This custom WE Schools Minecraft Lesson pack is an open-world game that promotes creativity, collaboration and problem-solving in an immersive learning environment. These lessons will take students on a journey through the countryside of Kenya as they role play the part of a youth devoted to making change happen for their home village. Simulated tasks within the experience allow students to help restore, promote, or maintain good health and well-being, while game-embedded learning activities radically enhance student engagement. Students will conduct research, develop their writing skills, and take action through a social entrepreneurship project.
We recognize that students often learn best when engaged in hands-on, relevant activities. Our traditional classroom curriculum offers multiple opportunities for student engagement and this Minecraft: Education Edition unit takes that commitment a step further. With game-embedded learning activities, student engagement is radically enhanced. This lesson unit takes students on a journey through the countryside of Kenya as they role play the part of a youth devoted to making change happen for his/her home village. Students begin in a village that is experiencing a health crisis and they must travel to the nearby town to gain resources and knowledge that they can bring back to their home village.

On their travels in Minecraft, students visit multiple locations and learn about different aspects of the WE Villages Health Pillar. The villages are named in Swahili for important topics in the Health Pillar. The first village is Afya, which means health, and students will learn about the crisis of malaria. The second village is Chakula, which means food, and students will explore issues of malnutrition due to unvaried diet. The third village, Maji (water), introduces the importance of access to clean water for good health and hygiene. Finally, students visit the town Ustawi (well-being), where they learn about physical activity as well as some of the common solutions to the problems shown in the villages.

Students will develop a deep understanding of health and wellness while interacting with characters in Minecraft and in discussions with their classmates. There are opportunities for students to conduct research, develop their writing skills, and to observe some real-life experiences from villages in Kenya.

As a conclusion to their quest in Minecraft, students will return through each village they visited on their way to town and offer the residents a resource or piece of knowledge that will help restore, promote, or maintain good health and well-being.

The mechanics in the world are designed to be delivered once. If a student wishes to complete the lessons in the world a second time, the student should open a fresh version of the world by importing it again. Students will start the game hungry! They will find a Chest containing bread when they spawn into the game. Students will want to take the bread from the Chest and add it to their personal inventory so they will survive their journey. Students will follow the red concrete blocks in the game as a path for completing the story.

As with any Minecraft lesson, there are activities that require robust planning and building in-game. If you or your students are unfamiliar with Minecraft: Education Edition, we recommend using a class period or more to familiarize yourselves with gameplay.

Visit education.minecraft.net to learn more, or use the in-game lesson library to get started.
1. CHECK THAT YOUR ACCOUNT IS ELIGIBLE

Minecraft: Education Edition is available through June 2020 for all educators and learners who have a valid Office 365 Education account. Click here to see if your school account is eligible. If you have a valid account, fill out this form to request access to Minecraft: Education Edition. (If you do not have a valid account, download the app below for a free demo lesson.)

2. DOWNLOAD THE APP

Download Minecraft: Education Edition for Windows, Mac, or iPad. Follow the directions on the page to ensure your device is setup to support Minecraft.

3. TIPS FOR TEACHING WITH MINECRAFT

Visit our free online course for educators on the Microsoft Education Community to learn the basics of Minecraft: Education Edition. Download this Starter Guide for tips on getting started with Minecraft in your school, including classroom management.
<table>
<thead>
<tr>
<th><strong>Title</strong></th>
<th><strong>What's the buzz on health?</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Time allotment</strong></td>
<td>Two 45 minute class periods (Three – Four if doing the Extension activities)</td>
</tr>
<tr>
<td><strong>WE Learning Framework Skills</strong></td>
<td>Critical Thinking, Information Literacy, Research &amp; Writing</td>
</tr>
</tbody>
</table>

**Learning goals**
- Assess access to health care in communities locally and globally, and compare and contrast what this access means for the health of the people.
- Recognize the danger in communicable diseases to an under-resourced community.
- Define Human Rights through research and recitation.

**Learning activities**

**Investigate and Learn**

1. Tell students they will now enter a Minecraft world that is based on the country of Kenya. Show [this video](#) of daily life in a village in Kenya to help them get an idea of what life can be like there. Students should enter the M:EE world and an NPC (non-player character) will meet them to welcome them.

