



ESPORTS CLUB TOOLKIT

By Bron Stuckey, PhD, Global Mentor and Director, Innovative Educational Ideas

This Toolkit will assist K-12 teachers to establish a Minecraft Education Edition esports club within their school or educational establishment. As part of a club, students will learn how esports is as much about leadership, coaching, communication, and teamwork as it is about honing skills, strategic play, and competition.

One thing about academic esports, is that there is absolutely no reason that we must follow all the formats and practices of the elite or professional esports programs however we can gain from the opportunity of working together as a club.

Incorporating esports into the school program will offer many benefits to students, some of whom may be underserved by other aspects of the more traditional academic or extra-curricular programs. Schools can and should make esports their own, to serve local curricular, social or equity needs, and Minecraft offers a ready opportunity to do just that. This toolkit is designed to support you in introducing esports for your school.

Teachers will benefit by exploring the Minecraft Esports professional learning on offer:

[Esports more than just a game](#)

[New Esports Teacher Academy](#)

This toolkit is the first of two focused on developing in-school Minecraft clubs and esports competencies. This is the first stage of the Minecraft Education Edition academic esports journey. Should you and your school already have a Minecraft club you might wish to jump to Toolkit 2 to meet your schools' esports needs. Scanning this early-stage toolkit may still assist all clubs to enhance the student offering.

SET-UP CLUBS

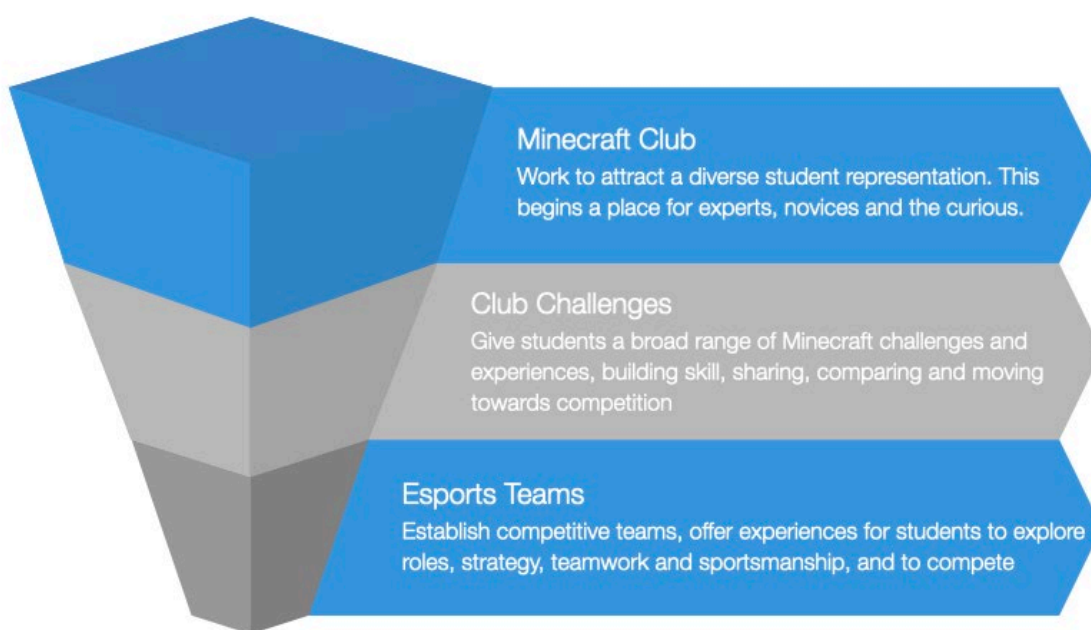
**SET-UP SCHOOL
COMPETITION**

To Esport or Not to Esport?

It is important that educators make every effort to attract the broadest pool of students possible. You might find it beneficial to not name this as an esports club nor to make its opening focus purely about competition. Stereotypes for esports are already well entrenched in the media and many students may not readily see themselves as gamers or members of such a group. Girls may not be attracted to such a group given the preconceptions they may already have developed about esports. The best way to build a Minecraft esports club may be to allow the competitive aspects to evolve from within a more open Minecraft club.

This can be achieved in a three-step club building process.

Establishing a Minecraft Esports Club



What you name the club is the very first step in making it inclusive. Don't start as an esports club, start as a Minecraft Club. It is better to market this as a club for students who want to become skilled in Minecraft and over time bring in the esports focus. That way you can attract a more diverse group of students. You want to attract students who may not yet know this could be an area of success for them, not just those who are already highly skilled and competitive.

At a point the desire to compete will arise and you could begin to form competitive teams. Other students in the club may continue with other opportunities in design,



coding, etc. At this time, you might consider splitting the group in time or venue to allow for the dual focus.

