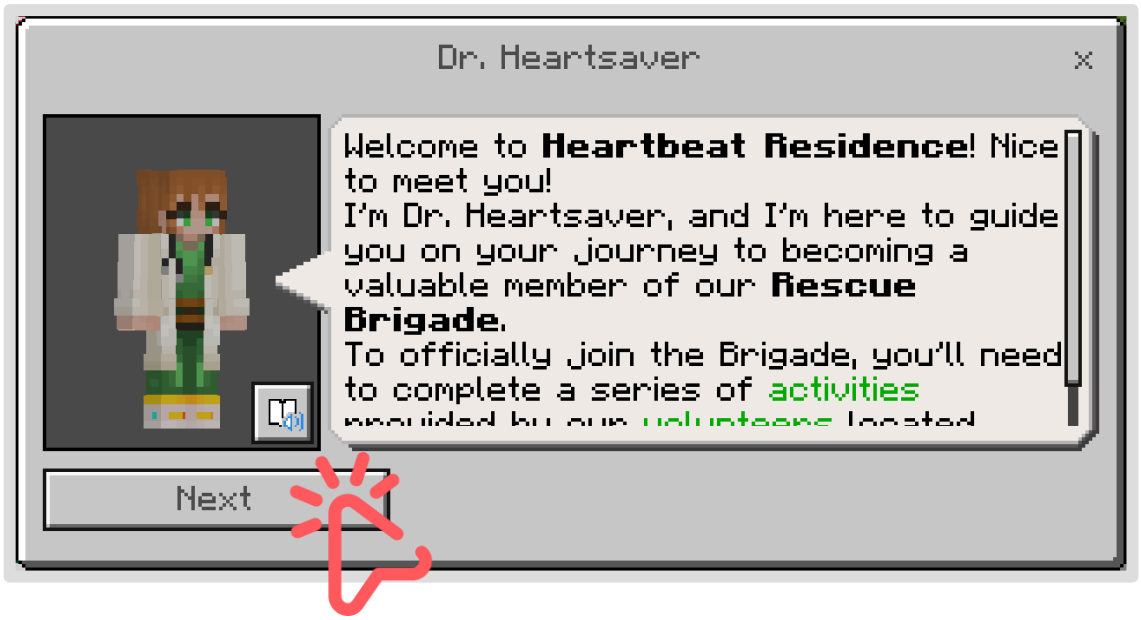
Linguistic	Logical - Mathematical	Spatial	Musical	Bodily - Kinesthetic	Intra-personal	Inter-personal	Naturalist
✅		✅	✅	✅	✅	✅	

NPCs and characters in Minecraft

In Minecraft Education worlds, **NPCs are essential for guiding students** through the learning experience. These characters often **have buttons in their dialogue windows**, which students **must use to advance the narrative or trigger key events**. These buttons can serve different functions: answering questions, moving on to the next dialogue (such as a "Next" button), or closing the dialogue window (such as a "OK" or "Close" button), among others.

However, it is possible for students to close the dialogue window by pressing the ESC key or clicking the "X", which may prevent certain game mechanics or events from being activated, even though they are essential to continue.

For this reason, it is important to remind students that, **if at any point they feel stuck** and cannot move forward with the activity, they should **return to the last NPC they spoke to and check that they have interacted correctly with the buttons**.



