



# MINECRAFT

## EDUCATION EDITION

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## MANITO AHBEE AKI: THE PLACE WHERE THE CREATOR SITS

Educator Guide – Extension Activities

★ [Knowledge Keeper Extended Teaching Videos – Youtube Channel](#)

## Extension Activities

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### Seven Teachings Extension

- Social Studies grades 3-6
- Estimated Time- 60 minutes

#### **Lesson Overview**

Participants will explore the world in creative mode, looking to find and document wildlife using the camera and portfolio. Each animal, plant, or interesting physical feature can be photographed by the participant. Further investigation into each photo can be extended with research time.

#### **Learning Objective**

Students will be able to name and identify the Seven Teachings animals as well their associated teaching.

#### Introduction

Watch the following video to introduce the Seven Teachings.

[NetNewsLedger - Elder Dave Courchene Explains First Nations Seven Teachings](#)

List each animal in a visible location for participants to guide their exploration.

- Beaver, Bear, Sabe, Bison, Turtle, Wolf, Eagle

Participants then access the world to explore and document their discoveries. When participants find one of these animals, they can add the picture and a brief description of the teaching to their portfolio. Additional research or readings on the Seven Teachings is encouraged and further resources can be found in the teacher support documents.

When finished, the portfolio offers an export function that allows students to save their work as a file. This file can be shared with a teacher to submit their learning or to archive their work. For example, the file can be exported directly to OneNote.

#### **Assessment Options**

- Teachers can access this portfolio and ensure each animal and its teaching are complete and accurate.
- Students can select an animal and write its name in English and Anishinaabe. They will draw a picture and write about its teaching underneath.



## **Petroforms Extension**

- **Social Studies** grades 3-6
- **Estimated Time- 60 minutes**

### **Lesson Overview**

Participants will begin by teleporting or starting the lesson at Phase 2, the Petroforms. Participants will explore the world in creative mode, looking to find and document each rock formation using the camera and portfolio. After finding and photographing a rock formation, students will watch the extended YouTube clip to learn more. They will then summarize their learning by writing about each Petroform.

### **Learning Objective**

Students will understand how the land acts as teacher, and how the Petroforms are used as a teaching tool to pass on important lessons about the past and present. They will also listen to and summarize each story.

### **Introduction**

Participants will watch the video of the drone flyover and discuss what they notice in the physical features of the land. This discussion will help them recognize the appearance and shape of the Petroforms so they can look for examples recreated in the world.

- ★ [Petroforms](#)
- ★ [Petroforms Offering Stone](#)
- ★ [Petroforms Fly Over Drone Video](#)
- ★ [Sky Women Petroform](#)
- ★ [Turtle Petroform](#)
- ★ [Spider Woman Petroform](#)
- ★ [Thunderbird Petroform](#)
- ★ [Serpent Petroform](#)

List each Petroform in a visible location for participants to guide their exploration.

- Sky Woman, Serpent, Spider Woman, Turtle, Thunderbird

Participants then access the world to explore and document their discoveries. When participants find one of the Petroforms, they can add the picture and watch the related video. After, they can add a brief description of the teaching to their portfolio. Additional research or readings on the Petroforms is encouraged and further resources can be found in the teacher support documents. When finished, the portfolio offers an export function that allows students to save their work as a file. This file can be shared with a teacher to submit their learning or to archive their work. For example, this can be exported directly to OneNote.

### **Assessment Options**

Teachers can access this portfolio and ensure each Petroform and its teaching are complete and accurate.



## **Language Extension**

- All grade levels, speaking and reading
- Estimated Time- 30 minutes

### **Lesson Overview**

Participants will begin at any point on the map with a printed copy of the vocabulary list. This list becomes a scavenger hunt and as they explore, they look for all these items in game. When they find an item, they can share with a partner and check it off their list. Please see the bottom of the document for the vocabulary list.

### **Learning Objective**

Students will begin to apply the Anishinaabemowin language learning orally and in writing.

### **Introduction**

This extension can be done before, during, or after participation in the three phases. The application and recognition of language is important, and students should take time to build their Anishinaabemowin vocabulary.

### **Assessment Options**

Student Self-Assessment: They independently check each item off the list after discovering and saying the word.

Partner: They share each discovery and pronunciation with a partner who will initial their list.

Teacher Assessment: The teacher initials each item on the list as students raise their hand and share their discoveries and pronunciation.



## **Four Medicines Extension**

- **Social Studies** grades 3-6
- **Estimated Time- 60 minutes**

### **Lesson Overview**

Participants will explore the world in creative mode, looking to find and document each medicine using the camera and portfolio. After finding and photographing a medicine, students will watch the extended YouTube clip to learn more. The goal is to create a document that summarizes their learning about each medicine.

### **Final Product**

Each participant should include a photo of the medicine in game, an image of the medicine growing in the natural world, and an explanation of how it is used.

### **Learning Objective**

Students will understand how the land provides what is needed and become familiar with the appearance and use of cedar, sweetgrass, and sage.

### **Introduction**

Participants will explore the map and look for cedar, sweetgrass and sage. They will use the camera function to take a photo and then research how these medicines were used. Participants should also note the location that the medicine was discovered as it provides information on where it can be located in the natural world.

### **Assessment Options**

Students can share their findings in a short presentation or hand in their completed document. Completed criteria should include a digital photo of each medicine, an image of the medicine in the natural world, and an explanation of how it is used.