FOCUS	WEEK	ACTIVITY
<p>STEP 1</p> <p>Minecraft Club</p>	<p>Week 0: Teacher Prerequisite Planning</p> <p>Week 1: Club Establishment</p> <p>Week 2: First Multiplayer Activities</p>	<p>Scheduling, organising venues, parental information, establishing accounts and devices, promotion and sign up</p> <p>Single player activity, know your attendees, assess Minecraft skill and experience levels, create club code of conduct/charter</p> <p>Form teams, build as a team, establish communication protocols (chat, Flipgrid, discord etc) revisit the code of conduct</p>
<p>STEP 2</p> <p>Club Challenges</p>	<p>Weeks 3-6: Club Challenges</p>	<p>Team builds in chosen challenges, start training sessions, establish who wants to play competitively, prepare to branch into esports</p>
<p>STEP 3 ***</p> <p>Esports Teams</p>	<p>Weeks 6-8 and beyond: Esports Team Play</p>	<p>First competitive rounds in esports arenas, continue training sessions, consider competition bracket/s for ongoing competition) revisit the code of conduct</p>

****Schools with existing Minecraft clubs might go straight to STEP 3 (Weeks 6-8) to cultivate the competitive play aspects of Esports.*



THE ESPORTS CLUB PROGRAM

Here is an overview of the week-by-week focus and activities to reach the esports play described in this toolkit.

STEP 1: CREATE A MINECRAFT CLUB (Weeks 0-2)

TEACHER PRE-REQUISITE PLANNING

Club or Elective

You might look for a home for esports in your school context. In K-6 schools it will likely be best as an extra-curricular club. In middle and high school, it might be offered as a club or as an elective. Be prepared for the number of students who might want to be part of the club? What colleagues could co-sponsor and help oversee the program?

Scheduling and Venue

Before school, after school or lunch time? When will your club operate? How will you fit in with existing programs, transport timetables? Can you find or create a location with furniture on rollers for ease of team gathering and player movement? A big screen or electronic whiteboard for projection would also be beneficial for training, sharing and playoffs.

Devices

Are your students BYOD in full on first use, or will technology need to be made available to the club? Work with your IT support to ensure all devices have the latest version of the Minecraft Education Edition app. IF BYOD host sessions for students to download and instal the Minecraft Education Edition App. Consider whether you need be able to offer students a mouse or other input devices.

Minecraft Accounts

Are Minecraft: Education Edition accounts established and enabled? What is required to have the Minecraft: Education Edition software installed whether on allocated school, BYOD, or shared devices. (See Appendix for support links). More information on deployment and license assignment can be found at <https://aka.ms/MEEsetup>.

Parental Information and Support

Host a parent and guardians' session to explain the focus of the club and how and why competitive play is being offered to students. You might invite interested parents to become co-managers or coaches of the club (with appropriate checks and permissions addressed for student safety).



PROMOTION AND SETUP

Space to play and move about

Where will the club meet? What physical space is available to the club? Students will need room to freely group and regroup and move around the room. A room with movable furniture (on castors) would be optimal. Don't forget about the capacity for charging devices.

Club invitation and advertising

Create a way to inform students about the club starting up, who might apply and how.

Alfonso Gonzalez, STEM Teacher at Chimacum Elementary School, Washington (USA) used an online form to have students apply to join his club. He invited teachers of other grades to promote the signup form to the students. This gave him an indication of how many students to expect on day 1 and what expertise they might have. A paper permission form (see Appendix) was then sent home to inform parents and guardians and seek formal agreements for students to attend the club. Angela Barton, class teacher and e-learning coordinator, St Peter and Paul's School, Queensland (Aus) created a Microsoft Form and used a QR code to get students to sign in when attending her esports club. She hosted two club session times, one before school and one during lunch time to give all interested students access.

Whether on paper or online, you need students to sign up before the first club meeting to better know the numbers you will be dealing with. If you have limited space or devices, how will you manage the numbers who might want to engage? Can you host multiple sessions? Do you have a colleague or colleagues to partner with you in this?

Plan to vary the sessions for equity of exposure. Will you need perhaps for one in every three sessions to be girls only? Do you need to alternate weeks for younger and older student groups?

WEEK 1: CLUB ESTABLISHMENT

First Club Session (single player)

The first session will involve students in a very brief individual design challenge to demonstrate their abilities and an opportunity as a group to design the club charter/code of conduct.

Gather students for the first session (10 minutes)



Have name tags and a sign on sheet or online check-in ready and be prepared that you may have more students in than you can accommodate. Consider capping the initial number in a session to ensure you can effectively manage student enthusiasm. You may need to adjust your club schedule or venue accordingly down the track.

Prepare a brief build challenge for the students to jump right into. (30 minutes)

This will involve single player activity with each student building in an individual world. This challenge needs to elicit creativity yet be readily achievable in 20-25 minutes. The challenge here is as an assessment task for you to observe and understand the experience and skill of your club members. You should expect and encourage students to seek help from, and aid, each other.

The following 30-minute quick challenge examples might give you some ideas.

Junior Students		Senior Students
<p>Story Garden Design and build a garden for your favourite story book character</p>	<p>Mega Maze Design a maze to make getting lost a-maz-ing fun</p>	<p>Art Speaks Create an artwork with a message that that our world needs</p>
<p>Rosie Rainbow Make a rainbow to cheer the world</p>	<p>Skins Alive Build a giant statue of your current skin</p>	<p>Clever Circuits Design a working model of a tool to show how circuits work</p>

This is an opportunity for students to demonstrate their experience and skill level and for you to decide who may need some support and who might be prospective mentors and leaders. Leave 5 minutes of the 30 for students to briefly share and compare their final designs with adjacent peers (2-4). At the same time praise examples of creativity you observed, any mentoring or leadership shown, and use this part of the session to initiate the positive and supportive culture of the group.