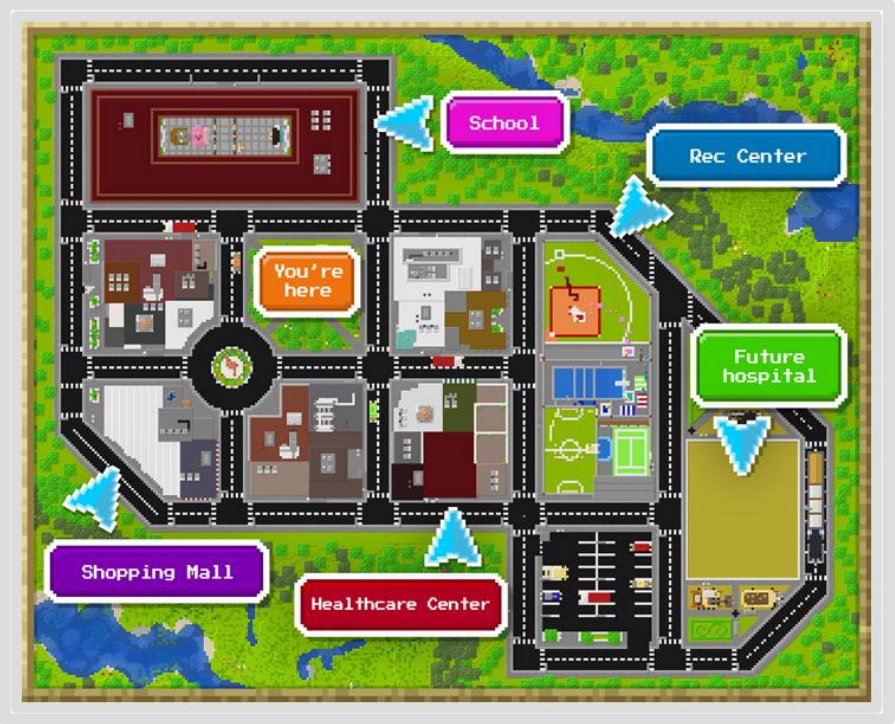
The Residence

In this world, students will find themselves in a city that invites them to join the Rescue Brigade and collaborate with other volunteers throughout the Residence.

To achieve this, they will embark on various missions where they will enhance their first aid knowledge in order to become members of the Brigade. Students are free to explore the different points of interest in the order they choose, encouraging autonomy, curiosity, and self-directed learning.

The different missions and activities will take place in the following locations:

- **School**. First Aid Fair and Nursing Classroom build challenge.
- **Health center**. CPR Simulators.
- **Shopping Mall.** Chocking Simulator.
- **Rec Center.** Final trivial parkour.
- **The Hospital of the Future**. Building Challenge

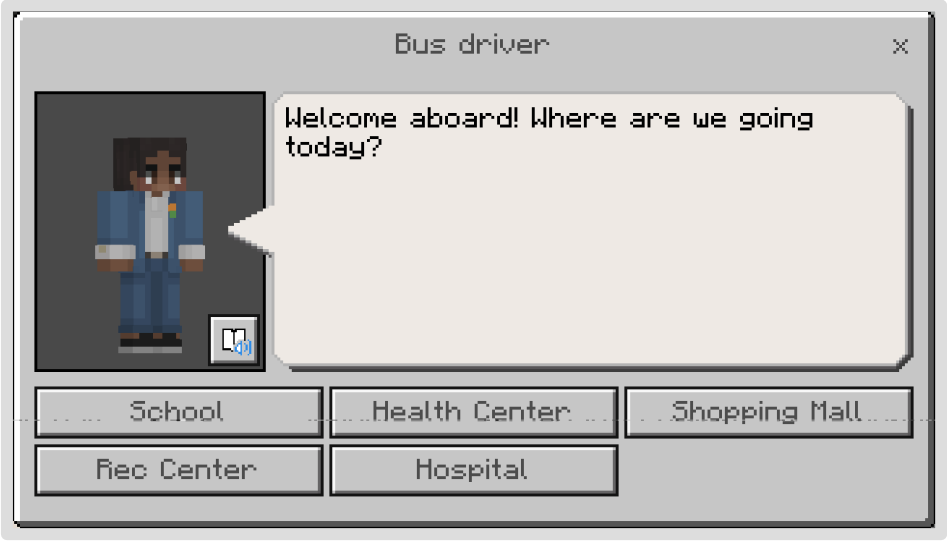


Public Transportation

Students can move around the Heartbeat Residence in two different ways: on **foot** or by using the **white and blue buses** located throughout the city. These buses can be found at key points and can be used to transport students between different areas of interest. Upon boarding a bus, they can engage in dialogue with the driver and choose their next destination, providing quick and efficient access to all areas and activities.

Once students speak with the driver, she will offer them different areas to travel to the **School**, the **Health Center**, the **Shopping Mall**, the **Rec Center** and the **Hospital Area.**





Brigade Volunteers

Throughout the experience, **members of the Rescue Brigade** will act as guides and reference figures for the players. They will be responsible for **introducing each activity**, explaining objectives, and providing clear instructions so students understand what is expected in every mission.