   This NPC is Akinyi and she is the teacher for the village. Akinyi says to the students: “Welcome to Afya. Today, we are learning about the community resources that support us as we grow and learn. Look at these boards and list the ways that your health was supported during these time periods.” Students walk past Akinyi to find four large Boards. The Boards have the words “Before I was born”, “When I was small”, “Now”, “At School” across the top.

   To develop understanding about how we promote and maintain good health, students should consider the various resources available to them that support health. For example, in “Before I was born” they might list: prenatal doctor visits, healthy food for mom, vitamins for mom, a mom with no illnesses, etc. For “When I was small”, they might list: doctor visits, vaccines, medicine when ill, healthy food, etc. For “Now” they might list: healthy food, sports, medicine when ill, doctor visits, etc. For “At school” they might list: health class, PE, recess time, school counselor, healthy food in the cafeteria, etc.

   Resources are different in village life and they will now get to think about and explore those differences as they go through a set of quests in Minecraft. Explain that they will role-play the life of a child in a village of Kenya in Minecraft.

   As a classroom discussion, students should brainstorm all the different ways that their health is/was supported in their communities over the course of their lives. When thinking of the ways their health has been supported by their communities, encourage students to think about the village life they have just seen. Did they notice any similar resources?
2. The next step is for students to have a short discussion about what physical resources are required to maintain this level of health. Prompt them for hospitals, grocery stores, clinics, pharmacies, schools, playgrounds, etc. Ask them what they think might happen to their level of health if one or more of these items or locations were taken out of their community.

Explain that this is the case in many communities around the world – both in the US and in other countries. In fact, over 5.9 million children die of treatable diseases caused by lack of access to these resources each year. These three health issues affect the lives of children in developing nations more than anywhere else:

A. **Malnutrition**—the lack of proper nutrition, caused by not having enough to eat or not eating enough of the right foods.

B. **Malaria**—A parasite transmitted to humans via the bites of infected mosquitoes. In the human body, the parasites multiply in the liver, then infect red blood cells. Symptoms of malaria include fever, headache, and vomiting.

C. **Unsafe drinking water**—Unsafe drinking water is plagued with harmful bacteria and contaminants that can cause serious illnesses to a person who consumes it or uses it for cooking.

3. Invite the students to speak to the Nurse Zawadi NPC and tour Afya village looking for the resources they listed on their boards. Nurse Zawadi says, “Please explore our village and look for the community resources you listed in your Board activity.”

While they are touring, the students will see mosquitoes in the village and at one home, they will meet Kirui, another NPC, who says “You see these mosquitoes? They are everywhere and keep biting the villagers. We get Malaria from the bites, and that makes people very ill. We need your help.” Kirui’s sister, Chepkirui, will tell the student “You can help our village with this illness! There are vaccines and mosquito nets that are effective at treating and preventing Malaria. We don’t have enough for the village right now. If you travel to the nearby town of Ustawi, there are resources that you can get and bring back to us. Will you go?”

Facilitate a discussion with your students about what resources could help restore the health of the infected people and how to maintain the good health of those not yet infected.
### Extension activities

Extension Activity: Introduce the concept of Human Rights. There are 30 universal human rights outlined in the UN's Declaration of Human Rights. These rights apply to all people, regardless of where they are born, how they live, and what language they speak.

While the declaration is not a legal document, there are 193 countries who have agreed to what it says and try and live by them. Read the Declaration [here](#). Discuss what you think would happen if one of these rights were taken away. What if most of them were taken away?

### Learning activities

Ask students to work in pairs to select one of the 30 Articles and research it further. Students should craft a Public Service Announcement (PSA) that explains the following:

A) A description of the article and what it means.

B) Why this particular Human Right is important.

C) How this right is shown in society (for example, Article 4 is shown by fighting against slavery in all forms and prosecuting those who engage in the slave trade.

D) A call to action for people listening to the PSA. We recommend recording these PSAs in a tool like [Flipgrid](#).