Design a club charter (code of conduct or community guidelines) (20 minutes)

Reserve 20 minutes at the end of this first session to scaffold student design of community guidelines, club charter or code of conduct. Ask students to relate times in games or play when they felt something was unfair, unsafe or upsetting. What kinds of



agreements could help to overcome that? Suggest to students that this club is a space to feel free to be creative, take risks, and to develop new skills and friendships. Ask the students what would make engagement in this club an inclusive, respectful, and safe experience for everyone. Encourage students to frame the charter points in positive terms, rather than a list of don'ts, try to make it a list of dos.

These high-level Minecraft codes of conduct exemplify this positive tone:

- [Connected Camps Code of Conduct](#)
- [Museum of Popular Culture Minecraft Virtual Student Club](#)

Facilitate a student discussion to build a positive code around these 4 basic areas:

1. Dealing with other people (inclusive, respectful, safe)
2. Dealing with resources (ownership, fairness, responsibility)
3. Dealing with yourself (resilience, growth, goal setting, personal best)
4. Agreed consequences for transgressions.

Here are some diverse examples from clubs and classrooms. You will see that some tie into existing codes of behaviour and expectations observed within the school.



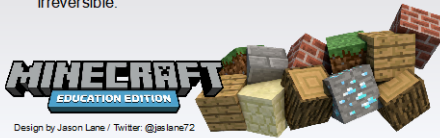
Contributed by Global Minecraft Mentor, Angela Barton, (Qld, Aus)





MINECRAFT CLUB CODE OF CONDUCT

- We acknowledge that we are both players and learners in our club. We are here to learn from each other's skills and talents, and have an enjoyable time as a group.
- We agree to respect each other's space in collaborative and creative building worlds. We demonstrate this by respecting each person's building space and agree to build away from others' creative areas if they wish.
- We will not allow any isolated, bullying, discriminative and negative comments in the game's chat.
- We will also not tolerate aggressive or isolating behaviour such as teleporting, de-opping, spamming destructive blocks and mobs or griefing. Every player has the right to an enjoyable and positive experience in Minecraft.
- We agree to preserve the creativity of our peers, and to have an understanding of supporting one another in their creations. We demonstrate this by not flooding, destroying or calling entities that are destructive and irreversible.



Contributed by Global Minecraft Mentor Jason Lane (Qld, Aus)

Minecraft Club Rules

Be Ready! Be Responsible! Be Respectful!

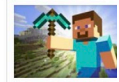
Be Ready!

Come to club every week unless you have a good reason to be absent.



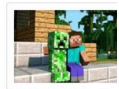
Be Responsible!

Be a team player!
Complete your assignments!
Finish your Pixie Journal each week.



Be Respectful!

No grieving / trolling / stealing / hacking
No fighting
No bad talk in chat
Respect other people's property



Sharon Darling CRS at Virginia Beach City Public Schools, USA

Club Rules

You might write this code of conduct up and when complete have students sign a copy as their formal acceptance into the club. The club should also regularly revisit this charter to see if it requires revision, which will be very likely once esports activities are offered to the group.

WEEK 2: FIRST MULTIPLAYER WORLD ACTIVITIES

WELCOME TO THE COMMUNITY!

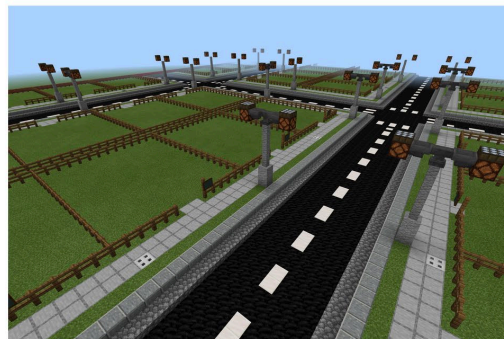
This workshop is designed to help neuro-diverse learners foster imagination, creativity, togetherness, collaboration, and conflict resolution skills.