In addition to guiding gameplay, Brigade volunteers will share **additional educational content**, relevant data, and practical tips related to **first aid, CPR, and emergency situations**. This information is not only contextual but also **essential for successfully completing the final trivia**, encouraging players to pay attention, retain knowledge, and make meaningful connections.

Players can easily recognize Rescue Brigade volunteers by their **black outfit and green vest**, which features the **Rescue Brigade logo on the back**. These visual cues help students quickly identify who to approach when they need guidance, clarification, or extra information during the experience.



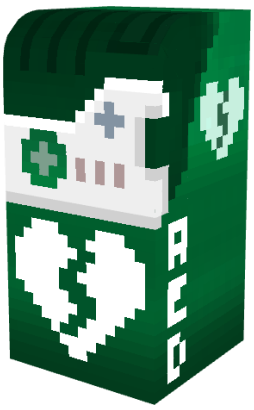
Side quest

Placing AED Devices

Right at the beginning of the Minecraft world, we will find Dr. Heartsaver. She will tell us about our first mission, which involves **placing 6 AED stations** in key areas of the city.



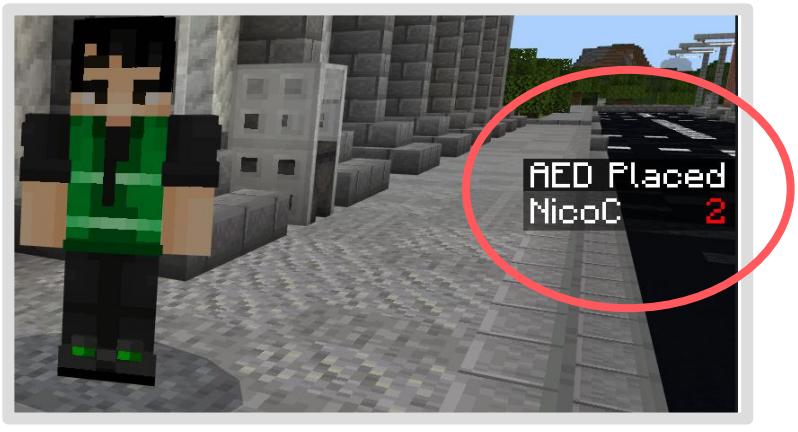




After placing the first **AED device** in the park area, we will have **five more** to place in the rest of the city. This activity can be completed at any time and in any order, allowing students to decide when and where to continue it as they explore the world.

Students will always have a counter on the right side of the screen indicating the number of **AED** devices they have placed. Completing this mission is a mandatory requirement to finish the experience and become a full member of the Rescue Brigade.

If students happen to run out of **AEDs** for any reason (e.g., accidentally throwing and losing them), they can **talk to Dr. Heartsaver** again to request more.



Activities – The School



At the school, students will visit the **First Aid Fair**, where they will learn a vital technique: **how to perform chest compressions** through a **rhythm-based mini-game** that reinforces correct timing and pressure.

In this game, students must **repeat a color pattern** displayed on the screen over a fixed period of time.

The **"block-kid"** features four buttons and one lever, each associated with a different color. The buttons represent **chest compressions**, while the lever symbolizes the **use of the AED**. For two minutes, color names will appear on the screen, and players must press the button or lever that corresponds to **the written color name**.





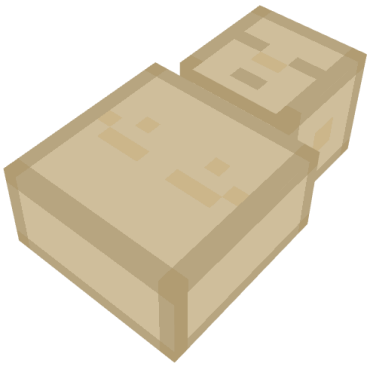
Each correct action **adds 1 point**, while each incorrect action **subtracts 1 point**. At the end of the activity, players will see their final score and may **repeat the challenge if they wish**. The scoring system is **purely playful and motivational** and does not evaluate the student's actual performance.

