SURVIVALCRAFT:
LORD OF THE FLIES
GUIDE

For Teachers

April 13 - May 1, 2015
University of Alaska Southeast
#Survivalcraft

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Introduction

Congratulations! You and your students have joined the three-week Survivalcraft: Lord of the Flies experience in MinecraftEdu which will take place from April 13 - May 1, 2015!

In this experience, students will build the setting for the story of "Lord of the Flies" by William Golding , and then live within those settings as they experience elements of the plot and are invited to explore themes, make inferences and analyze character development in an engaging and interactive MinecraftEdu environment.

In this guide, you have been provided with a full lesson plan with resources and information about the MinecraftEdu client software with access to our secure server in which only participants in this project will be present. As part of your participation, you will receive ongoing support from experienced teachers and professionals during Survivalcraft: Lord of the Flies.

Timetable

You are encouraged to review and follow this timetable:

Before Survivalcraft: Lord of the Flies
- ❏ Assign your students to read the book "Lord of the Flies"
- ❏ Review the Teacher Training course http://survivalcraft15.weebly.com designed to show you the MinecraftEdu Teacher Tools and to review the Unit Plan and additional resources.

Week One

Introduce and guide students through Scenario 1. This should include at least one (1) hour to walk students through their username and login process for the MinecraftEdu client and to setup their individual Wikispaces page. Discuss the Community Agreement with students (or adapt it to your classroom management plan). You may choose to perform these tasks the week before to allow for enough time in the game during this week. For class time, plan for students to spend five (5) hours in MinecraftEdu which may include up to two (2) hours in support activities, such as discussions, taking/saving/editing screenshots of student work, and writing student reflections in individual Wiksipaces pages.

Week Two

Introduce and guide students through Scenario 2. Your prep time may include up to two (2) hours for evaluating student work from Scenario 1 and preparing the MinecraftEdu world for Scenario 2. For class time, plan for students to spend five (5) hours in MinecraftEdu which may include up to two (2) hours in support activities, such as discussions, taking/saving/editing screenshots of student work, and writing student reflections in individual Wiksipaces pages.

Week Three

Introduce and guide students through Scenario 3. Your prep time may include up to two (2) hours for evaluating student work from Scenario 2 and preparing the MinecraftEdu world for Scenario 3. For class time, plan for students to spend five (5) hours in MinecraftEdu which may include up to two (2) hours in support activities, such as discussions, taking/saving/editing screenshots of student work, and writing student reflections in individual Wiksipaces pages.

WHY MINECRAFTEDU?

"One of the best ways to improve how students display their reading comprehension is asking them to create a visualization"
(Miller, 2014).

MinecraftEdu brings elements of integration, technology and extreme engagement into the classroom. Students will challenge themselves, take their projects further and demonstrate their knowledge of learning through this project-based course.

- *MinecraftEdu gives students the independence to create*
- *As students are involved in problem-solving, the game can motivate students' higher-level and critical thinking*
- *MinecraftEdu is a social game, encouraging collaboration and teamwork*

Built-in methods of differentiation insure that teachers and students can adapt the course to fit their individual or class needs. This three-week unit will:

1. Meet new Alaska Literacy Standards or the Common Core Literacy Standards • grades 6th-12th
2. Let students expand on the book with their own thoughts and ideas
3. Encourage students to collaborate and explore
4. Provide teachers with a planned guide for integrating technology
5. Let teachers explore gamification in a safe, guided environment on a private MinecraftEDU server provided through UAS

For further information on how MinecraftEdu is different from the original Minecraft game, please visit: http://services.minecraftedu.com/wiki/What_is_MinecraftEdu

TECHNOLOGY REQUREMENTS

MinecraftEdu will not run on mobile devices, tablets such as iPads, or netbooks such as Chromebook.

UAS has graciously supported this endeavor by providing a minecraftEDU server and all associated fees so all Survivalcraft: Lord of the Flies participants need to do is download the client, not the whole program.

For specific technical requirements, please see Appendix Minecraft System Requirements – Mojang or visit:
https://help.mojang.com/customer/portal/articles/325948-minecraft-system-requirements

TEACHER RESPONSIBILITIES

Use this checklist to keep track of your tasks during the Survivalcraft: Lord of the Flies experience.