Safe & Civil Schools

Social and Emotional Health

Special Education

All Ages

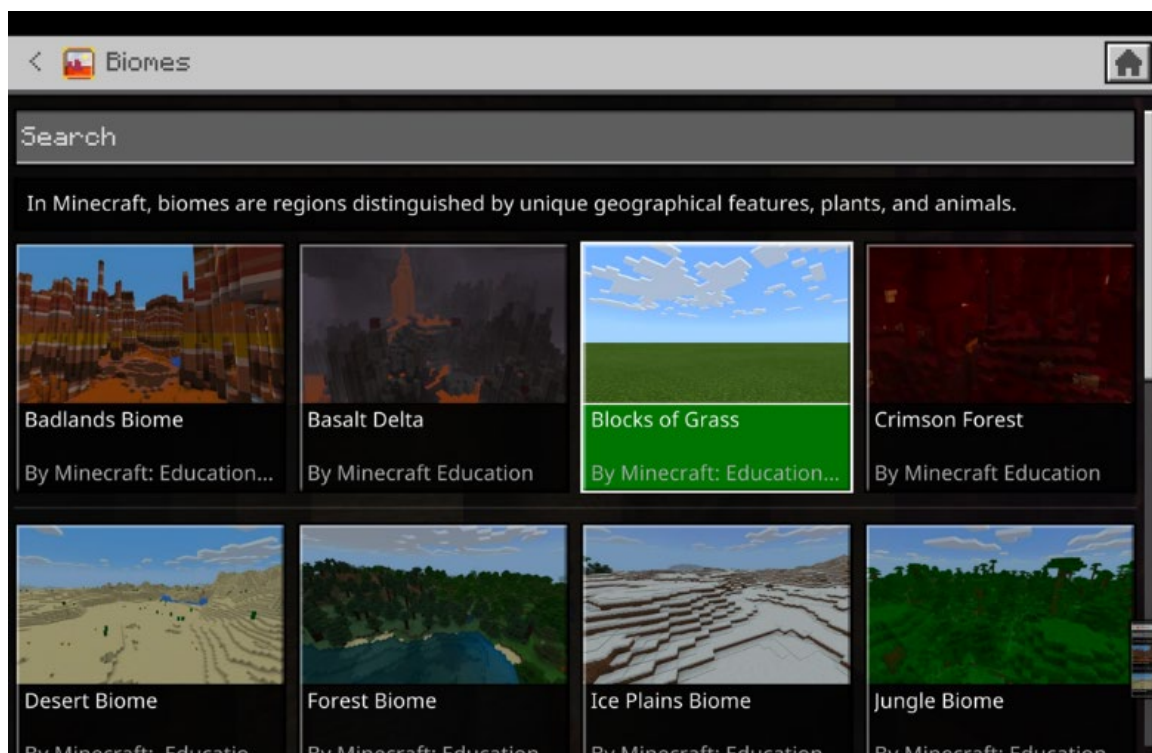


Introduce Multiplayer Worlds with Individual Activity (30 minutes)

Use the [Welcome to the Community](#) lesson to establish the practice of joining multiplayer worlds while still building in individually designated plots. The teacher can host the world and share the join code to all students. Minecraft Education Edition [multiplayer worlds](#) can support up to 40 players. On joining the world, everyone will be greeted by an NPC that will prompt them to read the community guidelines. Then, the players will be allowed to select a building lot within the world. Aside from building on their own plot of land, students will be able to explore the town and interact with others through chat. This staged multiplayer experience offers an opportunity for students to demonstrate their understanding of the community charter and ease into the full multiplayer experience.

Introduce Multiplayer Worlds with Team Activity (30 minutes)

Have students form teams of 4 to 6 players. One student in each team will host the world and offer the join code to team mates to enable building together in their own world. The Blocks of Grass world is a good choice to kick off this first multiplayer team play experience.



*Locating Blocks of Grass in the in-game World Library
Starter Worlds -> Biomes > Blocks of Grass*

Choose another of the 30 minute quick challenges for the students to experience building as a team. Later in the esports program these team-only worlds will be used as ongoing practice and training spaces for the team.



Note: Multiplayer across different internet connections is possible if the criterion in this article is met: <https://aka.ms/MEEMultiplayer>. Anti-virus and firewall applications may block access to multiplayer, so ensure you configure these programs to allow access to Minecraft: Education Edition. See the appendix for IT admin support for troubleshooting Minecraft multiplayer implementation.

STEP 2: CLUB CHALLENGES (Weeks 3-6)

This stage of the club development may take up to one month depending on the age and experience of the students. Out of this stage skilled players, leaders, mentors and even coaches should begin to emerge.

You will offer a variety of ‘taster’ activities in the first few sessions. Consider themes for each session and challenges that support the school’s focus curriculum areas whether STEM/STEAM, Science, Climate and Sustainability, or Social Emotional Learning. This professional learning module will support you in using [Classroom Build Challenges](#) in your club.

THROW OUT THE CHALLENGE

Introduce multiplayer worlds with team-based challenges.



