



Game lesson title	<i>Minecraftography</i>		
Brief intro	<p><i>Minecraft</i> is a sandbox video game where players explore an open 3D block world. They explore the world to collect materials in order to create tools which in turn allow them to transform the environment around them.</p> <p>In this lesson students will use <i>Minecraft</i> to design landscapes and landforms. Students will choose a landscape, study its features and then create the landscape demonstrating these features using <i>Minecraft</i>!</p>		
Lesson hook	Know your geography - then make it using <i>Minecraft</i> !		
Suggested year level	Year 8	Suggested age level	13/14
Duration	4-5 x 60 minute lessons.	Costs involved? (detail below)	No
Author	<p>You are free to copy, communicate and adapt this lesson plan which was created by Dean Ashton, Marlee Zirkler Emma McManus and ACMI and licensed under a Creative Commons Attribution 2.0</p> <p>http://creativecommons.org/licenses/by/2.0</p>		
Subject/s			
<input checked="" type="checkbox"/> Humanities			
Curriculum/Capabilities Alignment (VIC/AC) and Skills			
(VCGGK116)	Different types of landscapes and their distinctive landform features		



(VCGGK117)	Geomorphic processes that produce landforms, including a case study of at least one landform
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Game Used	Minecraft		
Game play required?	Yes		
Classification	CONSOLE	INTERNET REQUIRED?	COST (RRP)
G	PC/Mac/Tablet	Yes/No	Free (govt schools can download education edition from Edustar)
Important note about Game Classification			
As classifications can change, teachers are responsible for checking the latest videogame classification and suitability for their class age group. Please visit https://www.classification.gov.au/ .			
How are games used by students in the lesson?			
<input checked="" type="checkbox"/> Makers - learning through making games (coding, creative production, teamwork, leadership, e-sport roles etc). <input checked="" type="checkbox"/> Explorers (Minecraft) – imaginative, self-directed, exploratory/sandbox learning. Shining through play. Watchers – observing, analysing and evaluating. Learning about the world and ourselves through understanding the impact of games culture and industry. Players - learning by playing videogames - learning things applicable to life outside of (and in) the game e.g. flight simulators, esports, etc.			
eSafety Considerations			
Teacher should monitor web access/ make sure child-safe browser settings are enabled and use the education version of Minecraft.			



Technical Notes

Need to pre-install *Minecraft* ideally as set up for task.

Prior knowledge/skills (Required/Recommended/References)

This is a capstone for a unit on landscapes and landforms. Students should have some knowledge of landscapes and landforms and their relevant features. You can use this or similar as a reference: https://www.oup.com.au/_data/assets/pdf_file/0022/58117/Chapter-2-Landforms-and-landscapes.pdf

Ideally students will have prior experience with using *Minecraft*, pair students who have never played *Minecraft* with those who have played before.


Student Outcomes

Learning goals	KNOW: Through design of landscapes and landforms students will learn what makes up these environments.
	BE ABLE TO: Identify unique features of a landscape and the landforms within it.
	IMPROVE: Knowledge of different landscapes and landforms, link to real world examples and articulate the significance of these environments.

LESSON SEQUENCE

Preparation	Explain to students that we will be designing landforms in Minecraft. Determine how many students are already familiar with the game, then optionally set 20
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	<p>minutes of free gameplay to get used to the software before they begin the class if you think it's necessary.</p>
<p>Main lesson activities</p>	<p>Step 1) Create your draft plan.</p> <p>You need to submit the following to your teacher for checking in the template provided:</p> <ul style="list-style-type: none"> - Pick the three landscapes you will create (eg. Desert, Karst, Mountains, Riverine, Coastal) - Draw a draft of the landscape you plan to create - List the 4 different landforms you are going to include <p>Step 2) Go to <i>Minecraft</i></p> <p>Create your three landscapes using <i>Minecraft</i>.</p> <p>As you finish each one you should:</p> <ul style="list-style-type: none"> - Screenshot your landscape and annotate it (example below)  <p>Step 3) Describe each landscape</p> <p>You then need to write a paragraph (300 words per landscape) on each of your chosen landscapes. You may want to include:</p> <ul style="list-style-type: none"> - A definition of the landscape - Key features of that landscape - Where in the world these landscapes are located

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	<ul style="list-style-type: none">- Some real life examples <p>You need to present all your information together, so you may want to make a Powerpoint, Prezi, website etc. to share your work.</p>
Reflection activity	Exit slip with “list two things I have learnt about landscapes”
Differentiation: modification, extension and inclusion notes	<p>For an alternative to Minecraft or just to add another level:</p> <p>Design a landscape using Artificial Intelligence:</p> <p>http://nvidia-research-mingyuliu.com/gaugan/</p> <p>The above link allows students to draw in a web browser a basic MS paint-like landscape which is then generated into a photorealistic picture.</p>
See appendix below for marking rubric for task	

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Appendix; Rubric for task

	Not shown	Working towards the standard	At the standard	Above the standard
Draft	Student did not submit the draft	Students submit a rough sketch without annotations or only some parts of the draft	Students submit their three draft drawings with labelled annotations	N.A
Physical Appearance	Students did not create landscapes	Students partially created landscapes in minecraft	Students created landscapes in minecraft	N.A
Annotations	Students did not annotate their landform	Students are able to identify and label the title of their landforms.	Students are able to identify and explain each of their landforms.	Students are able to identify and explain each of their landforms and describe the significance of each landscape.
Paragraph	Students did not submit their written paragraphs	Students are able to give a definition of their landscapes.	Students are able to define their landscape and give relevant key information of their landscape.	Students are able to define their landscape and discuss the significance of their landscape.