By registering for the Survivalcraft: Lord of the Flies experience, teachers are expected to:

❏ Assign students to read "Lord of the Flies," by William Golding.
❏ Download, install and test MinecraftEdu client software on student computers in advance, to ensure that students are able to begin the Survivalcraft: Lord of the Flies experience on time. Make time to discuss technical issues with school IT staff to ensure that the client is working properly.
❏ Send a class roster to Dr. Lee Graham to be used for creating student usernames and passwords; students will also use these usernames to log into the MinecraftEdu client.
❏ Join the Google Group for Survivalcraft: Lord of the Flies Teachers named "The Survivalcraft: Lord of the Flies Community"; an invitation will be sent to the email address indicated on the registration form.
❏ Review Survivalcraft: Lord of the Flies Unit Plan and discuss implementation questions and concerns with Dr. Lee Graham, the Survivalcraft: Lord of the Flies Team, or other teachers as needed through the Google Groups forum.
❏ Review the Community Agreement with students and have them each sign a copy.
❏ Create a Wikispaces home page for each participating class and regularly update the page with instructions for students and to share highlights and progress from each class. Teachers should model and encourage collaboration from students in the wiki.
❏ Attend the required teacher training sessions on using MinecraftEdu teacher tools and to discuss the unit plan and timeline for the Survivalcraft: Lord of the Flies experience.
❏ Finalize the schedule of when your students will be in the game over the three-week period; send this schedule to the Dr. Lee Graham. This includes ensuring that students have enough time to complete each scenario and the tasks required.
❏ Create a zone in the MinecraftEdu world for each participating class; place a border, teleport blocks, and other special blocks as needed.
❏ Monitor and manage students when they are logged into the MinecraftEdu world and enforce the Community Agreement as needed.
❏ Assess student work according to chosen standards, the relevant rubrics, and report data to Dr. Lee Graham and the Survivalcraft: Lord of the Flies Team.
❏ Communicate issues, concerns, or questions to Dr. Lee Graham and the Survivalcraft: Lord of the Flies Team through the Google Groups forum.

UNIT PLAN

I. Text:

Students will read "Lord of the Flies" by William Golding

Additional resources for the text:
William Golding Limited:
Students
http://www.william-golding.co.uk/resources/students.aspx
Teachers
http://www.william-golding.co.uk/resources/teachers.aspx

CliffsNotes
http://www.cliffsnotes.com/literature/l/lord-of-the-flies/lord-of-the-flies-at-a-glance

II. Standards:

Teachers may choose to use as many or as few of these standards as they like. In order to be a part of the Survivalcraft: Lord of the Flies experience, teachers must choose to use at least three (3) standards and choose to share student achievement data concerning these standards with others in the experience. **Only aggregate data is shared – student identities are not revealed in any way during this experience.**

Common Core/Alaska Standards (Grades 6-12):

Key Ideas and Details

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Research to Build and Present Knowledge

9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Integration of knowledge and ideas

7.   Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

ISTE NETS Standards

1.   Creativity and innovation: Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology.

   a. Apply existing knowledge to generate new ideas, products, or processes

   b. Create original works as a means of personal or group expression

   c. Use models and simulations to explore complex systems and issues

2.   Communication and collaboration: Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning andc ontribute to the learning of others.

   a. Interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media

   b. Communicate information and ideas effectively to multiple audiences using a variety of media and formats

   c. Develop cultural understanding and global awareness by engaging with learners of other cultures

   d. Contribute to project teams to produce original works or solve problems

5.   Digital citizenship: Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.

   a. Advocate and practice safe, legal, and responsible use of information and technology

   b. Exhibit a positive attitude toward using technology that supports collaboration, learning, and productivity

   c. Demonstrate personal responsibility for lifelong learning

   d. Exhibit leadership for digital citizenship

III. Transfer Goal:

Students will be able to independently use their learning to create, and engage in simulations in order to enhance and make concrete knowledge gained from interaction with quality young adult literature.