### Recommended assessment

**Assessment for Learning:**
When the students have toured Afya village, ask them to identify resources they think would help restore good health to the villagers. Ask them to come up with a plan for how they might get those resources for the community. Sample prompt – go to town to get vaccine and mosquito nets, build a medical clinic for the village.
Lesson 2

<table>
<thead>
<tr>
<th>Title</th>
<th>Water and Life – Water is Life</th>
</tr>
</thead>
<tbody>
<tr>
<td>Time allotment</td>
<td>Two 45 minute class periods</td>
</tr>
<tr>
<td>WE Learning Framework Skills</td>
<td>Critical Thinking, Reflection</td>
</tr>
<tr>
<td>Learning goals</td>
<td>Understand and define water crisis.</td>
</tr>
<tr>
<td></td>
<td>Assess how water is used and the impact of clean water on daily use.</td>
</tr>
<tr>
<td>Learning activities</td>
<td>Investigate and Learn</td>
</tr>
</tbody>
</table>

1. Introduce the topic of water crisis to students by watching the video Nepapa’s Walk

2. Explain that there is a water crisis around the world and that many things are impacted by this crisis. In this lesson, students will learn about the impact on the health and hygiene of people who are experiencing a water crisis. Ask students where the nearest water source is for them (classroom/hallway/bathroom). Discuss the term “access” with the group and ask them to define it. Ask if access to water automatically means access to good health. Students should read this fact sheet about the water crisis. Have them consider what would happen if their water was not safe to use. What processes around the school would be impacted (lunch, bathroom breaks, recess/PE, etc.). Explain that in many places, people only have access to water that is not safe to drink when they get it. Ask them to think about Nepapa’s river water and how they might be able to tell that the water was unsafe to drink. Watch the video again if they are struggling to respond. Now discuss the water that comes out of the taps at the home/school. How is this water different?

3. In Minecraft, students will walk to the next village, Maji. Students will meet a new NPC, Naserian (f), who says, “Hello cousin! We are glad you are here. We have water nearby but it is dirty. Our clean water is much further away and it takes us a whole day to collect it and we miss important events like school. Sometimes we just use the dirty water, but we know that’s not good. Will you get water for us today?” There is a board next to Naserian that explains that there is an evening story telling session today that the students won’t want to miss, so they should maybe just go get the closest water. Students will choose which water to get. If they choose the close, dirty water, and drink it, they will sicken. If they go to get the clean water, they will come back late in the day, but they will not sicken. At the exit to the village, Wawira says, “When you are in Ustawi town, please bring us supplies so we can build a proper water system in our village.”

4. Prompt a discussion about what we can use dirty water for and what we must use clean water for. Give students a list of tasks (brush teeth, wash dishes, wash dog, shower/bath, cooking, drinking, wash clothes, water garden, wash face, wash cars) and ask them to organize them into tasks that can use dirty water and tasks that must have clean water to maintain good health and hygiene.
Learning activities

Assessment for Learning: Reflection

Finally, ask student to work in pairs to think of things that might be lost if only dirty water is available. Have them consider the video and what Nepapa has lost in order to provide water for her family. Prompt them to consider what their character in Minecraft would miss out on if they go get the clean water vs. what might happen if they choose to use only the dirty water.

This discussion should introduce the concept that not only health is at stake here, but also the education of the girls and women who must gather water in many of these communities. You may wish to have students split up into two groups – assign half of them “girl” and half of them “boy” (refrain from splitting them by actual gender, if possible).

Tell the “boy” group they now get to stay in school and also play sports after class is done for the day. Tell the “girl” group that they will not be able to attend school and will also not have time for sports because they will be hauling water all day. Ask students how they feel about this situation and how they might help the people of the village in Minecraft so they can have more equal access to clean water (remind them what the cousin asked them to do in town).

