Hwb®

THROUGH THE PORTAL



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Challenge: Through the portal

Challenge Duration: 90-120 mins

Learning Objectives:	▪ Create contrasting settings within Minecraft: Education Edition ▪ Develop descriptive writing skills through writing real and imagined settings
Learning Outcomes:	Leaners will be able to: ▪ Build familiar and imagined settings in Minecraft: Education Edition ▪ Write setting descriptions based on imagined settings ▪ Use NCP to link setting descriptions to Minecraft settings
Guiding Ideas / Possible questions to ask:	In this lesson, learners will compare a familiar and imagined setting using a range of descriptive techniques appropriate to the ability of the learner. Learners will build their settings in Minecraft: Education Edition and create a portal to travel between settings. **Pit stops:** Encourage learners to use imagery when describing the imagined setting. What will be at the other side of the portal? What can you see, hear, taste, smell? How will learners create a portal to transport themselves between settings?

Description:

Developing descriptive writing in Minecraft: Education Edition
You have discovered a mysterious gateway to another dimension. Where will it lead?

Areas of Learning and Experience

Languages, Literacy and Communication

The Languages, Literacy and Communication Area of Learning and Experience will provide learners with opportunities both within individual languages and across multiple languages to develop knowledge and skills in listening and reading, speaking and writing, and in literature.

Cross Curricular Skills

LNF: Writing
Organising ideas and information.

Enrichment and experiences
Providing authentic opportunities to listen, read, speak and write, both in Welsh and English and in international languages, is essential for learners.

Digital Competence Framework:

- DCF: Producing: creating

Student Activities	Differentiation	Achievement outcomes
Step one		
Learners imagine being transported from one location to another. Suggested activities: • Children read an extract of a story which involves a portal which transports characters from one setting to another • Watch a video clip from film or TV show where characters are transported between settings • Learners think about a setting which is familiar to them - this could be their school, bedroom, a place within the community, etc. • Learners create a checklist of success criteria for a good setting description and draft their own based on a known or familiar setting	Differentiated success criteria linked to features of a setting description.	▪ Learners have drafted a setting description about a familiar setting using their own success criteria.

Step two

Learners create a portal to transport themselves between their familiar and imagined settings. Encourage learners to think about a location or object within the setting being a portal to a new imagined setting (examples could be taken from texts such as C S Lewis, The Lion, the Witch and the Wardrobe or Anthony Browne, The Tunnel). Within the context of Minecraft, encourage learners to think of a way of transporting someone from one setting to a different setting. **Example:** Learners could place an NPC within their world and add a teleport command **/tp @p 1579 91 643** (these numbers are sample coordinates; a learner would need to enter the coordinates of the location they want to be transported to).	Differentiated texts appropriate to ability of the learner.	▪ Learners create a portal between familiar and imagined setting.

Step three

Learners think about an imagined setting that a character could be transported to (this could be based on/ inspired by another text or author). Learners draft a setting description and plan their Minecraft setting. Following this, learners build their imagined setting within a Minecraft world.	Differentiated success criteria Vocabulary/ word banks	▪ Learners write imagined settings using identified success criteria

Assessment Opportunities

Learners peer/self-assess Minecraft settings, using identified success criteria.
Learners use camera and book and quill feature to create a book based on their Minecraft: EE settings.

Learners peer assess each other's books before signing them.

Plenary

Ask learners to consider the following questions:

- How did you decide which blocks to use to create your setting?
- How did you use your imagination to create your setting?
- What did you find difficult about building your setting?

Learners present their completed setting descriptions and Minecraft worlds to peers. This could be through:

- A virtual tour of their Minecraft world
- Shared exported files (books, portfolios) using relevant Hwb tools
- Online documents created through Hwb.

Following peer assessment – learners reflect on their setting descriptions and Minecraft worlds. Ask:

- How could you improve/ develop your settings based on feedback?
- What are you most proud of?
- What would you do differently next time?

Key Vocabulary:

- Familiar/ imagined settings
- Portal
- Teleport

Resources / Supporting files:

- Text extracts – stories with a portal/ imagined setting.