IV. Understandings:

Content: CCS and Alaska Standards

Students will understand that:

1. When writers choose words, they are creating specific pictures that contribute to the story development. (CCS/Alaska Key 1)

2. The specific words the writers choose matter and can influence the progress of a story or the development of a character. (CCS/Alaska Key 1)

3. Ultimately, a story could develop in any number of ways, and exploring alternative story development is fully open to the reader. (CCS/Alaska Key 1)

4. The themes of stories create frameworks for understanding; there's a great deal of freedom within themes – and the reader has control over extended theme development. (CCS/Alaska Key 2)

5. Interaction of themes, characters, and ideas in quality literature create an ultimate experience in which engagement is natural and seamless. (CCS/Alaska Key 3)

6. Many skills can be enhanced through online resources (written, video, and interactive). (CCS/Alaska Research 9)

7. Use of simulation and gaming as well as wiki writing assists the reader in deconstructing , "living", and understanding quality literature. (CCS/Alaska Integration 7)

Technology: ISTE NETS

Students will understand that:

1. They can create systems of behavior and performance in virtual environments in order to create original works based on literature. (NETS 1.a.)

2. They can build worlds and participate in role play to assist in understanding literary content. (NETS 1.b)

3. They can deepen and extend their understanding of literary works through living in the worlds they have created (NETS 2.c.)

4. Certain rules and norms are necessary to "live" and solve problems effectively in a virtual environment with others. (NETS 2.a. & NETS 5.a, 5.b. & 5.d.)

5. Different ways of communication are important as we talk or work together in a virtual simulation vs. individual work on the Wiki, vs. individual pencil and paper work. (NETS 2.b.)

6. Not all people believe or operate in the same way that we do within our culture. (NETS 2.c.)

7. Team planning contributes to the impact and effectiveness of construction within the virtual world. (NETS 2.d.)

8. Many resources are available in a variety of formats to assist us in maintaining currency with technology. (NETS 5.c.)

V. Essential Questions:

Content: CCS and Alaska Standards

1. What quotes or words are descriptive enough to help me to recreate the world from the book I am reading? (CCS Key 1)

2. How would my building be different if similar words – but not exactly the same words – were used as the story progressed or as the character developed? (CCS Key 1)

3. How do I believe the actual storyline ends, beyond the final sentence of the novel? (CCS Key 1)

4. What happened to characters during the times they actually are not appearing in the stories? How do I know? (CCS Key 1)

5. Would the area I built have been as good if one primary theme had been changed? Why or why not? (CCS Key 2)

6. How did my building benefit from the themes developing in the way they did? (CCS Key 3)

7. Had the themes in the story not developed like they did, how could the building I made have changed? (CCS Key 3)

8. How can I find out how to do something if I don't know how to do it in MinecraftEdu? (CCS Research 9)

9. What are my favorite MinecraftEdu resources online? (CCS Research 9)

Technology: ISTE NETS

1. How do I have to change or adapt information from the book so that my character can live in the society my group created?(NETS 1.a.)

2. How does living in the simulation change or inform my understanding of the book I read? (NETS 2.c.)

3. How do rules, expectations, or consequences for behaviors happen within in the world that we created? (NETS 2.a., NETS 5.a., NETS 5.b. & NETS 5.d.)

4. How do I communicate with others differently if I am in the Wiki, or if I am in the virtual world, or if I am just writing a paper? (NETS 2.b.)

5. Do the people in my virtual world believe the same things, and have the same values as people in my physical world have? (NETS 2.c.)

6. How did the team's approach to building help or hinder the creation of our virtual world? (NETS 2.d.)

7. How did I find out how to build things or do things I didn't know how to do in the virtual world?

VI. Evaluation:

Artifact to be graded

As students play the game, they should take screenshots and create signs and books to indicate how they have demonstrated an understanding of the themes of the game. It is recommended that students are allowed to take up to (two) 2 hours each week to write in their wikis and to post their screenshots.

Rubrics

Each criterion of the rubric (represented by a row) represents a standard within the experience. Each criterion may be used independently of the other. You will score only the criterion for the CC/Alaska or NETS standards you have chosen for your students' three-week experience. In order to provide evidence that each criterion is met, students should take screenshots of their work, and use their individual Wikispaces page to document their work, and to share this evidence with the teacher.