Activities – Health Center

At the health center, students will find **volunteers** providing training on **how to act in the event of a cardiac arrest**. In the **consultation room**, there will be **informative posters** with key data and explanations that **reinforce the guidance** given by the volunteers.



Here, students will take part in a **mini-game** that simulates a **cardiac arrest** using a **training dummy**. Guided by the volunteers, they will learn the **step-by-step actions**, each represented by a **hotbar item**. By selecting the appropriate icon and **interacting with the patient (right-click)**, students can perform actions such as checking for a response, calling the emergency number, and applying **chest compressions** until **professional help arrives**.





Check



Call Emergency No.



Compressions



Ventilations



AED



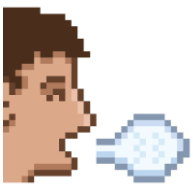
Once this activity is completed, students may leave the **health center**, but first they must assist a **real patient** in a **time-based challenge**, applying the same procedure with an **NPC instead of a dummy** in a more **realistic scenario**.

Activities – The Shopping Mall



At the **shopping mall's food court**, students will find a **choking simulation** with **mannequins seated on chairs**, where they can take part in the activity to learn and practice **different choking response maneuvers**.

Through this activity, students will practice **airway-clearing techniques** by assisting mannequins that simulate different **choking situations**. Each mannequin **changes color** based on the severity of the obstruction, and students must react quickly by **selecting the correct item from the hotbar** and **interacting with the mannequin**. When it turns **orange**, they should encourage coughing; if it turns **purple**, they must administer **back blows**; and if it turns **blue**, it is time to apply the **Heimlich maneuver**. Each action must be performed five times to successfully clear the airway.



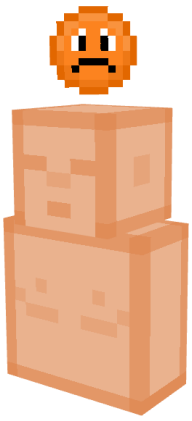
Coughing



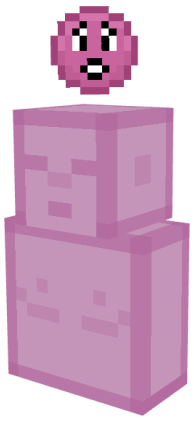
Back blows



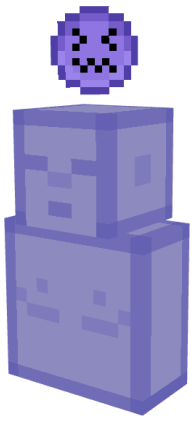
Heimlich maneuver



Encourage coughing



Give back blows



Apply the Heimlich maneuver

Each **correct action** awards **3 points**. At the end of the activity, students can view their **final score** and **repeat the challenge** as many times as they wish. The scoring system is **purely playful and motivational** and does not evaluate real-life first aid performance.

Activities – Rec Center

In the **rec center**, students will find a **parkour-style trivia challenge** that tests their **CPR knowledge** and how to respond to **emergency situations**. This challenge remains **locked** until the activities in the **school, health center, and shopping mall** have been completed.





As they move through the course, students must answer **five multiple-choice questions**, each with **three possible answers**, while using their **Minecraft parkour skills**. The challenge includes **checkpoints** that save progress if they fall. If this happens, they can speak with a **volunteer NPC** in the ground area to return to the **last checkpoint**, avoiding the need to repeat the entire course.

At the end of the circuit, students will find an **evaluation board** showing their **answers for each question**. Incorrect attempts are marked in **red wool**, while correct answers are marked in **lime green wool**, allowing students and teachers to clearly see how many tries were needed before choosing the right option.



The activity also **tracks completion time**, allowing students to repeat it to improve their **score**. As with other activities, the scoring system is **purely playful and motivational** and does not evaluate the student's educational performance.

Activities – Rec Center

Below, there is a **table** displaying the **five questions** and their **three possible answers**, with the **correct answer highlighted in red** in each case.