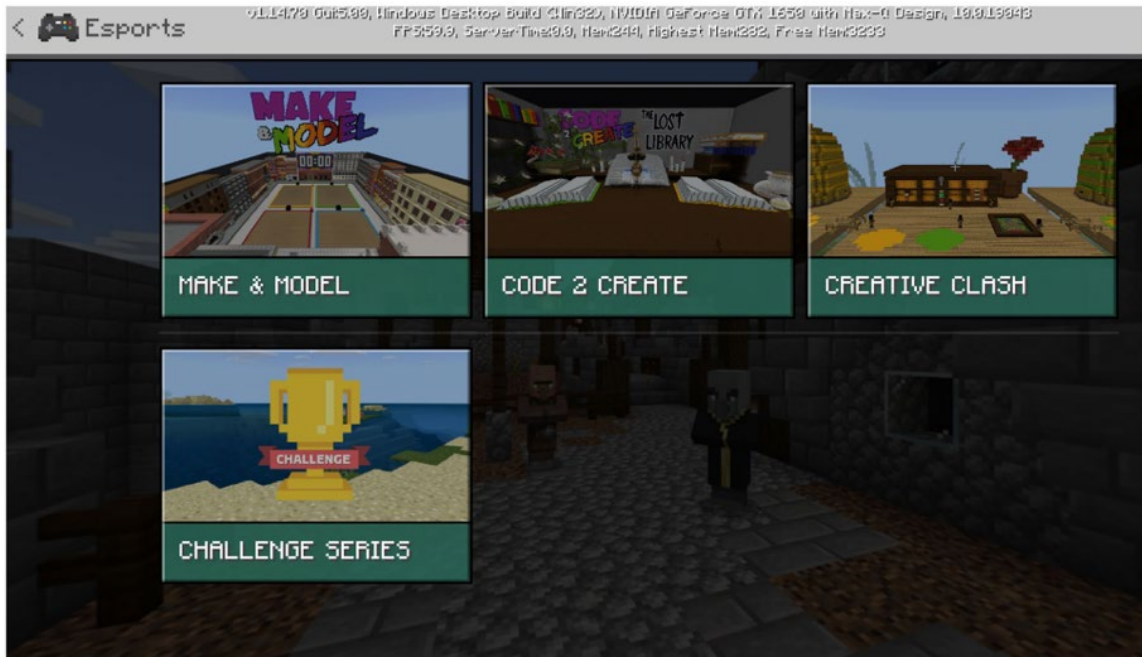
[Make and Model Practice Plaza X12](#) will appear very similar to *Welcome to the Community* (in previous section) but now students will be building in up to 12 teams. You can host **build battles** (challenges), for small teams or pairs of players in the [Make and Model Practice Plaza](#) X12 or X4. Propose an object for students to build suitable to the skill level of the club members. Agree at the outset on time limits and a clear



criterion so that club members can give feedback on the builds and vote for those that best meet the brief.

Select a series of challenges

Challenges don't have to be competitive; they can be an exciting way to bring the club together to solve a problem and celebrate ideas and creativity. You can select the challenge, host a random draw, or allow this week's high-performance team to select next week's challenge for the club.



*Esports Subject Kit in Minecraft in-game Library
Play -> View Library -> Subject Kits -> Esports*

Try to announce the challenge for each week ahead of time. Students should come to club knowing what challenge they will engage in for that week. Club activity can be varied by rostering a mystery challenge, girls only club days, skill building sessions or review and feedback sessions on recordings of previous builds.

The Minecraft Education Edition in-game Library offers a **Challenge Series** for clubs to work through with suggestions for their adoption as part of a competitive program.





A broad selection of Minecraft Challenges can also be found through:

- [Build Challenge Starter Kit](#)
- [Videos of Build Challenges](#)
- [Minecraft Monthly Build Challenges](#)
- [A428 Creative Game](#)

Moving into esports

Competitiveness will have arisen by now, it's time to invite students to be part of more competitive Minecraft activities and to form into more permanent teams.

Not everyone will want to compete, and the infrastructure established for the Minecraft club will continue to support and extend those students while branching into esports for others.



STEP 3: ESPORTS TEAMS (Weeks 6-8 and beyond)

SPORTSMANSHIP



Sportsmanship like digital citizenship are important aspects of curriculum and students need to be immersed in competitive contexts to develop relationships, positive sportsmanship, and resilience. These guidelines for [Teaching Sportsmanship from Stanford Children's Health](#) can apply equally to the physical sport of soccer or to Minecraft's esports. Much of this is about taking responsibility and ownership of your actions. Consider how you might leverage existing digital and sport programs in your school. This will be a valuable time to revisit the club charter for any esports additions.

For more senior students, professional esports game developers like *Riot Games* (and well-being partners) offer quality learning resources to support [Sportsmanship](#) and [Wellbeing](#). These are recommended for middle to high school players and teachers/coaches.

Younger students will benefit from taking the [Digital Citizenship](#) lesson to further reinforce and refine positive behaviours.



READY FOR BATTLE

Form teams

Form esports teams sized at 3-6 players and consider including an additional player as a sub or alternate as things always pop up for out of school hours programs. This might be a sub for each team or a floating sub to fill in across teams. Initially at least, all students should be prepared to rotate through roles in the team and/or move between teams:

- Manager (leads the team)



- Analyst/Coach (analyses the team strength and weaknesses)
- Players (depending on the game, players may take different strategic roles in the team)

As your club progresses this list of roles and responsibilities will likely be refined and expanded to include roles such as shout casters (commentators and hosts) and promoters. These roles allow club members who may not want to compete to still be part of esports/teams.

Create team identities

The team can divide the tasks to create components of the team identity.

- **Names:** Have students ideate on cool names for their team.
- **Logos:** Use graphic art skills and available software to design a logo for the team. Consider designing this logo as pixel art or in 3D form in Minecraft itself.
- **Skins:** Part of being a member of a team is having a shared uniform with some individually identifying features. Have students think about the skins their team would be proud to wear. They can use a skin collection and editor tool like [Skindex](#) then follow [this process](#). Once you have the .mcpack file for the skin just double click on it to launch MCEE and the skin imports. Each player will need to import the .mpack file.

These items could reside in a training world each team could host for their own skills development and practice sessions.