Teacher’s note

When students use their glass bottles to gather water near the village, it will first appear clean but will immediately turn to dirty water in their inventory, making them ill if they drink it.
<table>
<thead>
<tr>
<th><strong>Title</strong></th>
<th><strong>A Growing Understanding</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Time allotment</strong></td>
<td>One 45 minute class period</td>
</tr>
<tr>
<td><strong>WE Learning Framework Skills</strong></td>
<td>Information Literacy, Organizing, Reflection, Planning for Action</td>
</tr>
<tr>
<td><strong>Learning goals</strong></td>
<td>Define malnutrition and its attributes as pertain to a varied nutrient diet. Plan steps needed to ensure a community has access to varied nutrients.</td>
</tr>
<tr>
<td><strong>Learning activities</strong></td>
<td><strong>Investigate and Learn</strong></td>
</tr>
</tbody>
</table>

1. Students should walk from Maji village to Chakula Village in the game where they will meet Makena, an NPC who will explain the impact malnutrition is having on their community. Makena says, “In our village people are getting sick. We think it is because of the food. We only have one kind of crop that grows in our gardens right now.” The teacher will introduce the topic by asking students what their favorite foods are. Then ask them to imagine they could only eat that one food for the rest of the week – or month – or year.

   Ask students to consider how their desire for that food might change over time. Then ask them to consider how eating only that one food could impact their health. Explain that in order to grow strong and healthy, our bodies require many different nutrients and if we only get some nutrients, our bodies can’t do all the growing. You can use [this resource](#) to help explain what is happening in the world around hunger and malnutrition.

2. Back in Minecraft, each student will build a farm near the village. They should choose the size of the farm and how it will be laid out. In the supplies chest behind Makena, there is a hoe, a bucket of water, and one kind of seeds. When it is time to harvest the farm, they should go to each person in the village and give them some food. What happens to the people? After they have distributed the food, ask them to consider whether or not their farms will be able to feed the village with full nutritional value. Why or why not?

   At the exit from the village, an NPC named Wawuda will greet the students at the exit to the village and say, “We hope you can get us some more seeds in Ustawi town. We would like to be able to grow more and varied crops to help fight malnutrition.”

<table>
<thead>
<tr>
<th><strong>Recommended assessment</strong></th>
<th><strong>Assessment for Learning:</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Reflection &amp; Planning for Action: Ask students to reflect in a Book and Quill about their favorite foods. Tell them that they must try to create a full meal that includes various nutrients and will promote good health. Remind them that fruits, vegetables, meat, and grains all have different nutrients that they may want to consider. Encourage them to take their meal plan home to their families as a family meal suggestion.</td>
</tr>
</tbody>
</table>
Lesson 4

<table>
<thead>
<tr>
<th><strong>Title</strong></th>
<th>Coming Together to Solve Problems</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Time allotment</strong></td>
<td>Two 45 minute class periods</td>
</tr>
<tr>
<td><strong>WE Learning Framework Skills</strong></td>
<td>Research and Writing, Information Literacy, Action Planning</td>
</tr>
<tr>
<td><strong>Learning goals</strong></td>
<td>Students will learn what types of resources are required for holding a full medical clinic. Develop a plan for malaria prevention and water filtration.</td>
</tr>
<tr>
<td><strong>Learning activities</strong></td>
<td>Investigate and Learn</td>
</tr>
</tbody>
</table>

1. In Minecraft, students will walk from Chakula to the big town, Ustawi, and meet their NPC “uncle” Kioko, who says, “Welcome! Please explore town to see the medical facilities and market and playground. Here you will find all the supplies and knowledge for helping the villages on your return. Visit each in order of 1, 2, then 3.”

2. The first tour is the medical clinic. Students can read [this article](https://example.com) to learn about other clinics that have been built in villages like theirs. After touring the medical clinic, students should write a list of the things they will need for the clinic in their home village. What rooms will the clinic need to have? What supplies will they need to have? The plan should include at least the following, but may include more: pharmacy, maternity, surgery, general physician room, x-ray room.

3. Students then enter a lab in the medical clinic where they will learn about malaria prevention. [This video](https://example.com) will be shown in the medical lab to explain the ways to prevent malaria. (Extension: Read [this page](https://example.com) from the Bill and Melinda Gates Foundation about the efforts to eradicate malaria.) In the lab, students will create a vaccine to take back with them to their home village. On a board in the lab, students will see instructions to use the medicine machine. Once the process is complete, they can pick up the medicine and take it with them. They can complete this process several times, if you want to allow them to experience the mechanics multiple times. They will also collect mosquito nets to take back with them from a chest in the lab. The lab assistant will ask students to estimate the number of mosquito nets they will need if their village has 16 buildings and each building has one door and two windows.

