



MINECRAFT

EDUCATION EDITION

Digital Citizenship

Time: 60 minutes

Target Audience: Upper Elementary students

LESSON OBJECTIVES

By the end of the lesson, students will be able to:

1. Define what types of behaviours make up a responsible digital citizen.
 - a. Respecting other's feelings and creations
 - b. Respecting copyright
 - c. Maintaining a clean digital footprint
 - d. Communicating in a clear positive manner
2. Demonstrate responsible digital citizenship within Minecraft and other digital environments.

[EDUCATION.MINECRAFT.NET](https://education.minecraft.net)

EDUCATIONAL TECHNOLOGY STANDARDS

ISTE-S standards -

Empowered Learner

Students leverage technology to take an active role in choosing, achieving and demonstrating competency in their learning goals, informed by the learning sciences.

1a Students articulate and **set personal learning goals**, develop strategies leveraging technology to achieve them and reflect on the **learning process** itself to improve learning outcomes.

1b Students **build networks** and **customize** their **learning environments** in ways that support the learning process.

Digital Citizen

Students recognize the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world, and they act and model in ways that are safe, legal and ethical.

2a Students cultivate and manage their digital identity and reputation and are aware of the permanence of their actions in the digital world.

2b Students engage in **positive, safe, legal** and **ethical** behaviour when using technology, including social interactions **online** or when using networked devices.

BEFORE THE LESSON

Teacher Tasks and Background Knowledge:

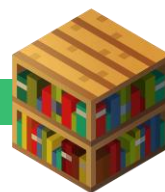
- On your own, take the [My Minecraft Journey](#) online course to familiarize yourself with Minecraft and its concepts.
- Determine what the term “Responsible Digital Citizen” means to you as an educator. Consider engaging students before the Minecraft lesson with a few Digital Citizenship lessons from [Common Sense Media](#).
- Learn how to [import](#) a Minecraft World File called, [“Digital Citizenship”](#).
- Launch Minecraft: Education Edition from a teacher device and have students join the world by selecting the [“Friends” tab](#).
- Divide students in four groups to work together during this lesson. Consider the personality of learners to ensure the best collaborative experience.

Group 1: (Valente /Valiant): Explores a disrespectful digital citizen.

Group 2: (Engenhoso /Resourceful): Explores stealing digitally.

Group 3: (Honra /Honor): Explores plagiarism.

Group 4: (Paz / Peace): Explores harassment/trolling.



Student Tasks Before the Lesson:

- Have students participate in the Minecraft Tutorial world to familiarize themselves with basic game concepts.
 - The tutorial world is included in the core game and can be found by selecting **Play** from the main screen, then selecting **Create new** on the following screen. From the list that is generated, you will see the tutorial world called “**Minecraft Tutorial**”.
 - i. This process is the same for teachers and students.
 - ii. You should allow at least 30 minutes for students to progress through the tutorial world in order to become comfortable using Minecraft.
 - iii. A walkthrough of the process can be found [here](#).

KEYWORDS IN THIS LESSON

Griefing – Intentionally angering another player by destroying or constructing areas of land owned by another player.

Troll – A player that starts arguments or upsets other players via chat intentionally to anger other players.

Collaboration – Working together to reach a common goal.

NPC – Non-Playable Character. A character within the game that is unable to be controlled by the player.

Digital Footprint – A record of everything you do online whether it is posted by you or not.

Agent – A programmable character exclusive to Minecraft: Education Edition. The agent can be programmed to do various tasks via computer programming tools built into the game.



LESSON PROCEDURE

Essential Question:

What makes a responsible digital citizen?

Lesson Introduction:

The teacher will introduce the lesson objectives as clear targets for the students:

Today you will learn:

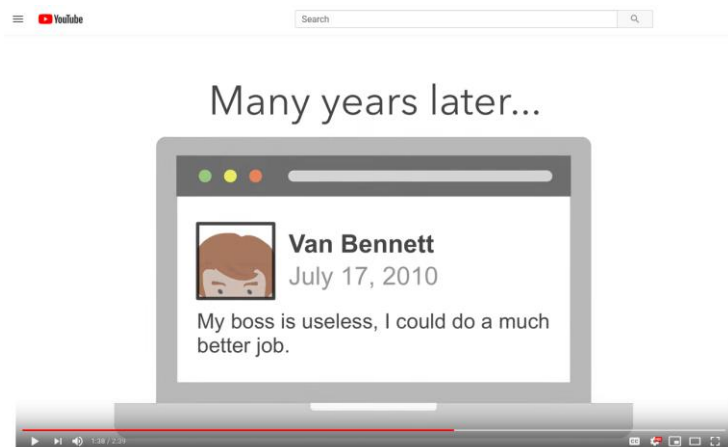
- What types of behaviours make up a responsible digital citizen?
- How we can demonstrate responsible citizenship within Minecraft and other digital environments?