LET THE BATTLES BEGIN!

Compete to design the club trophy

Designing the club trophy could be the first real competitive build battle. Decide the criteria for the trophy and carry out design rounds in the [Make and Model Practice Plaza X4](#) for teams to design a 3D trophy. Students then vote to decide and adopt a trophy for the club league. The winning trophy builds could become physical trophies by [using a structure block to export](#) them for 3D printing.

Esports Worlds

[Minecraft Esports Worlds](#) allow for 2 larger sized teams (4-6 players) to design in the one multiplayer world against the added constraints of space and time limits. Beyond teamwork, the world types call for students to battle it out relying on different capabilities:



MAKE AND MODEL	CODE 2 CREATE	CREATIVE CLASH
Teams build in an arena using inventory items. Practice Plaza worlds are also available for 4 or 12 teams in Make & Model	Teams build in an arena using only their coding skills (based on Make & Model worlds) Practice Plaza worlds are also available for 4 or 12 teams in Code 2 Create.	Teams compete in a speed run to collect or distribute resources in the game world.

Make and Model Worlds

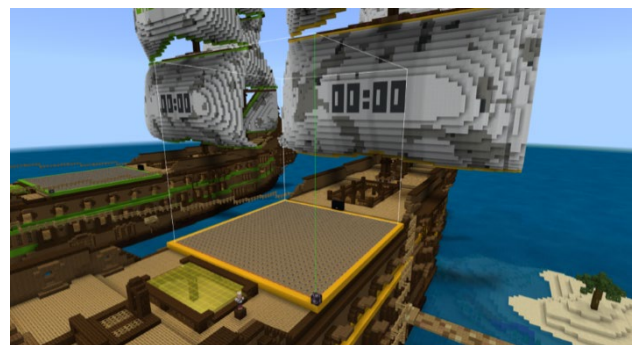
Make and Model are the core Minecraft esports worlds. The visual design of each Make and Model world offers opportunity for themed object builds. For instance,

- *The Lost Library* is based on the theme of magic, mystery, and books and might inspire building an object or scene from literature like:
 - Hogwart’s Library
 - Charlotte’s Web.
- *Binary Builders* is based on the theme of computer circuitry and could suit design of working model of a technical object like a:
 - home security system
 - voting system
- *Gold Rush* is suited to battling over design of a scene or artefact reminiscent of the pioneer times like a:
 - a stagecoach
 - scene of panning for gold.

All Make and Model worlds employ built-in game mechanics that identify the two teams of players, allow time limits to be set for play, and a voting system to establish winners and to [use a structure block to export](#) final team builds.

You will find each arena contains the same, common features for gameplay:

- Spawn area game controls
- Team selection area
- Build area
- Voting/Scoring area
- Timer
- Scoreboard



Each Build Area is made up of a 32x32x32 block space, with a colored frame. Players cannot add to or destroy anything in the world outside that build area.



[The Make and Model – Space Race video](#) very succinctly unpacks the mechanics and play used for most Minecraft esports arenas. It would be helpful to show this to students and discuss the features before your first battles begin.

How to host a tournament


Whether aspiring to compete district or wider league or not, competing within the club will assist students to continue to hone skills in teamwork, sportsmanship, strategizing and debriefing on performance. Here are two simple tournament brackets that could suit a small school club and can be readily expanded for larger numbers of teams.

A word about competition judging...

As skill and competition emerges you will want to formalise the judging process. This curriculum challenge rubric could be adapted for educator assessment/judging esports challenges.



SAMPLE RUBRIC: MINECRAFT EDUCATION CHALLENGE

	Beginning (Below Standard)	Developing (Progressing toward Standard)	Accomplished (At Standard)	Exemplary (Above Standard)	Score
	1	2	3	4	
Use of Theme	The submission doesn't address the theme.	The submission somewhat addresses the theme. The theme information is presented in a clear manner.	The submission addresses the theme. The theme information is presented accurately. There is an emphasis on positive social or environmental impact.	The submission addresses the theme not only in meaningful but also relevant way. The theme information is presented outstandingly clearly and accurately. There is a heavy emphasis on positive social or environmental impact.	
Originality & Creativity	The concept in the submission lacks originality.	The concept in the submission is somewhat creative.	The concept in the submission is creative. It solves a problem presented in the challenge.	The concept in the submission is original and creative, especially as compared with other submissions. It provides an original solution to a real-world problem.	
Collaboration & Project Management	Students lacked organization ability. They also struggled with sharing roles and responsibilities, requiring a lot of support from facilitators/ educators to help with sharing roles and responsibilities.	Students were somewhat well-organized about sharing their workload. They required some support from facilitators/ educators to help with sharing roles and responsibilities.	Students were well-organized about sharing their workload, splitting up roles and responsibilities.	Students were extremely well-organized about sharing their workload, splitting up roles and responsibilities. They also did an excellent job at communicating their solutions.	

[Download the Challenge Rubric HERE](#)

This Make and Model example is an esports specific rubric and could be adapted for various levels of student or spectator judging.