Criterion	Not Met	Met	Exceeds
CCS Key Ideas and Details 1.	Student construction (as recorded through screenshots in the Wiki) may resemble information represented in the text – but specifics are not cited, and there is not evidence that students have considered the impact of the detailed choices made by the author on the storyline.	In the wiki, student uses references: words, passages, and/or phrases, to indicate that the construction created or action taken derives from and follows the text.	In the wiki, student uses detailed references including words, passages, and phrases, to indicate that the construction created or action taken in the simulation derives from and follows the text in a precise way.
Criterion	Not Met	Met	Exceeds
CCS Key Ideas and Details 2.	While the student may understand there are themes in the text, they do not identify these themes in the wiki, or student documents themes which do not exist in the book(s).	Student correctly identifies themes in the text, documenting these themes within the world and demonstrating an understanding of how these themes are developed through using screenshots to document the themes within their wiki.	Student correctly identifies several themes in the text, using signs, buildings, and other creative constructions to identify these themes within the world. A deep and specific understanding of the way that these themes are developed is demonstrated in the Wiki through use of screenshots and textual explanation.
CCS Key Ideas and Details 2.	Very little analysis of character motives and the impact of these motives on the storyline are demonstrated, or student incorrectly attributes motives to characters, or student	Through the Wiki, the student analyses of the motives of the characters and the progression of the storyline. Students create a convincing case through narrative, screenshots, and/or screencasts that they understand why the characters	Through the Wiki, the student uses role-play and simulation to conduct an analysis of the motives of the characters and the progression of the storyline. Students create a convincing case through sharing narrative, screenshots, and/or screencasts that demonstrate they

Criterion	Not Met	Met	Exceeds
	demonstrates very little understanding of the reason the storyline developed as it did.	behaved as they did, and how character behavior contributed to the storyline.	understand why the characters behaved as they did, and how character behavior contributed to the storyline.
CCS 9. Research to Build and Present Knowledge	Little or no evidence that students builds skills in Minecraft through online research.	Student builds skills in Minecraft through online research, and shares and summarizes resources found on their Wiki, using a curation tool such as PearlTrees or Diigo.	Student builds skills in Minecraft through online research, and shares using a curation tool such as PearlTrees or Diigo. In addition student documents and demonstrates these skills by sharing howtos and strategies for research on their Wiki.
CCS 7. Integration of knowledge and ideas.	Students demonstrate their understanding primarily through use of Minecraft blocks and screenshots, or through text on the wiki.	Student use some variety of media including Minecraft blocks, screenshots and text, to assist in demonstrating their understanding on the Wiki.	Students use a rich variety of media including Minecraft blocks, Minecraft avatars, screenshots, curation tools, audio and/or webcasts to assist in demonstrating their understanding on the Wiki.
NETS -1 a. & b.	Student is confined to accuracy as they create the world, building exactly as things exist within the text, and behaving exactly as characters behave within the text. There is little or no evidence of contributions that are individual expressions of the student.	Student creates an accurate portrayal of the world within the book; however, the student adds his or her own personal contribution to their portrayal in order to create something new.	Student moves beyond the text to create a system of behavior, a way of working, a way of building and/or constructions which enhance (without strictly replicating) the world within the book.

Criterion	Not Met	Met	Exceeds
NETS 1. c.	Student may engage in Minecraft; however, this engagement is focused on something other than the simulation of the world in the text.	Student somewhat engages within the Minecraft environment to explore the simulation of the world in the text.	Student fully engages within the Minecraft environment in order to explore the simulation of the world of the text.
NETS 2. a. & 2.b.	Uses verbal communication in physical environment to work through collaboration with other students and with teachers during the project.	Use wiki and Minecraft to communicate with and work through collaboration with other students and with teachers during the project.	Use wiki & Minecraft along with with screenshots, screencasts and/or other media or publishing venues (such as Tumblr or YouTube) as available to communicate with and work through collaboration with other students and with teachers during the project.
NETS 2.b.	Demonstrates an unwillingness to communicate or collaborate with others at a distance – or demonstrates ongoing reluctance to engage in	Demonstrates a willingness and ability to communicate and collaborate with other participants who are at a distance.	Demonstrates proficiency in communicating and collaborating with other participants who are at a distance.