The teacher will introduce the term, “Responsible Digital Citizen” by allowing students to deconstruct the term.

- The teacher will ask students, “What comes to mind when you envision a responsible citizen?”
- Allow students to turn to a shoulder partner and discuss for one minute.
- As the partners complete the discussion, allow a brief whole group consensus of behaviours of a “Responsible Citizen”.

The teacher will now explain that we will watch a video on how we can also be a Responsible Digital Citizen. It has many of the same ideas students shared, but also includes a few additional important behaviours to consider.

- During the video students should be ready to take notes on any behaviours they feel make a Responsible Digital Citizen.
- View the video as a whole class- [‘Digital Citizen’ video](#).
(This video is on YouTube. If your environment blocks this site, you will need to download prior to lesson.)
- Pause the video at 1:38 and define, “Digital Footprint” for students.
- Let students know this is very important because often our emotions and feelings change over time, but posts cannot be taken back, and this includes inappropriate images as well. A



good rule would be to ask a trusted adult if it is a good idea to post the comment or picture if you are in doubt.

After the video allow students a few minutes to think about additional behaviours and responsibilities that are required of a responsible digital citizen.

The teacher will assign students to one of four groups. Students will work together to compose a list of Five Essential Behaviours a Responsible Digital Citizen must display.

Guided Practice During the Lesson: (*groups will work inside of the Minecraft [Digital Citizenship World](#)*)

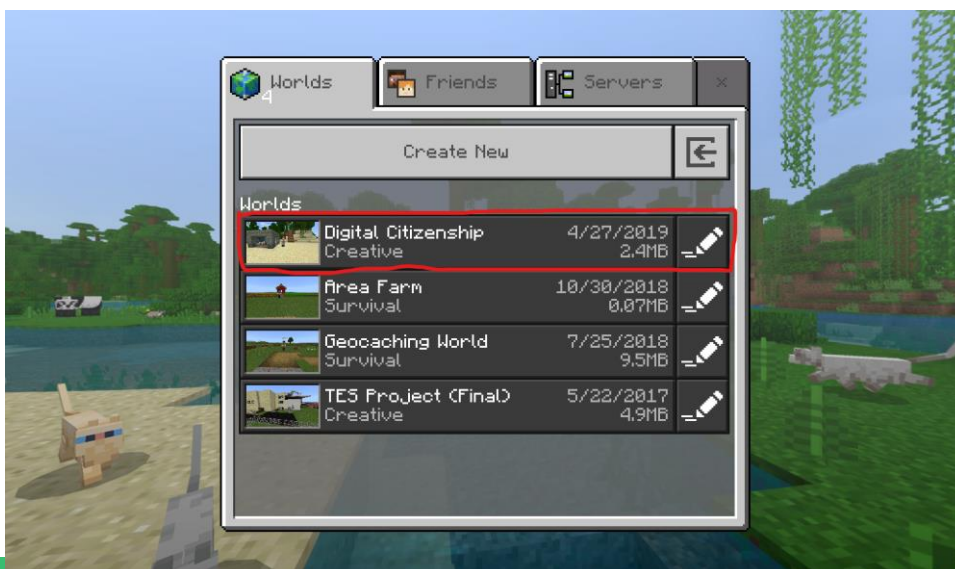
The teacher will introduce the purpose for exploring the Minecraft [Digital Citizenship World](#).

- The purpose of this experience is to explore one of the behaviours Responsible Digital Citizens will need to possess to work successfully in collaborative digital environments with peers.
- The Brazilian jungle will be the setting of the world where students will enter as a group and explore one of the digital citizenship behaviours required when using Minecraft or any other collaborative digital environment.

Each group will be assigned a different task when in game.

The teacher will assign each group names and numbers. *Group names are in Portuguese and English.*

- i. Group 1: (Valente /Valiant)
 - ii. Group 2: (Engenhoso /Resourceful)
 - iii. Group 3: (Honra /Honor)
 - iv. Group 4: (Paz / Peace)
- Launch the game from a teacher device and have students join the world by selecting **Play** from the main screen. On the following screen, they are to select the **Friends** tab.

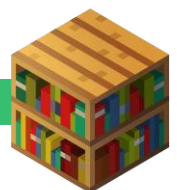


- The world the students should join will appear in the list as Digital Citizenship and the teacher's name.



Each person from the four groups will join the world.

- Once students are in the world have them pause.
- Remind each group which number and name they will be exploring.
- The teacher will explain that each group has a different digital citizenship topic to explore and the group will work together to learn more about each topic.
 - Group 1: (Valente /Valiant): Explores a disrespectful digital citizen.
 - Group 2: (Engenhoso /Resourceful): Explores stealing digitally.
 - Group 3: (Honra /Honor): Explores plagiarism.
 - Group 4: (Paz / Peace): Explores harassment/trolling.
- Each group will experience something different with the Minecraft [Digital Citizenship World](#).
 - Group 1: (Valente / Valiant): Tasked with building a small structure. Once they are complete, the Agent will destroy part of their building to simulate a “griever” or a disrespectful digital citizen.
 - Group 2: (Engenhoso / Resourceful): Tasked with collecting resources for a “big task”. The agent will steal all their resources at some point during their session. This will simulate others stealing digitally.
 - Group 3: (Honra / Honor): Tasked with creating an artistic representation. The agent will copy their structure and take all the credit. This will simulate plagiarism.
 - Group 4: (Paz / Peace): Tasked with re-creating a scene within a book the students are reading. The agent will start to chat spam to mimic harassment/trolling.



