Spotlighted unit

Details on a specific *past* unit of work at the school.

Level	5/6	Title / theme	Enhancing Communities with Minecraft

Summary / intention

This past unit of work was created to demonstrate how a global non-profit organisation has utilised the features of Minecraft to help under privileged communities. Students used the ethos of the organisation as a catalyst to design and virtually build a community that will benefit the needs of an identified group of people. The chosen community was one for local friends and family or reached another community on a global scale.

Key Understandings:
▪ Describe how digital technology has been used to help communities. ▪ Use Minecraft to design a solution to a problem in a community. ▪ Use Minecraft to explore how coding can be integrated into their design to further enhance functions within Minecraft.

Strands addressed   ☐ Digital Systems   ☒ Data and information   ☒ Creating digital solutions

Session	Activity summary	Learning intention	Success criteria	Key resources	Assessment statement
1	Students brainstorm all the different uses of Minecraft and any functions of Minecraft they know.	Students will explain how the non-profit company, Block By Block, uses Minecraft to redesign underprivileged communities.	I can explain how Minecraft is used to help design and create communities.	www.blockbyblock.org/ • Block By Block Project Profile	Students explained how Block By Block (an organisation that uses Minecraft to help design communities) meets the needs of local and global communities.

2	Prior to their design, students need to collect and consider factors that could influence their community. This can include (but not limited to): weather conditions, buildings, the type of people they want to target. Students commence creating planning out their community. This activity will be completed through drawing and sketching.	Students will plan their space through designing an area using sketching and drawing.	I can plan and design an area to help a community.	• https://sketchfab.co m/blockbyblock • https://metrotunnel. vic.gov.au/library/re sources-for-teachers/minimelbo urne	Students identified the needs of the people in the community by gathering data about the people and the environment. They used this data to influence the design of a new space.
3	Students will commence creating their design of their community. They will use their drawings and plans to guide their digital design.	Students will use Minecraft to create their design of a digital community.	I can use Minecraft to create a digital design of a space for my chosen community.	Minecraft Education edition	Students identified different tasks they could add to their community design in Minecraft. They created a flowchart/set of instructions to show the sequence of steps to complete their tasks. The sets incorporated branching and iteration

4	Students will continue creating their design of their community. They will use their drawings and plans to guide their digital design.	Students will use Minecraft to create their design of a digital community.	I can use Minecraft to create a digital design of a space for my chosen community.	Minecraft Education edition	Students identified different tasks they could add to their community design in Minecraft. They created a flowchart/set of instructions to show the sequence of steps to complete their tasks. The sets incorporated branching and iteration
5	Students complete the Minecraft Community Reflection. Within the reflection they evaluate how their digital solution can help a community.	Students will reflect on how their design and project can meet the needs of a local community.	I can reflect on how my design can meet the needs of a local community	Minecraft Community Reflection	