	communication and collaboration with other participants at a distance.		
NETS 2.c.	No evidence that the student contributed to the group OR student contribution is disruptive and distracts from the overall experience.	Student contributes within a group to enhance building, interactions, and the overall experience.	Student leads and contributes within a group to enhance building, interactions, and the overall experience.
Nets 5. a, b, & d.	Student demonstrates a lack of awareness or a lack of regard for the norms and rules of the digital community. Student may distract others from their tasks, and/or may serve as a disruptive presence in the community.	Student demonstrates good digital citizenship through minding the norms and rules set in the virtual community.	Student demonstrates excellent digital citizenship through assisting others, minding the norms and rules set in the virtual community, and creating a positive and stable presence within the experience.
NETS 5.c.	Students demonstrate a dependence on others for finding resources for creating and playing in Minecraft. They constantly turn to the teacher for assistance.	Students seek out or are willing to find resources for creating and playing in Minecraft. Students don't mind sharing with others.	Students proactively seek out resources for creating and playing in Minecraft, and share these resources generously with others.

VI. Resources:

We have included the following resources for your use:

Video SparkNotes: William Golding's Lord of the Flies summary

https://www.youtube.com/watch?v=-tXpA3dIEtI

Lord of the Flies Trailer (Loft Cinema):

https://www.youtube.com/watch?v=c1x2wP5vP34

Student Handouts
- € **Survivalcraft: Lord of the Flies: Scenario 1**
- € **Survivalcraft: Lord of the Flies: Scenario 2**
- € **Survivalcraft: Lord of the Flies: Scenario 3**
- € **Survivalcraft: Lord of the Flies Community Agreement**

Sample Parent Letter: This may be modified to include specific details about your class.

MinecraftEdu Teacher Tools Handout: This will be used for the teacher training
session on Teacher Tools in MinecraftEdu

These documents will be added at the teacher training session:

Wikispaces Training Handout(s)

Differentiation Tools: These tools have been created for you and your students
by Dr. Lee Graham's graduate students currently enrolled
in EDET 637: Differentiating Instruction with Technology

References

Miller, Andrew. (2014). Ideas for using minecraft in the classroom. Retrieved from:

http://www.edutopia.org/blog/minecraft-in-classroom-andrew-miller

Survivalcraft: Lord of the Flies

Scenario One: Before the Crash

Note: Players are in Creative Mode, and have plenty. After this world is created and built, students will be in a different location for Scenario Two – it is important that students understand that nothing built in this world will be available to them when Scenario Two begins.

You are one of the boys who will ultimately be stranded on an island, but the plane hasn't yet crashed. You haven't even gotten on the plane yet!

You are living in the world that exists prior to the story's beginning. Use clues from the text to build this world. You may create a town, a school campus or any other structure(s) that the text supports could have been the setting for boys prior to getting on the plane. Why did the boys even get on the plane? What might their lives have been like? What were the structures that sheltered them and made up their everyday existence? Be sure that your building is supported (or at the very least not refuted) by the text.

Entire classes might plan these structures together OR groups or individual students may build these for themselves.

Remember to put signs in front of your buildings to support, to the extent that you can, why you believe this community represents life before the crash, based on information in the text.

Survivalcraft: Lord of the Flies

Scenario Two: On the Island

Note: Players must build, survive and live within the Jungle biome. Players must determine their own laws for the world, and must create their own system of punishment. Players are in Survival Mode. Survival and creation of a sustaining community are the goals in this scenario.

You are stranded. Your plane has crashed with the other members of your class aboard! You are left to your own devices, with no adults to tell you what to do. The first order of business is to try to survive and to try to help others survive. Your group might choose to elect a leader, to create your own laws, and to band together to build structures and stores so that you can all survive. Or you decide that you'd rather split into smaller groups with similar goals. However you decide you will organize, remember that you can't take survival for granted. Mining, farming, hunting and living will be of the utmost importance. Fortunately, the monsters which may exist on the island don't know you are here.

Survival Mode is on.
Weather is on.

Survivalcraft: Lord of the Flies

Scenario Three: The symbols that make up our world

Note: Players are in Creative Mode.

There is a great deal of symbolism in The Lord of the Flies. Have a discussion within your class about these symbols. Some examples of these symbols include:

The Conch
The Signal Fire
Piggy's Glasses
The Scar

Talk with your classmates about what these items symbolize and why they are important in the story.