4. Next on the tour of the medical clinic is a clean water “lab” outside the medical building. When they exit the medical building, they will see an example of a water kiosk and a well. Gacoki, an NPC, tells them: “I bring fresh, clean water into the town of Ustawi every week. I fill up a series of water kiosks around the town and fill them up so townspeople can access the water. Why not design and build a water kiosk in Maji village so I can deliver fresh water there too?”
### Lesson 4

#### Learning activities

Show students [this video](#) as an example of a water kiosk and [this video](#) as an example of well drilling, linked from NPC Gacoki.

Then, they must design a solution for Maji that will support their needs for access to clean water. Place students in small groups to determine which type of water solution they would like to build – a well or kiosk.

They should then sketch possible constructions and label the parts of their constructions. Explain that once they return to village three, they will be building their solutions in game. Students will then collect supplies from town to build their solutions. Check the Chest inside the Water Supplies building.

If you have time, you can also watch [The Ripple Effect](#) video on the WE website.

#### Recommended Assessments

**Assessments for Learning:**

Students should be able to estimate and plan the needs for the malaria supplies and water kiosk construction.

Ask students to write an answer to this prompt in their Book & Quill: What difference will these supplies make to each village you have visited? Write a few sentences for each village and the resources you will bring them.
**Lesson 5**

<table>
<thead>
<tr>
<th><strong>Title</strong></th>
<th><strong>Connect the dots!</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Time allotment</strong></td>
<td>One-Two 45 minute class periods</td>
</tr>
<tr>
<td><strong>WE Learning Framework Skills</strong></td>
<td>Critical Thinking, Information Literacy, Organization</td>
</tr>
<tr>
<td><strong>Learning goals</strong></td>
<td>Assess nutrient-varied foods and select them for a meal. Design and execute a model of an obstacle course. Model relationship building.</td>
</tr>
<tr>
<td><strong>Learning activities</strong></td>
<td><strong>Investigate and Learn</strong></td>
</tr>
</tbody>
</table>

Students enter Minecraft and go to the market. In the food marketplace, Keanjaho tells them, “Welcome to the food marketplace. Please take a variety of foods to share with Chakula village. Feeding the people a variety of foods will make them healthy and happy.”

Students should read this comic from Unicef that introduces the concept of nutritional balance. Students should gather foods to take back to Chakula village. Students can also gather water solution building materials from the store next door.

Next, students follow the path to Nekesa, an NPC child. The child offers: “This is my favorite place in town! This is the playground. Come with me and try the obstacle course. Start on the green block and make it to the red block on the other side of the water. Playgrounds have a great impact on the mental and physical health of children in Africa.”

1. The next step is for students to create their own obstacle course outside of the game. Tell them it should contain at least seven obstacles. If you have access to an outdoor space for class, you should take students outside and split them into pairs. Each pair may design one obstacle. Obstacles in this case should not include props unless they are safe and readily available.

Think of obstacles as physical activity tasks that must be completed in order (jumping jacks, mountain climbers, squats, pushups, crunches, donkey kicks, etc.). Show this video as an example of games children play in Kenya (some probably look familiar). Once the students have designed their courses, complete the course as a class. Remember to encourage each other and cheer each other on as you do each task.
Lesson 5

Learning activities

2. Back in Minecraft, students will cross the playground to a small group of children. One child, Absko, says “We would like to get to know you better! Play some games with us and let’s talk.” Exit the game and share this file with students: Download chapter 3 from the WE Well-being Playbook.

   Complete the activities on pages 14-15 with your students. Use page 15 as a prompt for small group interactions. Place students in small groups of three to four. Ask them to pick one or two of the questions to ask each other. Remind them to “Listen Deep” - not just waiting for the next person to finish so that it’s your turn. After this activity, return to Minecraft.

3. Children should follow the path to the home where they will sleep for the night. In the home, an adult NPC, Rehema, reminds them that, “it is important to get a good night’s sleep to help maintain your health. Rest here before starting your journey home tomorrow.”

4. A sign in the house will tell students what to do when they wake up.

Recommended assessment

Assessments for Learning:
Assess student willingness to engage in the obstacle course. What does this say about their confidence and feelings of safety with their classmates? How can you help address any shortfalls you notice?