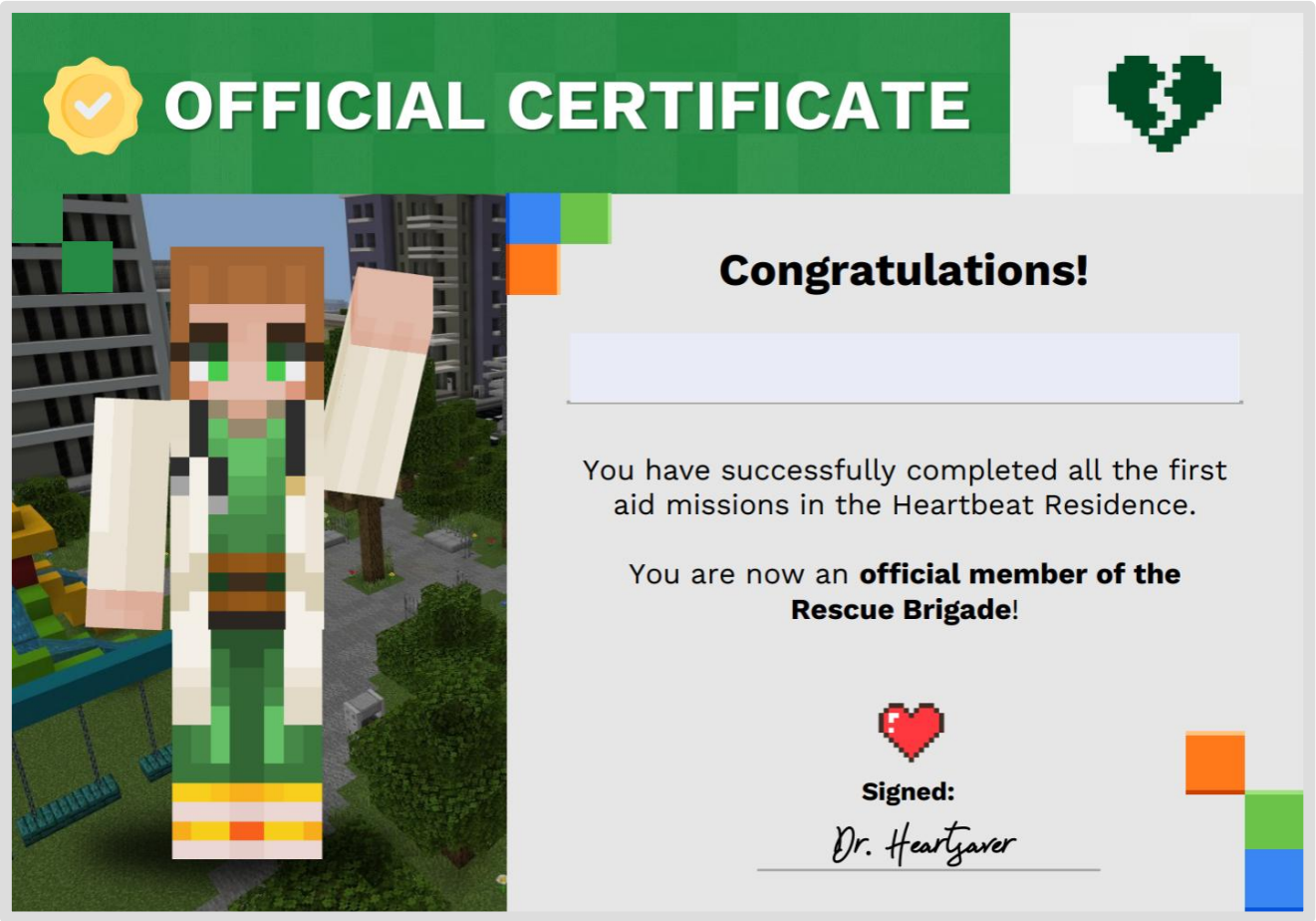
Question	Possible Answers
Question 1: What is the first thing you would do if you find a person on the ground?	A) Before approaching, I would ask for help from those around me. **B) Before approaching, I would check that there is no danger around me.** C) Before starting cardiopulmonary resuscitation (CPR), inflate air into their mouth
Question 2: How do you know if a person is experiencing cardiac arrest?	A) When they have their eyes closed and are not moving. B) When their heart beats very slowly. **C) When I call them, they don't respond, and they are not breathing or not breathing normally.**
Question 3: What should I say when calling the emergency services?	A) When I call, I shout for help and hang up. B) Just adults can call 112. **C) If asked, I would share my location.**
Question 4: While waiting for the ambulance, how many chest compressions should I perform on the person?	**A) Between a hundred and two hundred compressions per minute.** B) 30 compressions per minute. C) Quick compressions for five minutes.
Question 5: What is the purpose of the AED or defibrillator?	A) We keep it for when the ambulance arrives. **B) If we follow its instructions, it can help restart the heart.** C) I will use it when the person starts breathing again.

