Lesson Support for Stage 4: Information sharing

Approx. Duration: 2+hrs

Learning Objectives:	▪ Create information documents in various formats ▪ Use Minecraft: Education Edition features (e.g. NPCs and Chalk Boards)
Areas of Learning and Experience:	The steps within this stage offers opportunities to develop: ▪ **Language, Literacy and Communication -** Expressing ourselves through languages is key to communication
Cross-curricular skills:	The steps within this stage offers opportunities to develop: ▪ **Digital competence** - opportunities to use different methods of digital communication ▪ **DCF:** ○ **Interacting and collaborating:** Communication / Collaboration / Storing and Sharing ○ **Producing:** Sourcing, searching and planning digital content / Creating digital content / Evaluating and improving digital content
Guiding Ideas / Possible questions to ask:	What information about your build do you want to include? How will you demonstrate how you've addressed the success criteria?

Introduction / Starter

Ask the learners to think about and discuss in their groups:

- What additional information do you want to include for others to interact with in your build?
- How will you present this information?
- Why have you chosen this format?
- Will having a variety of formats make it more interesting to explore the world?

Learner Activities	Differentiation	Achievement outcomes
Step one - Review and plan		

Encourage learners to review the information gathered by each group member during the research stage.
 	
Ask learners to decide:
• What information is required to be included
• What format the information should be presented in:
  ○ Flipgrid, Sway, PowerPoint, OneNote etc. and linked to an NPC
  ○ text via boards
 	
Encourage learners to create a plan for their document and success criteria stating what information to include in their document.
	Provide ideas of what sort of information to include and how to include it.	▪ Learners create a plan for their information document

Assessment Opportunities

- Can learners communicate effectively to share their information and decide what to include in their final document?
- Have learners demonstrated a shared responsibility for the creation of the final information document?

Step two– External documents for sharing

Learners should collate their research information to create the various information documents (Flipgrid, Sway, PowerPoint, OneNote etc.) They should consider using a multi-modal approach where possible e.g. include more than one type of communication mode or tool to communicate a coherent message. For example, learners might create a presentation that integrates video and text or embed a photograph. The communication is multi-modal only if the elements work together to produce a stronger message than any one element alone. Ensure that learners compare information from multiple sources, enabling them to 'compare and contrast' rather than simply describing what they have found. Encourage the learners to include images and text (supporting evidence / facts) to communicate the information to their audience.	Teacher input if required.	▪ Learners work collaboratively to create a digital information document

Assessment Opportunities

- Can learners choose relevant information and choose a way to present it appropriately?
- Can learners interpret, analyse and synthesis the information to construct knowledge (not just reproduce knowledge)?
- Have learners used a multi-modal approach to develop their information document?
- Have learners considered digital rights, licensing and ownership of any information they have included?
- Have learners referenced / cited resources?

Step three – Communicating with NPCs

NPCs are a brilliant way that learners can communicate information to their visitors. Ask learners to add appropriate NPCs to their Tourist Information centre world and link their various information documents to them.

Learners can:

- Edit dialogue – Perhaps add instructions / guidance
- Change skin of the NPC
- Add URL to supporting documents the learners have created e.g. Word, PowerPoint, Sways etc.
- Add Command – Perhaps transporting visitors to another part of the world

Inform the learners that they will need to save their documents in a location that can generate a URL, so it can be linked to an NPC within the Minecraft: Education Edition world.

Through Hwb learners have access to a number of options to accommodate this requirement.

NOTE: Word or PowerPoint documents could be saved to a OneDrive however, it is worth bearing in mind that when using a Hwb account if the document is anonymously shared there is a time limit on the share approx. 30 days. (if shared with specific users there is no time limit) Other Hwb tools could be used that do not have this time limit.

Teacher input and support if required.

- A range of documents with URL links generated to include in the build
- Information documents can be added through a link from the NPC in the Minecraft: Education Edition world

Assessment Opportunities

- Have learners considered digital rights, licensing and ownership of any information they have included?
- Have learners referenced / cited resources?
- Can learners find a way to share information in Minecraft: Education Edition, in particular linking to an outside document?

Step four - Communicating with boards

The next step will be for the learners to decide what necessary information they want to communicate to the visiting public using Boards. Explain that we can write and display text in our worlds using Boards, which are Minecraft: Education Edition sign blocks. In Minecraft: Education Edition there are three different sized blocks (boards) • Slate 1x1 • Poster 2x1 • Board 2x3 Remind learners that the size dictates their text capacity, so they must choose wisely. Learners can use boards to indicate the name of attractions, or perhaps give more information regarding the purpose of the various attractions in their build.	Mixed ability groups to support each other.	▪ A range of boards throughout the Minecraft: Education Edition build, communicating relevant information to visitors of the world

Assessment Opportunities

- How will the learners decide which size board to use?
- Using correct board size for information is displayed
- Have learners considered digital rights, licensing and ownership of any information they have included?
- Have learners referenced / cited resources?

Step five – Final tests

Ask the learners to test everything within the world is working as expected and debug any issues. Each member could test individually and note down if any changes need to be made. They should also set a SPAWN location using slash commands and the correct co-ordinates.	Teacher input and support if required. Teacher to join world and offer advice if required.	▪ Learners test links to their information documents

Assessment Opportunities

- Can learners evaluate their work, making any necessary changes, in preparation for sharing with an audience?

Plenary

Ask the learners the questions below:

- Are you happy with the build?
- If you could do the task again, would you do anything differently?
- What is your favourite part of the build and why?

Key Vocabulary:

- Debugging
- Accuracy
- Multimedia
- Copyright
- slash commands
- NPCs
- coordinates
- spawn

Resources / Supporting files:

- Minecraft: Education Edition
- Hwb account and access to range of tools