While students engage in the Deep Listening, are they able to tune out distractions? Can you give them strategies for deep listening and building relationship with someone they don’t know?

Extension Activity: Health during Pandemics

The purpose of this extension is to familiarize children with the facts about pandemic outbreaks and to encourage them to examine their own habits in conjunction with recommendations for maintaining good health and well-being. The focus of this lesson will be on general recommendations from the World Health Organization (WHO) and will not highlight any one specific pandemic. We encourage teachers to consider how to incorporate your own county’s response to the recent COVID-19 pandemic in the lesson.

Check Prior Knowledge: Ask your students what they remember about how to promote good health during an illness. Ask them to define the connections between what they’re learning in this unit and what they know about issues of health and well-being during the recent COVID-19 pandemic.

Mini-lesson: Introduce your students to the topic of Pandemic by explaining that they have learned about many health and wellness concerns in this unit so far and that while they’ve been learning about challenges to health and wellness that come from outside of themselves or are easily identified. Explain that there are also challenges that are less easy to identify and that viruses are one of those challenges. Sometimes viruses spread in surprising ways and have very serious outcomes. A Pandemic is a disease (or virus) that spreads to a large part of the world.
Lesson 5

Extension Activity: Health during Pandemics

Learning Activity: Watch this video with your students to familiarize them with the specific definitions and attributes of a Pandemic. Before watching, ask students to take notes on the following topics mentioned in the video: how a virus spreads; contributing factors to risk of disease; and precautionary practices to avoid infection.

Learning Task: Children will be placed in groups of three. You may allow children to self-select their topic or put them into groups. Each group will be assigned one of the topics mentioned above for research. Here are some resources children may use to research their topics:
- How a Virus Spreads: WHO FAQ on COVID-19
- Contributing Factors to risk of disease: Mayo Clinic on the Common Cold
- Precautionary practices to avoid infection: Video on Risk Communications

Students will research their topic and then create an original presentation that incorporates their learning. This presentation should be in the form of a Public Service Announcement (PSA) – a tool to explain to others information you feel in important for them to know. You may offer them the opportunity to create their PSA in video format using PowerPoint Recorder or Flipgrid. Alternatively, you can use a tool like Adobe Spark online to do a mixed media PSA (here is a quick tutorial).

If possible, arrange for students to be able to share their PSAs with the rest of the school or community. This will increase their sense of responsibility and provide an action they can take to help promote health within their communities.
## Lesson 6

<table>
<thead>
<tr>
<th>Title</th>
<th>Bringing Hope through Leadership</th>
</tr>
</thead>
<tbody>
<tr>
<td>Time allotment</td>
<td>45-70 minutes</td>
</tr>
<tr>
<td>WE Learning Framework Skills</td>
<td>Critical Thinking, Research &amp; Writing, Reflection</td>
</tr>
<tr>
<td>Learning goals</td>
<td>Construct a water solution in Minecraft based on research they completed in previous lessons. Craft a farm solution that includes nutritious foods.</td>
</tr>
</tbody>
</table>

### Learning activities

**Investigate and Learn**

1. Students will enter Minecraft and begin the trip back towards their home village by following the path. Along the way, they will visit each village they first stopped at and support the communities with the resources they have gathered. Students will walk back toward Chakula village where the villagers were struggling with malnutrition. Students should go to the schoolhouse and go inside. There, they will meet the teacher and write on the board what they have learned about the importance of proper nutrition and how to ensure that a meal is healthy. Prompt them to review their thinking on proper nutrition from Lesson 3.

2. The NPC teacher in Chakula says, “I’m so glad you are learning how to help your community. That takes leadership and so many other qualities.” Show the students the video called “Student Grown Food Solutions” from the webpage provided (they will need to scroll down a bit) and ask them what they think is the most beneficial part of this system for the children of the school and for the families of the village.

3. Read this story of a woman CEO of a cooperative farming group in Kenya. Ask the students what feelings Chirchir expresses in her story (prompt curiosity, pride, hope). How are these emotions important to success? What actions did Chirchir take in order to create change in her community? How did her leadership help her family? How did she help her community?