Ending

Welcome to the Rescue Brigade!

Once students have placed all the **AEDs** in their respective locations and completed all the activities at the **School**, **Health Center**, **Shopping Mall**, and the **Parkour challenge**, they can speak with the **Dr. Heartsaver** again. She will officially welcome them to the **Rescue Brigade**.

Students will then be able to **download the official Rescue Brigade member certificate** in **PDF format**, where they can **add their name** and **print it** if they wish.



Other activities

Construction activities: **nursing classroom and hospital of the future**

The construction zones in the city are closed until students speak with the volunteers at the entrance:

- **The School**. Students will need to build their ideal nursing classroom, deciding on the layout, furniture, and resources needed to support learning and training activities.

- **The Hospital.** Students will need to build a hospital of the future, imagining innovative spaces, technologies, and design choices that improve patient care and medical workflows.

The construction challenges are independent of the world's missions and activities. It is recommended that students first complete the activities found in the world and then proceed to the construction challenges.





Evaluation

To assess the level of student performance during the session, we will use two types of evaluation: the **intrinsic evaluation of the world**, as students progress through the different missions, and the **evaluation during the construction activity**.

The **intrinsic evaluation** will depend on whether students correctly complete each of the missions in the world. As they successfully complete the missions, they will be able to advance through the world.

The **evaluation during the construction activity** will be based on the creativity section of the rubric, which can be found on the following page.

In addition, students may use the **chalkboards and NPCs** to record information and explanations that accompany the creative constructions.

Learning evidence

Learning evidence that can be collected in the Minecraft world includes:

- **The missions throughout the world:** the activity itself in this world is designed so that students cannot move from one mission to the next without correctly completing each one.
- **Photos of the construction proposal**, whose evaluation will be based on the rubric section shown on the following page.
- **Photos and notes** taken by students throughout their visit to the Velázquez world.

Once students have all the learning evidence, teachers may ask them to submit it as an assignment in Minecraft, exporting the portfolio with all the evidence explained on this page and attaching it to the assignment in their LMS (such as Teams).
They may also be asked to create a presentation in Sway, Canva, or another tool, compiling everything they have learned and explaining their construction proposal.

Evaluation

Rubric for the construction challenge

	4	3	2	1
Problem-solving Skills	The student has successfully completed all the activities on their own.	The student has successfully completed most of the activities.	The student has successfully completed some activities, making a few mistakes.	The student required assistance from the teacher to complete most of the activities.
Digital Competency	The student demonstrates a strong understanding of the device and the game, using them appropriately.	The student understands how the device and game controls work and uses them appropriately.	The student can handle the basic controls of the game and their device.	The student has encountered difficulties using the device and game controls.
Creativity	The construction design is unique and helps convey the objectives of the activity.	The structure includes an original and functional element not specified in the instructions.	The use of colors and materials helps clarify the activity's objective.	The activity has been completed according to the instructions.
Collaboration	Group members work collaboratively, supporting each other to overcome challenges.	The group members have worked together, supporting each other and sharing tasks fairly.	The group members have worked well together, dividing tasks effectively.	The group members have achieved the goal but needed assistance from the teacher to solve some problems.