With a group of your colleagues, come up with a symbol (or more than one) that represents the group. Build a community based on that symbol in Minecraft. When you have finished building, invite your colleagues into your community and ask them to write a book sharing what they believe your community symbolizes.

Keep the books all of your classmates have created in one chest – and add one final book at the end of this scenario containing a scenario (a very short anecdote) about what your symbol actually is, and what it represents to you and your group.

The Survivalcraft: Lord of the Flies Community Agreement

I, _____, agree to be an active and positive member of the Survivalcraft: Lord of the Flies Community and give my best effort in learning new skills. I will read the assigned book (The Giver, by Lois Lowry), cooperate, share my ideas, and give helpful suggestions to other players. I will respect other players and not use foul or offensive language, including swearing, racist or sexist remarks, or any other form of discrimination (inside and outside of the game).

I will support other players to build and enjoy the game by NOT griefing (disturbing other players' work without their permission) and NOT harassing other players. Examples of this include:

- breaking items or building on other players' property
- taking items owned by other players
- entering buildings owned by other players without their permission
- creating "traps" or placing dangerous blocks in public property
- spawning unwanted animals to bother other players
- "spamming" the chat with repetitive or unwanted messages
- killing a player, even indirectly, outside of designated areas.
- following, sending messages, or otherwise harassing another player after they have asked you to stop

I understand that if I break this agreement, I will be given warnings and asked to change my behavior and my parent(s) or legal guardian(s) will be notified. I understand that if I continue to break the agreement after I have been warned, I will be suspended from the game and expected to discuss my participation and expectations with my teacher before being allowed to return. I will agree to create an additional contract to guide my participation in order to return to the game.

I agree to be banned from the game if I break the additional contract and I understand that I will not be able to complete the game. I understand all of the expectations described above and I agree to participate in the Survivalcraft: Lord of the Flies Community.

_____   _____
              Student Name   Date

I have read and understand my responsibilities as a member of **the Survivalcraft: Lord of the Flies Community**. I will hold my students responsible for the contract they have signed.

_____   _____
              Teacher Name   Date

Sample Parent Letter

Dear Parents,

I am writing to inform you that our class will be completing a class project using MinecraftEdu in connection to our recent reading of "The Giver" by Lois Lowry.

Minecraft is a widely popular computer game with participants ranging in age. Recently I have been researching MinecraftEdu and its educational benefits. The bulk of the information that I have discovered is staggeringly in favor of MinecraftEdu being used as a collaborative learning environment for students of all ages. Many educators claim that no other computer game has made this kind of impact on student learning and student engagement in recent years. Teachers from around the world are using MinecraftEdu in classrooms as well as in extracurricular clubs.

MinecrafEdu is an education-centric spin of the original Minecraft game developed by Mojang. MinecraftEdu offers many education-centric tools for teachers to provide a safe, engaging, and educational gaming experience.

Upon completion of the novel, The Giver, our class will look to deepen our understanding of the themes presented throughout the book through building in MincraftEdu. This project will give students an opportunity to build the world presented in the book using specific information from the text.

In addition, your child has signed a community agreement stating that our use of Minecraft will be non-violent, and will follow the same rules that we use in the classroom. Our community agreement is included at the bottom of this letter.

If you have any questions or concerns, please feel free to contact me directly at

Regards,

Place name here

Teacher Menu Guide
- **The default keys used to move around in game are:**
    - **W**: Moving forward   **S**: Moving backward
    - **A**: Strafe left   **D**: Strafe right
    - **SPACE**: Jump (fly up in creative mode)
    - **LEFT SHIFT**: Sneak (fly down in creative mode)
    - **E**: Open inventory for supplies
- To **look around** move the mouse around or slide your finger across the trackpad
- To **dig blocks** use the left mouse/trackpad (left click) button (hold until the block breaks)
- To **place blocks** use the right mouse/trackpad button (right click)
- To open the teacher menu press the **m** key (version 1.7 ›) or **p** key (version ‹ 1.7).