4. Enter Minecraft again and follow the instructions received from Keanjaho in Ustawi town. Students can go through the village and feed a variety of foods to the villagers and see their health and wellness be restored. Prompt them to feed potato, beetroot, carrots, etc. to the villagers. If they feed them only one kind of food the villagers; health will not be restored.
### Lesson 6

#### Learning activities

2. When students have finished in Chakula village, they will follow the path to Maji village where they learned about needing access to clean water. In Maji, they will use the supplies they gathered in town to build a water system for the people. Students can choose to build a well or a water kiosk.

Have students find an open water site. Next, they should sketch their solution on graph paper and receive approval from you (the teacher) before being permitted to construct in the game. If you like, you can create a building permit process whereby students must estimate how much of each material they will need and label their sketch with all parts of the process/building materials.

Encourage students to sketch the construction from different angles so they can calculate how many blocks they will need to build it. After receiving approval from the building supervisor (you), they may enter the game and construct their solution. If you have extra time, encourage students to watch these videos and then discuss this prompt: how does having access to clean water impact parts of life that are not related to hygiene? Here are two videos to support these topics:

- [Women in Kenya with new jobs](#)
- [Disabled Persons managing water distribution](#)

#### Recommended assessments

**Assessments for Learning:**

- Students are able to sketch their design for the water system with attention to detail.
- Students are able to identify feelings and explain their connection to action.
<table>
<thead>
<tr>
<th>Title</th>
<th>Health &amp; Wellness Made Solid</th>
</tr>
</thead>
<tbody>
<tr>
<td>Time allotment</td>
<td>Two 45 minute class periods</td>
</tr>
<tr>
<td>WE Learning Framework Skills</td>
<td>Critical thinking, Research and Writing, Organization, Reflection</td>
</tr>
<tr>
<td>Learning goals</td>
<td>Describe and outline instructions for malaria prevention and treatment. Develop plans for a functional medical clinic.</td>
</tr>
<tr>
<td>Learning activities</td>
<td>Investigate and Learn</td>
</tr>
</tbody>
</table>

1. Students will enter Minecraft and walk from Maji Village back to Afya Village, where they began. On the path by a tree, another nurse NPC, greets them and says, “Do you have the supplies for us that my colleague asked you to get in Ustawi town?” Students should go to the village center and put mosquito nets in each window and door of the homes. If they are bitten by mosquitoes, they should drink the medicine they are carrying. If they need more medicine, it will be available in chests in each home in the village. Next to the main fire pit, there is a Board. Students should write instructions for how to use the nets. After they explain the net usage, they should explain other tips for reducing the spread of malaria that they learned from Ustawi town. They can write these tips in their Book & Quill, or on another board.

2. Students will then search for the empty ground where there is a place to build the medical clinic. Outside of the game, you can show them this video named **Not Your Average Music Video** to help them get ideas for what needs to be included. Ask students why each room mentioned in the video is beneficial for promoting or maintaining good health and well-being. Students can work in small groups, pairs, or alone for this activity. Like with the water filtration project, ask students to start their work outside of Minecraft. They should brainstorm all the rooms the clinic will need and then draw a layout that they will follow in-game. Students will then build their medical clinics in-game.

3. Read **this story** together. Discuss as a class how Baraka Hospital has changed health and well-being for the people of the area. Think of things that aren’t in the story that you think may also have changed based on what the medical clinic has within its walls. Consider jobs, education, general health and well-being of the people.
Assessments for Learning:

Download chapter 9 of the **WE Well-being Playbook**. Using pages 10-12, encourage students to consider the aspects of health and well-being that they’ve learned about during this unit.

Discuss the concept of SMART goals, and have each student create their own SMART goal associated with their own health and well-being. Maybe it will be to include four servings of fruits or vegetables each day in their food. Maybe they want to commit to exercise or outside play four times per week. Maybe they want to spend more time with their parent/guardian talking instead of watching shows.

Help them devise a goal that is specific to them. Using page 12, help them identify possible barriers and supports to their goals. Prompt them to think about the barriers that people in their learning unit faced and how they worked together to overcome each barrier. Once each child has set a goal, explain that they will have the chance to design a symbol or representation of their goal in Minecraft.

