

Crafting Empathy Lesson Plan

Building Empathy through experience in Minecraft Education Edition

New Zealand Curriculum Links

Values that Crafting Empathy encourages:

- Diversity
- Equity
- Community and participation

Students will learn through Crafting Empathy:

- Different kinds of values, such as moral, social, cultural, aesthetic, and economic values
- The values of other groups and cultures

Students through Crafting Empathy will develop their ability to:

- Express their own values
- Explore, with empathy, the values of others
- Make ethical decisions and act on them

Some Achievable Learning Objectives (if Crafting Empathy is taught in a specific context)

Social Sciences (Level 3)

- Understand how people make decisions about access to and use of resources

Social Sciences (Level 4)

- Understand how people participate individually and collectively in response to community challenges
- Understand that events have causes and effects

Learning Intentions:

Students will:

- Experience a Minecraft world where some are privileged and some are not.
- Develop empathy by experiencing both sides.
- Learn what it means to be upstanders in the Minecraft world and in their own lives.

Equipment:

- Large paper
- Green/Brown Markers
- Coloured Markers
- (Optional – you can use Google Classroom or Padlet or another piece of software to gather student responses, rather than large sheets of paper)

- Vivids/White board markers for teacher use.
- Blue tack
- Sticky notes

Setup:

- Well before hosting the session, read the Teacher's Guide included in the zipped download and ensure you have coded the teacher command centre appropriately for the group you are hosting
- Set out large pieces of paper label one 'Green Side' and the other 'Desert side'
- Log all computers into Minecraft and teleport students to the start space by clicking 'Start' in Teacher Command Centre (/tp 344 64 -97)
- Prepare a countdown timer for twenty minutes. Once lesson has started, you can display this timer on screen for students.

Welcome + Health and Safety (5 min)

- Establish buddies if students are working in pairs.
- The goal is to build an EPIC VILLIAGE in only 20min.
- They are in adventure mode, so can't build or break anything EXCEPT on the building pads, which must be shared.
- They are welcome to work together.
- When their time is up, they will transported to a break room. Their houses will be saved.
- Students begin exploring the starting space and speaking with the NPC (3 min). Check with each group that they have got something in their inventory and can move around.

Stage 1: Roleplay and Building (25 min)

- If working in pairs, encourage student with most Minecraft confidence to take the driver's seat for the first phase.
- In Teacher Command Centre (/tp 344 64 -97), press 'Spawnpoint 1' first and then and 'Stage 1' to teleport students to the beginning of this phase .
- Explain controls and allow students to explore for five minutes before beginning timer.
- Begin twenty minute countdown timer on tutor computer.
- Once the time is up, transport students to the 'break room' by pressing 'Break' in the Teacher Command Centre (/tp 344 64 -97).
- During this break, ask students to find the piece of paper (or go to the digital feedback form you've prepared) that is labelled with the side they just experienced (Green or Desert). As a team, write down everything they noticed about their side and their experience. What did it feel like to do this challenge?

Stage 2: Roleplay and Building (20 min)

- If working in pairs, encourage student with least Minecraft confidence to take the driver's seat.
- In Teacher Command Centre (/tp 344 64 -97), press 'Spawnpoint 2' and 'Stage 2' to teleport students to the beginning of phase two.
- Begin twenty minute countdown timer on tutor computer.
- Once the time is up, transport students to the 'break room' by pressing 'Break' in the Teacher Command Centre (/tp 344 64 -97).
- Ask students to find the piece of paper (or go to the digital feedback form you've prepared) that is labelled with the side they just experienced (Green or Desert). As a team, write down everything they noticed about their side and their experience. What did it feel like to do this challenge?

BREAK (10-15 min)

- This is a purposeful break to allow students to reflect on their experiences. During the break, it is suggested that students have something to eat and drink.
- Display the large pieces of paper on a wall for students to reflect on while they have their break.

Discussion (20 min)

Notes for Teachers: This facilitated discussion is written as a guide only. You do not need to cover all the topics listed below. Feel free to expand on these ideas and also to present different ideas and perspectives.

Opening discussion

- Recap the Minecraft experience with student input
- See what signs students can remember from the two sides (ie: Triangles are the best, Triangles are awesome, circles are lazy etc)
- Broad social differences
- In Minecraft, you were using resources like blocks, pickaxes, furnaces etc. What kinds of resources do we use in the real world (write up on white board)?
 - o Students will most likely respond with money, food, shelter (all physical things)
- We also have resources that aren't physical, chat to your buddy about what those could be.
 - o If students don't come up with it, we need to emphasise love, belonging, safety
- When you were working on the Green Side, you had access to resources which made it a lot easier for you. Can you think of any situation in the real world where people have access to lots of resources? (Write on the whiteboard)
- When you were working on the Desert Side, you didn't have access to a lot of resources which made things more difficult. Can you think of any situation in the real world where people don't have access to many resources? (Write on the whiteboard)

What do we want?

- Talk to your buddy about who you were building your epic village for?
- If we thought of the Green Side and the Desert Side as being part of one village, then what might we do differently?
- Did anyone notice there was a railway to send resources to the other side? (Hands up)
- Take a moment to think about how you would feel if someone had sent you resources from the Green Side?
- Would those resources make a big difference to your experience of the Desert Side? (Buddy chat)
- In the long term, it doesn't change the situation you're in. Refer back to white board, how can we help people in some of these difficult situations we thought about earlier?
 - o Students will usually think of actions that provide immediate practical aid
 - o All of these things are really important to do, and they don't usually change the situation the people are in.
 - o To change the situations that keep people stuck, we need to work together. One of the most important things we can do as individuals is to stand up for the idea that we are all part of the same village. If you can imagine what it is like to feel stuck and lacking resources, which is called empathy, then you can choose to be kind and treat people with compassion.
- What are some examples at school where you can empathize with someone else who is having a hard time? What is a specific way you could choose to be kind and treat that person with compassion? (Buddy chat)
- Feedback thoughts and write down specific action ideas on a post-it-note
- Finally, tell students they are about to back into Minecraft and make the space a kinder, fairer place. They will only have ten minutes, so they need to think of one specific thing they want to change.

Stage 3: A Kinder Minecraft World (10 min)

- In Teacher Command Centre (/tp 344 64 -97), press 'Stage 3' first and then 'Break Borders!'
- Students action their specific change in the Minecraft world