# MINECRAFT EDUCATION-Teacher Guide

## ENGLISH AS A FOREIGN LANGUAGE LESSON

### *The Life of a Sunflower from its sprouting, its pollination through to its death*

Students will use MIE to revise the various stages in the life of a sunflower from its sprouting, its pollination until its death, revising also related vocabulary and simple Block Coding if they decide so.

Language, Reading and Writing, Tolerance, Empathy and Inclusivity, CLIL Environment, Block Coding

8-10 11-13 A2+ Level on CEFR



## Learning Objectives

In a language lesson, the primary learning objective is always communication in the target language. In this case, T also aims to help Ss understand that language is not detached from general world knowledge. On the contrary, knowledge of the world enhances language learning and provides motivation to the learners. By using MIE, T gives Ss tangible evidence of the need for the knowledge of real life world in language learning.
**(CLIL**: https://www.teachingenglish.org.uk/professional-development/teachers/knowing-subject/c/clil )

Second teaching objective is to revise specialized vocabulary through interaction in the target language, integrating, thus, skills and systems. Further, Ss will judge if and when they need to use Block Coding, which will encourage learner autonomy and agency, and if necessary, they will revise it looking at this example:
https://minecraft.makecode.com/74885-75265-44020-14988

or visiting: https://minecraft.makecode.com/setup/minecraft-education-edition

Lastly, the game aims at further developing empathy, tolerance and inclusivity among Ss, as this is always an underlying aim of every lesson and every game-supported lesson. Also Ss learn to offer their help to their T if she is

not experienced in playing MIE, realizing in this way that everybody needs everybody else's support and that strength lies in differences and not in similarities.

## Guiding Ideas

**Essential Questions:**

How can you use specialized vocabulary and fixed expressions in a game-supported lesson to describe the various stages in the life of a sunflower from its sprouting to its pollination and finally to its death?

How can you use this world to consolidate your knowledge about pollination and its importance to the environment through the use of specialized topic vocabulary?

How do you use simple Block Coding in order to solve simple or more complex challenges?

**Formative Assessment Questions:**

How do you evaluate your language performance? Have you understood the role of pollination in real life situations?

How do you evaluate your interaction with your peers? How do you treat students who have problems with building, coding and language use? Are you tolerant? Do you make their participation comfortable and confident? Do you monopolize the game?

How could you organize your thinking and team work when solving a particular problem? What strategy are you using to find (a) solution(s) to this problem? Why is that an effective strategy, if at all?

How do you evaluate your game skills?

How do you evaluate your teacher's progress in building worlds and supporting you to solve technical problems related to the mechanics of the game?

## Teacher's notes and planning

The lesson will be delivered onsite with a small group of 11-year-old students, LevelA2+ on CEFR.

T has asked Ss to prepare the timeline of the sunflower's life as it appears in **Oxford Discover 3, unit 15**, https://1drv.ms/o/c/ee82e51be57f9827/EvxRG2wTLKtJpFZ6XCPQxQoBM0tt5ckEeLgsOjru6m7zbA?e=k9FyIf to use as a reference during the game. Then T has her learners start the game, navigate the world following the instructions provided by the NPCs. The aim is to put the stages of the life of a sunflower in order according to their lesson timeline. For this reason, next to each poster depicting the stage, there are signs with numbers on them which learners have to put in the right order.

T sits near the group and writes down problems Ss face with the target language for immediate or later address (Formative Assessment). T reminds Ss that whenever they come across an NPC assigning tasks, giving notes or instructions, asking questions and showing a video, they'll have to pause the game and interact with each other.

T asks Ss to compare the order in which they have put the stages with the timeline they have prepared.

Finally, T and Ss discuss their experiences, problems, challenges, language difficulties and coding difficulties. Class evaluates the lesson, the outcome and arranges further meetings and actions.

T assigns a follow-up activity, a blog post for the school's blog, where Ss should share their gains and experiences of using MIE to revise content and language knowledge (CLIL).

An effective follow-up lesson will be the visit to the museum, which for the purpose of this game is closed (every Monday). This follow-up game will be integrated after the end of unit 16,

(https://1drv.ms/o/c/ee82e51be57f9827/EvxRG2wTLKtJpFZ6XCPQxQoBM0tt5ckEeLgsOjru6m7zbA?e=vs8i5q), when learners will have acquired more knowledge on the topic of pollination and generally of the value of plants in our lives.

**NB:** *The lesson can be delivered online involving more groups using different devices if the school is eligible for education licenses. In that case, the groups are assigned to breakout rooms and work independently, with the teacher always monitoring.*

*Alternatively, the hybrid model can be used to accommodate both onliners and onsite students together in the same groups. For more information about such a hybrid lesson, visit: https://www.academia.edu/49095708/Teaching_online_and_face_to_face_learners_through_blended_learning*

*Similarly, this lesson can be delivered onsite the classroom with more groups and different devices if the school is eligible for using the Education licenses.*

## Student activities

Ss are aware that the main aim of a game-supported lesson is communication in the target language and not individual performance. So they form their group and as they are going to share the same laptop, they have to discuss how they're going to play and nominate their group leader. The group leader's role will be to monitor the players, note down any difficulties faced and ways to solve them.

Ss start navigating the world reading the posters with the various stages following the NPCs' instructions. Every time the NPC asks Ss to perform a task, they pause the game and complete the tasks. Their aim being to put the stages in the right order. The group leader notes down any vocabulary Ss use or need for later discussion. Ss discuss Block Coding and agree to use it if needed.

The game ends with the completion of all the tasks and the evaluation of the game in terms of language learning world design and play requirements.

## Performance expectations

Ss are expected to cooperate, interact with one another, and solve problems and challenges using CLIL (Content and Language Integrated Learning) in the target language (vocabulary and grammar) in the enjoyable, creative, and inspiring environment of Minecraft Education Edition. Ss are expected to use simple navigation skills and Block Coding and develop 21st Century transferable skills such as critical thinking, cooperation, learner ownership and environmental awareness.

## External references

https://minecraft.makecode.com/74885-75265-44020-14988

https://minecraft.makecode.com/setup/minecraft-education-edition

https://www.teachingenglish.org.uk/professional-development/teachers/knowing-subject/c/clil

https://www.youtube.com/watch?v=7X1xIIyZw3M

https://www.academia.edu/49095708/Teaching_online_and_face_to_face_learners_through_blended_learning

https://1drv.ms/o/c/ee82e51be57f9827/EvxRG2wTLKtJpFZ6XCPQxQoBM0tt5ckEeLgsOjru6m7zbA?e=k9FyIf

(https://1drv.ms/o/c/ee82e51be57f9827/EvxRG2wTLKtJpFZ6XCPQxQoBM0tt5ckEeLgsOjru6m7zbA?e=vs8i5q