Teacher Resource

**Quest 6: Viking mythology**

These activities complement classroom work on the topic of Viking mythology:

**Activity 1: Viking Saga design challenge**

**Activity 2: Viking battle challenge**

---

**Using this resource**

These activities are suitable to use with a variety of Minecraft versions.

You will find detailed guided instructions are included in the appendix of this document. These can be used by teachers or children.

The guided instructions have been created using Minecraft Education Edition for use on Windows 10 devices or iOS tablet devices. Many of the guided instruction steps are adaptable for older versions of the software, including the mobile Pocket Edition.
### New words and phrases

<table>
<thead>
<tr>
<th>Machinima</th>
<th>You may find it useful to introduce pupils to new words and phrases.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Transitions</td>
<td>The amount of detail you use when explaining these terms will depend on the age and prior knowledge of the children.</td>
</tr>
<tr>
<td></td>
<td>Detailed <strong>guided instructions</strong> are included in the appendix of this document</td>
</tr>
</tbody>
</table>

Approximate times are given for each step throughout the resource.

If you are sharing your STEM in Minecraft activities through social media remember to tweet it to us!

[@CCEA_info](https://twitter.com/CCEA_info)  
#playcraftlearn
Skills development

This quest embraces Habits of Mind and offers opportunities for children to develop the curriculum skills and capabilities as outlined below. In order to do so effectively, do not try to develop all of the skills, rather choose which skill you are focusing on and use enabling discussion with the class. Prompts on CCEA’s Thinking Posters are useful to talk about the skills and capabilities and make them explicit from the outset. Teacher modelling, spotlights and lesson plenaries signposted throughout should be used to encourage children to become more metacognitive.

Thinking Skills and Personal Capabilities

| **Managing information** | Ask focused questions; plan and set goals and break a task into sub-tasks; use their own and others’ ideas to locate sources of information; select, classify, compare and evaluate information; select the most appropriate method for a task; use a range of methods for collating, recording and representing information; and communicate with a sense of audience and purpose. |
| **Thinking, Problem-Solving and Decision-Making** | Make and test predictions; explain and justify methods; understand more than one spatial point of view; examine options and weigh up pros and cons; try alternative problem-solving solutions and approaches; and use different types of questions systematically and with purpose. |
| **Being Creative** | Learn from and build on own and others’ ideas and experiences; value other people’s ideas; experiment with objects and ideas in a playful way; make ideas real by experimenting with different designs; begin to develop their own value judgements about the merits of their work; and see opportunities in mistakes and failures. |
| **Working with others** | Show that they can work in different roles in a group and take responsibility for appropriate tasks; be willing to help others with their learning; understand and learn to respond to feedback; and work with their peers to reach agreements and begin to manage disagreements. |
| **Self-Management** | Be aware of their personal strengths, limitations and interests; set personal targets and review them; manage their behaviour in a range of situations; organise and plan how to go about a task; focus, sustain attention and persist with tasks; review learning and some aspects that might be improved; learn ways to manage their own time; seek advice when necessary; and compare their own approach with others’ and in different contexts. |
### Cross-Curricular Skills

| **Using Maths** | Use a range of problem solving strategies; compare methods of presentation; organise their own work and work systematically; use appropriate mathematical language to discuss their work and explain their thinking; explore the properties of common 2D and 3D shapes; and estimate the area of buildings by counting squares/cubes. |
| **Communication** | Explain information, ideas and opinions clearly; make relevant contributions to discussions; and ask questions about others’ points of views and respond appropriately. |
| **Using ICT** | Investigate, make predictions and solve problems through interaction with digital tools; communicate responsibly using Minecraft as a contemporary digital tool; talk about, review and make improvements to work, reflecting on the process and outcome; and manage and present their stored work and showcase their learning across the curriculum, using ICT safely and responsibly. |
Spotlights
Throughout the gaming experience identify and highlight observations you have made where children have demonstrated effective use of skills in focus. Explicitly talk about these instances with the class. Effective questions could include:

- What are you doing?
- Why are you doing it like that?
- Is that the only/best option?
- Could you do it a different way?
- Is anyone else doing anything similar?

Gestures
As an enabler to cooperative gaming allow the children to invent their own dance move/gesture to use throughout their experience.

Children can collectively use their gesture to celebrate instances of collaborative team success. Well-known gestures include the OK symbol, the Dab, the Floss, or this gesture dance for Vikings called ‘The Raid’.

- Swinging hips from side to side
- Riding the waves using arms
- Throwing Thor’s hammer from high to low
- Miming a Viking roar

And repeat three times!

Remember to share your gestures with us online. Here are some children doing the Raid gesture dance in a Northern Ireland classroom.
**Discussion cubes**

As part of the plenary to each activity, provide time for the children to use the most appropriate discussion cubes as an enabler for explicit reflection of the skills applied throughout.