*Groups 3 and 4 can have their assignments altered by the teacher if they would like to tailor the lesson more towards what they're currently teaching. You can do this by simply [editing what the NPC](#) for groups 3 and 4 say.

- When students first enter the world, they will encounter an NPC (Non-Playable Character) who will guide them. This NPC (Non-Playable Character) gives directions to players. Students will right select to see what the NPC has to say.
- Each group is instructed to head to their group's building zone which have been pre-assigned by the teacher.
 - i. Group 1: (Valente /Valiant): Explores a disrespectful digital citizen.
 - ii. Group 2: (Engenhoso /Resourceful): Explores stealing digitally.
 - iii. Group 3: (Honra /Honor): Explores plagiarism.
 - iv. Group 4: (Paz / Peace): Explores harassment/trolling.
- The groups should be given about 30-40 minutes to complete the group task before heading back to the campfire in the Minecraft World for a discussion.
- Each build plot includes a pressure plate (gold rectangle) a student can stand on to instantly teleport them back to the world starting point.

When students are finished with their task assignment in Minecraft, have the group leader type their group name (case sensitive) into the chat. For example, group 1 would type "Valente" (without quotes) into the chat to signal they are finished.

- Students can open a chat window by using the "T" key.
- The teacher will remind students of using accountable talk, respectful language, and staying on the topic of digital citizenship in the chat experience.
- In the chat each group will discuss their experiences and how it impacted them emotionally and how their learning was impacted.
- Allow 10-15 minutes for this discussion to take place.

Discussion Question Prompts (if needed):

How did that make you or your group feel?

How will you react when others demonstrate irresponsible behaviours online?

How can you be sure you are respectful of others online?

If we are going to use a collaborative tool such as Minecraft, why are these behaviours important?

Closing the Lesson:

At the completion of the Minecraft portion, have students come together by the fire in the Minecraft world to discuss their experiences.



- Each group will take turns discussing their in-game experience with the rest of the class and their feelings and reactions to what occurred. Some questions for groups to consider.
 1. What were your reactions when the Agent stole your creation?
 2. Why is it important to credit yourself for the work you created?
 3. How did the Agent taking your resources make you feel and why?
 4. Why is it important to collaborate?
 5. What was happening when the Agent was sending lots of messages in the chat? How did they make you feel?
 6. How do these experiences relate to a responsible digital citizen?

To conclude the lesson, have students take time to reflect individually about their experience and share their thoughts through a document or a class blog.

The teacher will discuss each of the Social Contracts with the students and encourage them to sign and model the expectations of a Responsible Digital Citizenship.

SOCIAL CONTRACTS

SOCIAL CONTRACT FOR INDIVIDUALS

Minecraft is a collaborative building experience in which all participants work together for a common goal. Due to this collaborative nature, it is expected that all players mutually respect one another and their creations. As a digital citizen of a collaborative Minecraft world, I will:

- Respect others in a shared world at all times.
- Ask permission when building near someone else's creation. Otherwise, find a common distance away from that creation in which to start.
- Respect my fellow classmates by not taking resources without permission that have been gathered or "claimed" by another user inside of their building zone. This includes tools, wools, dyes, food, flowers, or wood.
- Respect my fellow classmates by not using modes or resource packs that give me an unfair advantage over my fellow classmates.
- Refrain from using explosive materials when near others' creations.
- Fix something that does not belong to me if it breaks accidentally.

If you agree to these terms, please sign here:



SOCIAL CONTRACT FOR CLASS

Minecraft is a collaborative building experience in which all participants work together for a common goal. Due to this collaborative nature, it is expected that all players mutually respect one another and their creations. As a digital citizen of a collaborative Minecraft world we will:

- Be kind and supportive of fellow community members.
- We will help each other learn and build together.
- Work together and share information that benefits the class.
- Show respect to all classmates especially those who are experts at Minecraft.
- Assist others who might need help with different aspects of the game to which they are unfamiliar
- Be respectful both in class through vocal discussion and in-game via text-based chat.



ENHANCEMENT ACTIVITIES

Students blog about their experiences in this lesson and compare/contrast this experience with that of an online digital citizenship experience. Encourage others to share this experience and the importance of being a responsible digital citizenship in their daily life.

Students can construct their own world using qualities of a Responsible Digital Citizen and invite others to collaborate.