Make and Model Scoring Rubric

Map:	
Topic:	
Date:	
Time:	
Host:	
Green Team:	
Yellow Team:	

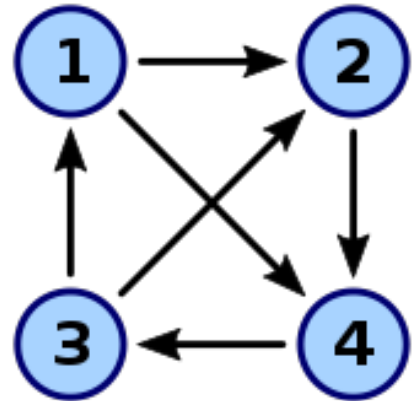
Score up to 1 point max per slot. You can award 0.X for more accurate scoring.		Judge 1		Judge 2	
Scoring Rubric		Up to 1 point per slot!		Up to 1 point per slot!	
Category 1	Topical Accuracy - Relevant, Recognisable Is recognisable within the context of the subject or theme. Is visible and does not have to be uncovered. Is fully 3D, and can be observed from multiple angles. Contains accurate detail, adding to the overall aesthetics.				
Category 2	Visual Creativity - Color, Shades, Highlights, Texture Adopted a variety of blocks to enhance the color range. Used a range of block types to create shades and highlights. Created patterns and effects for detail using a selection of blocks. Considered texture through the use of unique, textured blocks.				
Category 3	Size and Space - Area, Used scale as an intentional aspect of the build. Made use of the whole space given - width, length, and height. Matched all aspects of the build to scale (characters to buildings, etc).				
Category 4	Aesthetics and Environment Considered and created the surrounding environment of the build. Used lighting to raise the profile of the build and accentuate detail and focus. The additional aesthetics and environment enhance the look and design of the build				
Category 5	Redstone Redstone has been used successfully to create a function or aesthetic. Redstone mechanics have been hidden from view. Redstone mechanics are relevant to the topic or theme Multiple Redstone creations have been created as effective parts of the build.				
Category 6	Teamwork Team has clear and active leadership. Roles and responsibilities are allocated and clear. Effective communication displayed between team members. Active encouragement and help among team members. Organisation is apparent in active building. Pre-game planning is evidenced in the process and result of the build.				
TOTAL		0	0	0	0
		Total Score		Score out of 9	
Green Team		0		-	
Yellow Team		0		-	

Rubric cited in [Guide to the Esports Educator Framework](#)



Round Robin Tournament

Round robin is where every team plays every team and a score is given for win, lose or draw or points can be awarded against a score card or rubric. Club leader boards can be maintained to show the progress in the round robin playoff. But a word of caution about leader boards, they can become demotivating and should be reset at completion of the round to allow all teams to aspire to top the board at some stage. You should also allow students to rotate through team roles and each take a turn at being team leader.



Each club session could host one or two rounds of play around the week's theme. Time should be left in the session for teams to debrief and discuss the effectiveness of their team play.

Single Elimination Tournament

A single elimination round is where teams battle, and the winner moves on to play the winner of another battle. The bracket below shows how this could be played for a 4-team tournament.

In a smaller club such a tournament could be hosted in a single club meeting. For larger brackets (more teams) it might need to be played out over several sessions. Eliminated teams will still need to be engaged with activities like practice sessions and strategy planning and of course cheering for their peers.



Create Club Champions

Make the final round of your club esports competition public to the broader school community. Host it at a lunch time or another time when the whole school can watch and cheer for their chosen teams. Now your club's *prospective* promoters and shout casters have an authentic role in producing posters to advertise the event and shout casters publicly calling the plays during the championship round.



PLAN FOR SKILL BUILDING

Whichever bracket you adopt or combination thereof, rounds of competition should be intermingled with training sessions for special focus skill sessions (using Redstone, command blocks, levels of coding, strategic planning etc). These skill sessions could be led by the teacher/coach or experienced club members and should be offered to all members of the club not just the esports players.

Create a formal skill building program

Here is an example of the teacher led start-up skill building program used in the Fresno United School District esports program which includes six, 1.5-hour sessions to learn all the tools necessary to participate in esports using Minecraft.

Esports Club Skill Building Sessions (1.5 hours each)

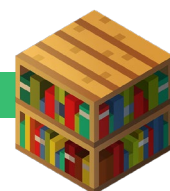
1. *Beginning Minecraft: Focused world and game settings and basic movement, placing and breaking blocks.*
2. *Intermediate: Importing worlds, multiplayer hosting, building structures.*
3. *Esports: Showing all the mechanics of the esports worlds and have them do a 10-minute mini-build at the end to experience the competition aspect.*
4. *Redstone: Share and host them in a specifically created Redstone world that demonstrates all of the basics and intermediate Redstone components like levers and pressure plates to repeaters and comparators and 'and then' end with 'and and nan gates'.*
5. *Coding: Walk through all the steps of setting up coding, review some of the tutorial worlds, and then build a simple structure using the Agent.*
6. *Review - this is more of a Q & A session exploring explore areas they are stuck or try new things.*

Contributed by Julie Mavrogeorge, Global Minecraft Mentor and Program Manager, Esports Program Development and Professional Learning Specialist, Fresno United School District

Consider gamifying skill building activities

Creating a skills trajectory for members of the club by ascribing points to each skill or activity you can motivate students to set goals for their own learning. You could build this point system with the students designating the skills, what they think each should be worth and how to demonstrate achievement.