**Guided instruction and supporting resources**

Detailed guided instructions for teachers or children can be found in the appendix of this document. The following supporting resource may be useful:

- STEM in Minecraft recipe videos for crafting tips.
- STEM in Minecraft bigger builds and blue prints to guide you through more complex builds.
Activity 1: Viking Saga design challenge

**Time:** 90 minutes

**Mode:** Creative multiplayer

**Teacher Role**

1. Choose one of the Viking sagas that have been read during the topic, for example Thor’s hammer, and as a class identify the features of narrative writing:

   **Theme:** Courage and Heroism
   **Setting:** Asgard and Jotenheim
   **Characters:** Thor, Loki, Thrym, Lord of the Giants, Freya
   **Plot:**

   **Beginning (Exposition):** Thor wakes up to find his mighty hammer is missing and fears Asgard is at risk of attack from the enemies.

   **Middle:**

   **Event 1**
   Loki confronts the giants where he learns that the hammer has been stolen and hidden.

   **Event 2**
   Thrym will not return it until he marries Freya.

   **Event 3**
   Thor reluctantly dresses up as Freya to trick the giants and get his hammer back.

   **Event 4 (Climax)**
   Thrym is suspicious of ‘Freya’ but Loki manages to fool him.

   **End (Conclusion):** Thrym requests the hammer to honour the marriage. As it is set on ‘Freya’s’ lap, Thor grabbed it and kills the enemies including Thrym. Thor and Loki return to Asgard with the hammer.

2. Identify action, dialogue and descriptive language that the writer uses to tell the saga. Examples might include adjectives, verbs, adverbs, metaphors, similes, personification, imagery, hyperbole or alliteration.
3. Use drama techniques to explore characters in further detail, for example:

**Role on the Wall**

Draw the outline of a body on a large sheet of paper and attach to the wall.

Label it with one of the characters from the chosen saga. Use words and phrases to describe this character. Encourage the use of verbs, adjectives and adverbs.

**Teacher in Role**

When the teacher puts on an item of clothing (hat, coat or scarf) he/she becomes one of the characters from the saga. The children ask them questions to find out which character it is.

**Facial Expression**

Children form a circle. The teacher chooses a character and a moment in the saga. On a signal (for example, a whistle) the children must use their faces to express how the character was feeling at that moment. The teacher can ask children to talk about their expression to give further detail about the feelings and emotions of the character.

4. Organise the class into pairs, invite them to choose another Viking saga and use coloured pencils to identify similar features and uses of language.

5. Explain that in the Viking Minecraft world there is a mythological area which includes the following settings:
   - Yggdrasil
   - Asgard
   - Bifröst rainbow bridge
   - Cave of a frost giant.

6. Provide time for children to explore the Viking Minecraft world. After they have explored the world encourage them to verbally describe the settings using sensory details other than visual, for example smell, hearing and touch.

7. Either as a shared writing activity or in pairs, invite the children to plan their own Viking saga that includes one or more of these settings.

8. Decide on the hero and villain characters and plan the problem, events, climax and conclusion.

9. Once planning is complete, write the saga using action, dialogue and descriptive language like that explored earlier.

10. Explain to the children that they are going to create a Machinima using Minecraft to tell their saga using the following steps:
   a. First they will have to storyboard their saga.
   b. Then children can change their in-game avatar to reflect their character role in the saga.
c. Next, they will need to decide on any new elements they need to craft in-game to retell their saga.

d. Then they will use suitable software to capture their saga as still snapshots or video footage and record audio and sound,

e. Finally, edit all their footage together to create and save their machinima video.

11. Hand out the pupil version of **Activity 1: Viking Saga design challenge** and allow the children to work together to create their Machinima.

   a. **Guided instructions** (if required by the teacher or the children) can be found in the appendix of this document.

12. During the plenary use your selected **discussion cube** to encourage the children to think about and discuss the skills developed in-game.
Activity 2: Viking battle challenge

**Time:** 90 minutes

**Mode:** Survival multiplayer

**Teacher Role**

In this activity pupils battle one of the Viking’s greatest myths: the Nidhogg. You can use the Classroom Mode feature to start and stop gameplay.

**Guided instructions** (if required by the teacher or the children) can be found in the appendix of this document.

This should be used as a final task. The following steps cover releasing an in-game dragon, which will cause severe damage to the Minecraft Viking world. Included are instructions on saving the Minecraft world before, during and after the battle.

1. Ask the children to make their way to the longboat Viking village in the mountains. You can also teleport the children to that location.

2. Hand out the pupil version of Activity 2: Viking battle challenge. Explain to the children that they will battle an ender dragon in-game. An ender dragon is similar to the mythical Viking Nidhogg! In preparation for this, ask the children to plan how they will defend the village. The following considerations will help:
   - Research and craft the best tools and materials to defeat a Minecraft ender dragon, for example a diamond sword or armour, bow and arrows, enchantments and potions, or create a temporary base from the ender dragon in a block the ender dragon cannot destroy.
   - Collectively discuss the importance of teamwork and agree tactics to defeat the creature.

3. This activity is in survival mode. If time is short teachers can use the give command to provide the children with the materials they have listed.