How to use the Teacher Menu
- Change personal settings
- Change World Settings
- Player Settings
- Player Management
- Give Supplies to a player
- Go to any teleport station in the world

Click on the link: http://services.minecraftedu.com/wiki/Teacher_Menu

How to use Spawn Blocks – allow you to define where users first appear when they load up
a new world. This is useful if you want students to appear in a specific starting place.
http://services.minecraftedu.com/wiki/How_to_use_Spawn_Blocks

How to use Allow and Disallow Border Blocks
http://services.minecraftedu.com/wiki/How_to_use_Allow_-_Disallow_-_Border_Blocks

Allow Blocks (a block that is used to allow students to build even if student building in general
is disabled) http://services.minecraftedu.com/wiki/Build_allow_block

Disallow Blocks (prohibits student creation or destruction of block)
http://services.minecraftedu.com/wiki/Build_disallow_block

How to use Teleport and Stations:
* **Teleport Blocks** (used to teleport from one location to another)
http://services.minecraftedu.com/wiki/Teleport_block

* **Stations**
http://services.minecraftedu.com/wiki/How_to_use_Teleport_Blocks_and_Stations

How to create a border block (used to set borders to the world)
http://services.minecraftedu.com/wiki/Border_block

Behavior Management Tools

Teleporting allows you to go directly to a student or bring a specific student to your location:

Freezing stops a student from moving, this can be done for a specific student or all students

Muting stops a student from using the chat tool, this can be done for a specific student or all students

Freezing all players/ Muting all players

Freeze: Press p, go to the 4th tab called "Personal," and check the little boots on the bottom right.
Mute: So players can't use chat, check the chat box under the boots.

Diffi-Tool - Maze Challenge: Go to the Stations tab in the Teacher Menu and select the Time Maze Challenge. This is an option for sending students that misbehave in the game.

Link to a teacher cheat sheet for tools:
http://services.minecraftedu.com/worlds/sites/default/files/worlds/26/material/teacher_cheat_sheet_26.pdf

Behavior Management Examples

Here are some examples of misbehavior you might find in the game:

1. A student is flying around throwing potions on others.

2. A student or several students are making fun of others in the chat tool or calling them names; the other students may or may not be responding to this behavior

3. A student is invisible and you hear from other students (or see in the chat tool) that he/she is breaking their structures.

4. Someone in the class is going around flooding your community; when you figure who he/she is, they say they are helping others by adding water to their structures.

Minecraft system requirements

https://help.mojang.com/customer/portal/articles/325948-minecraft-system-requirements

Last Updated: Jul 22, 2014 09:09PM CEST

This information has been compiled by the Minecraft community on the Minecraft wiki. Please visit the Hardware Performance wiki page for the most up to date information, or to compare your computer's hardware and softwar with other users' computers listed as being able to play the game.

A computer with the minimum requirements should be able to play Minecraft. However, for the best experience, please consider the recommended requirements.

Minimum Requirements: CPU: Intel Pentium D or AMD Athlon 64 (K8) 2.6 GHz RAM: 2GB GPU (Integrated): Intel HD Graphics or AMD (formerly ATI) Radeon HD Graphics with OpenGL 2.1 GPU (Discrete): Nvidia GeForce 9600 GT or AMD Radeon HD 2400 with OpenGL 3.1 HDD: At least 200MB for Game Core and Other Files Java 6 Release 45

Recommended Requirements: CPU: Intel Core i3 or AMD Athlon II (K10) 2.8 GHz RAM: 4GB GPU: GeForce 2xx Series or AMD Radeon HD 5xxx Series (Excluding Integrated Chipsets) with OpenGL 3. HDD: 1GB Latest release of Java 7 from java.com

Software Requirements: Minecraft Release 1.6 or newer. Older versions will need to be updated to current versions Please note that some users experience issues playing Minecraft while using a mismatched version of Java

for their operating system (32 or 64 bit), while using certain versions of Java 7, or while multiple versions of Java are installed

If you have a laptop with an a built-in (integrated) graphics card, rather than a dedicated card, it is highly suggested that you try the demo (https://help.mojang.com/customer/portal/articles/425381-minecraft-demo-mode) before purchase.

A stable internet connection is required for Minecraft to download game files, authenticate usernames, and connect to multiplayer servers. You'll need to download and run Minecraft while connected to the internet at least once; afterwards, you can play without an internet connection, but will need to connect if you'd like to receive updates or play online

Minecraft will not run on a toaster (despite some actually using Java), your car (feel free to prove us wrong, though), or a Chromebook.