This could be a design task for a team of your most experienced Minecrafters. Knowing what it takes, they might enjoy designing a system for levelling up in skills for



the club. Such a gamified program will be relevant across the whole Minecraft club, not just limited to the esports players.

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	W	X	Y	Z	AA	AB	AC	AD	AE	AF	AG			
1																																				
2																																				
3																																				
4																																				
5																																				
6	Minecraft Challenge																																			
7	You are level I Order of the Wooden Sword																																			
8	You are level I Order of the Wooden Sword																																			
9	You are level I Order of the Wooden Sword																																			
10	You are level I Order of the Wooden Sword																																			
11	Difficulty	Title		Directions																		XP	Check Off													
12																																				
13	The Basics																																			
14	★	A Safe House		Build a basic shelter. It can be made of dirt, stone, or wood. It can even be a cave. It just has to keep monsters out during the night.																		20														
15																																				
16	★	Tool Time!		Build a crafting table. Using your crafting table, make a full set of basic tools including: a pick, an axe, a shovel, a hoe, and a sword. These can be made of wood, stone, or anything higher.																		20														
17																																				
18	★	Light It Up!		Find some coal. Make torches! Use your torches to light your home. You should have at least five torches.																		20														
19																																				
20	★	The Furnace		Build a furnace and place it in your shelter or home.																		20														
21																																				
22	★	Stockpile		Build at least two mini storage chests or one large storage chest.																		20														
23																																				
24	Settlin In																																			
25	★★	My Home		Build a real home. It should have at least two floors and three rooms. You may work with a partner on this. if you do, double the room number.																		150														
26																																				
27	★★	In The Garden		Create a garden near your home. Plant it with wheat and at least one other plant - melons, pumpkins, potatoes, sugar cane, etc.																		50														
28																																				
29	★★	Rancher!		Build an animal pen and raise at least two chickens, two cows, two sheep, or two pigs. You have to figure out how to get them in there! Feed them too!																		100														
30																																				
31	★★	What's Cookin'?		Bake five loaves of bread, two pork chops, two steaks, and two pieces of grilled chicken.																		50														
32																																				
33																																				

Minecraft Challenge scores created by Lucas Gillispie (Director of Digital Learning, Media, and Surry Virtual Academy at Surry County Schools, North Carolina)

ESPORTS PROGRESSION - WHERE TO FROM HERE?

Now that you have established your Minecraft club and a burgeoning esports focus, you will want to consider moving into more broadly based competition and a role for your club in promoting and supporting esports across the school. The second toolkit in this series looks at how to Set-up In-School Competition. Your esports club can take part in, lead and host, a wider school-based league, mini tournaments, competitions, events, demonstrations, tryouts, showcases and information sessions for the school community and stakeholders.

AROUND THE WORLD THERE ARE EDUCATORS TO GUIDE AND INSPIRE YOU

Further advice and school esports club examples:

Hear how Alfonso Gonzalez, STEM Teacher at Chimacum Elementary School, WA started his start 6th grade Minecraft Esports Club.



- [Esports with Minecraft](#)
- [Getting Started](#)

Jason Lane and Mark Savery (Aus) talk school [Minecraft and Esports](#) at EduTech 2021

Microsoft Team Leaders engaged in esports: [Stephen Reid](#) (Scotland), [Laylah Bulman](#) (USA), [Justin Edwards](#) (Ireland) Laika Riddle (Germany)

Watch out for these Global Minecraft Mentors who are leading the world in Minecraft clubs and esports and who contributed their expertise and feedback to this toolkit:

- [Jason Lane](#) (Aus)
- [Alfonzo Gonzalez](#) (USA)
- [Nathan Scott](#) (NZ)
- [Bradley Smrstick](#) (USA)
- [Noa Lahav](#) (Israel)
- [Dr Bryan Sanders](#) (USA)
- [Kyle Calderwood](#) (USA)
- [Julie Mavrogeorge](#) (USA)
- [Chris Fuge](#) (USA)
- Angela Barton (Aus)



APPENDIX

Permission Form Examples:

- [Example of Letter or Presentation](#) to parents and guardians
- Chimacum Elementary School [Permission Form](#) contributed by Alfonso Gonzalez



Example Rubric

- [Minecraft Challenge Rubric](#)

Artwork and Logos

- [One Pager](#)
- [Trophy Artwork](#)
- [Minecraft: Education Edition logo](#)

Teacher Professional Learning and Support Resources

- New LEARN Esports Course: [Esports with Minecraft](#)
- [Guide to Esports Educator Framework](#)
- Minecraft and Multiplayer Technical Support
 - [How To Set Up A Multiplayer Game – Minecraft: Education Edition Support](#)
 - [How to connect to Multiplayer games from different networks – Minecraft: Education Edition Support](#)
 - [FAQ: IT Admin Guide – Minecraft: Education Edition Support](#)
 - [URLs Used by Minecraft: Education Edition – Minecraft: Education Edition Support](#)