Evaluation

Examples of learning evidence



Evaluation table in the Parkour Trivial



Examples of proposed construction photos



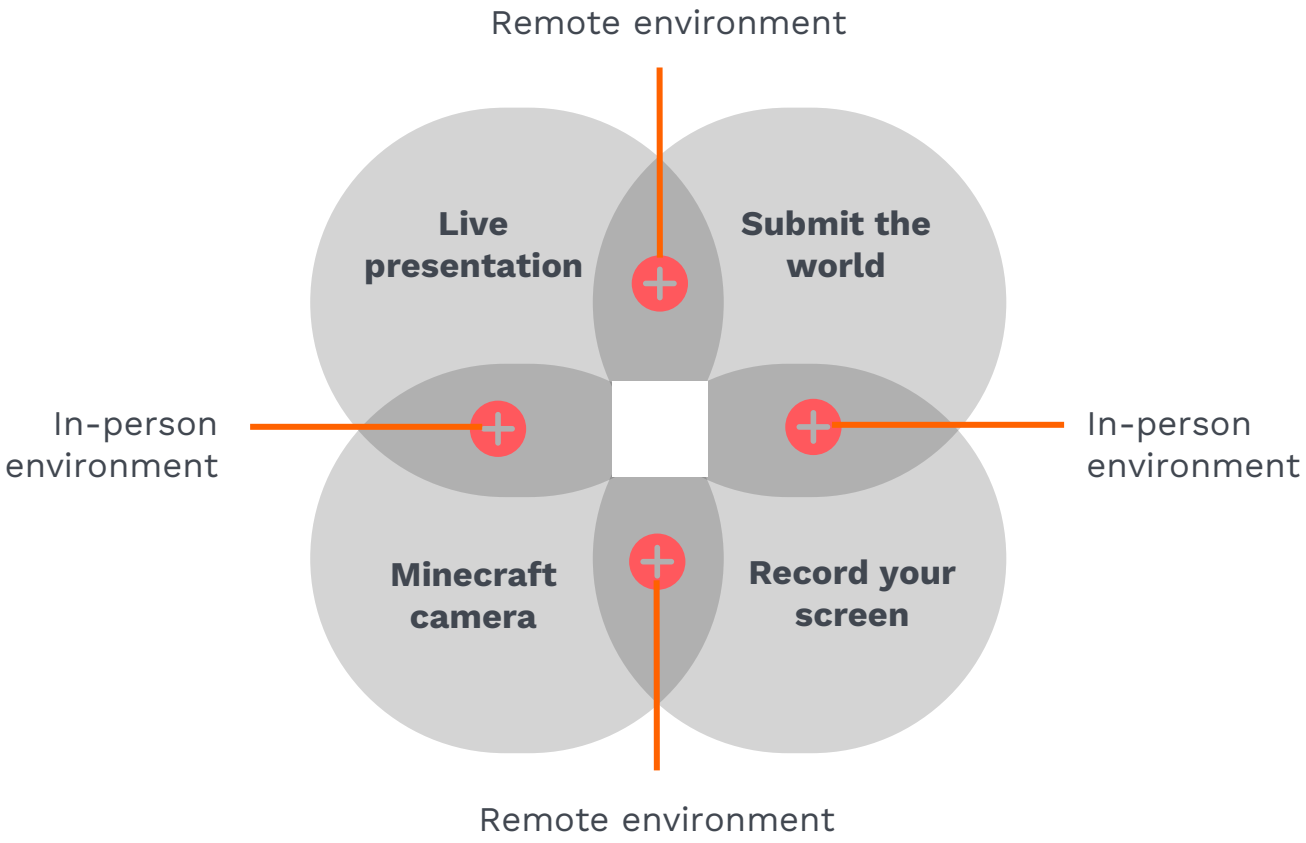
Photos and notes taken during the world using the book and quill

Evaluation

Sharing learning evidence

There are several ways to share learning evidence. In this graphic, we present four of them, also taking into account the environment in which the activities are carried out: **in-person, remote, or hybrid**.

1. **Live presentation:** In this format, students share their screen on a television or projector and present their work.
2. **Submitting the world:** Students download the world to their computer and send it to the teacher through their LMS, such as Teams (the platform used to work with students).
3. **Minecraft camera:** Students take photos inside Minecraft using the camera feature.
4. **Screen recording with Clipchamp:** Students record their screen and explain their world through the Clipchamp app.



Tips and recommendations

The game in the classroom

- Positive attitude.
- Respect.
- Calm.

Possible technical issues

- Internet connection (check that it is stable).
- Game versions (all updated to the latest version).
- Office 365 users and active Minecraft Education licenses.

Classroom dynamics

- Walk around the classroom. The teacher's role is to guide the activity.
- Encourage students to help one another.

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