Extension option: Revisit these SMART goals weekly so students can identify progress and barriers that need supports.
## Lesson 8

<table>
<thead>
<tr>
<th>Title</th>
<th>Spread the wealth of health</th>
</tr>
</thead>
<tbody>
<tr>
<td>Time allotment</td>
<td>Two 45 minute class periods</td>
</tr>
<tr>
<td><strong>WE Learning Framework Skills</strong></td>
<td>Critical thinking, Leadership Skills, Organization, Action Planning, Reflection</td>
</tr>
<tr>
<td><strong>Learning goals</strong></td>
<td>Students will isolate a particular aspect of good health and well-being that they would like to investigate further. Students will plan, organize, and execute an activity that highlights good health and well-being in their school or community.</td>
</tr>
</tbody>
</table>

### Learning activities

**Investigate and Learn**

In this lesson, students will have the opportunity to move their commitments on health and well-being from “Me” to “We”. One of the leading tenets of the We Charity is to shift focus from self to community, both local and global, and to acknowledge that by working together we can achieve far more than working alone. This lesson will help students take their new understanding developed through the previous 7 lessons and in Minecraft to practical action steps they can take in their own lives. Teachers can allot any amount of class time to this lesson or provide support for extracurricular engagement.

1. **To begin**, have students reflect on the SMART Goals from Lesson 7. Students can work in small groups or as a whole class for this activity. Often, working together will help them see the power of group effort and the change that can happen when individuals band together. Help students identify a goal that is important to all of them. Explain that they will now pursue that chosen goal more in depth and share it with others either locally or globally.

2. **Read this article** about a young person in the UK and his efforts to increase awareness of and adherence to healthy eating habits. Have students list the ways the students at Sutton Community Academy engaged in developing and promoting better health (preparing food in the cafeteria, leading presentations for youth and adults, public speaking). Explain that they will now get the opportunity to develop a plan and action based on their chosen goal. You may also wish to use the resources on [this WE webpage](http://www.wearth.org/resources) with links to information about Global Food Insecurity or [this one with links to information about basic health measures](http://www.wearth.org/resources/health-measures).
3. Use the Action Planning page of the We Give Health campaign packet downloaded from We.org to help students consider how their chosen SMART Goal can be translated into a community-oriented action plan. Encourage students to consider actions such as food bank fundraisers, creating a school or community garden, making changes in the foods at their own cafeterias/snack bars, hosting awareness-raising events like a dance-a-thon or bake sale of healthy treats. If they want to focus on access to health care, perhaps they will conduct an awareness campaign. Help students think big but also in terms of feasibility. Reintroduce the SMART Goals worksheet from Lesson 7 and work through that with them for all proposed projects to help them decide which one to choose.

Note: Consider using the next page from the packet to Reflect on the experience and increase understanding of the change you’ve begun.
4. Once you’ve chosen a goal and begun Action Planning, encourage students to begin the process of contacting the people who need to work with them (school administrators, town planning departments, etc). Help students contact these officials with well-developed plans and explanations for their interest.

5. Provide time and support for students as they bring the project to fruition.

**Extension options:**
If you choose, students can post your class location on this [global map](#) of students taking action for the Sustainable Development Goals. Likewise, they can post on this [Global Voices for the Goals](#) Flipgrid and share their project and how they worked toward raising visibility of SDG #3.

---

### Recommended assessments
Assessments throughout as discussion. Summative Assessment is a successfully executed project. Rubrics and requirements can be designed by each teacher according to the specific standards and goals for your group. You can also use the Report and Celebrate page in the [We Give Health campaign](#) for assessment:

**STEP 4**
**Report and Celebrate**

**Report**
- How many people participated in your event?
- What kind of healthy living event did you hold?
- Has your educator contacted your WE Schools Program Manager about filling out an Impact Survey?

**Celebrate**
- Make sure you celebrate and share the success of your campaign, and reward yourselves for all your hard work.
- Share photos of your actions with your school, community, and WE Schools Program Manager.
- Record the highlights of your event day and create a video.
- Celebrate impacts through a class party, assembly or WE Day.

**Thank everyone who supported your campaign!**
Use this space to brainstorm fun ways to acknowledge everyone who supported your campaign. (e.g., send thank you cards)

---

This lesson pack and world created in partnership with Phygital Labs