4. Save the game, naming it as pre-nidhogg.

5. During the plenary use your selected discussion cube to encourage the children to think about and discuss the skills developed in-game.
Teacher Resource
Quest 6: Viking mythology

Teacher tasks – multiplayer game-play
The steps in this quest are designed for multiplayer game-play. See our Getting Started resource about Single and multiplayer game-play and steps for children to join a multiplayer world in class.

The give command
In addition to crafting teachers can use the /give command to supply children with items in-game. This can be useful when using survival mode, particularly if time is short and children need items to complete a task. Learn more about the give command.

Teacher tasks – screen recording software
If you have access to screen recording software pupils can record video whilst in Minecraft Education Edition. This is known as Minecraft machinima. They will need to discuss roles, characters and timings and rehearse the performance prior to making the screen recording.

Pupils may include additional copyright free sounds which they have sourced from the C2K copyright free sounds app.

Using a suitable software package, for example, Windows Movie Maker or iMovie ask pupils to import their screen recording and sounds and produce a short animation. During the editing process ask pupils to decide which of their images and sounds are suitable and discard any unsuitable material. Ask pupils to:

• Select suitable transitions and effects to enhance their animation.
• Experiment with sequences.
• Layer the transitions, sounds, effects, titles and credits.
• Use appropriate timing when editing their animation.

Pupils should review their film during the process and make on-going improvements. Ask pupils to save their work, ensuring it is saved in a format that will enable it to be viewed on other computers.
Teacher tasks – changing gamemodes

Before starting either of the activities in this quest check the gamemode:

1. If you are in-game press ESC to pause the game. Navigate to the main menu.
2. Choose Settings.
3. Choose Game from the left menu.
4. On the right-side of the menu select the gamemode you need: Creative or Survival.

Teacher tasks – useful resources

Remember! There are a variety of detailed guided steps in Quest 1: Viking Roles that may also be useful when completing this quest. They include orientation, camera, book and quill and many more.
Teacher tasks - 2D map

Our 2D map of the STEM in Minecraft Viking world is a useful addition to your lessons, helping you and the children to become familiar with the various locations.
Teacher tasks – allowing animals

Before starting the activities in this quest make sure animals are allowed in the world:

1. If you are in-game press ESC to pause the game. Navigate to the main menu.
2. Choose Settings.
3. Choose Game from the left menu and toggle the following setting to on:
   a. Show classroom settings
   b. Allow Mobs (animals are classed as mobs in Minecraft)
Teacher tasks – changing personal game mode

Before starting Activity 2: Viking battle challenge make sure the game mode is set to survival and your personal game mode is set to creative

1. If you are in-game press ESC to pause the game. Navigate to the main menu.
2. Choose Settings.
3. Choose Game from the left menu.
4. In Default Game Mode choose Survival.
5. In Personal Game Mode check Creative. You are now in creative mode, while the multiplayer world that the children are players in, is still set to survival. This means that you have a full inventory and can fly.

6. Tap on Settings to return to the main menu. Press ESC to resume the game.
During Activity 2: Viking battle challenge there will be damage to the Minecraft Viking world. It is important to do two incremental saves of the Minecraft world – changing the name of the world at the same time.

**Rename your Viking world as pre-nidhogg**

1. If you are in-game press ESC to pause the game. Navigate to the main menu.
2. From the main menu choose **Save and Quit**.
3. From the list of Minecraft worlds tap the pencil icon to **Edit** the world settings.

4. The world name field is now editable. Change the name of the world to **Viking-world-pre-nidhogg**.

5. Navigate back to the world listing and you will see the re-named world.
Temporarily change the spawnpoint

The current spawnpoint is just beyond the small Viking village. Before the battle, you must change the spawnpoint to the long boat Viking village, so pupils who have been killed and respawn can quickly re-join the battle. To temporarily reset the position of spawnpoint:

1. Open the chat window by pressing t and type this command: /tp 1871 146 791. Followed by enter or tap the go arrow on the right.

2. Open the chat window again by pressing t.
3. In the chat window, type the command to set the spawnpoint of all the players to your current location by typing /spawnpoint @a then press the return key.
Keep inventory

Things means pupils will retain the items in their inventory if they are killed and respawn during the battle.

1. Open the chat window again by pressing t.
2. In the chat window, type the command to set the spawnpoint of all the players to your current location by typing `/gamerule keepinventory true` then press the return key.
Teacher tasks – incremental save

Before releasing the Nidhogg create a copy of your Viking world and save it as Nidhogg

Copy your Viking world and save as Nidhogg

1. If you are in-game press ESC to pause the game. Navigate to the main menu.
2. From the main menu choose Save and Quit.
3. From the list of Minecraft worlds tap the pencil icon to Edit the world settings.
4. Tap the pencil icon again to edit the world. From the options on the right choose Copy World.
5. The copied world is listed. Tap the pencil icon to adjust the name to Viking-world-Nidhogg. This will become the version of the world that the children take part in the battle.
6. Again navigate back to the world listing. To see the renamed world.
Teacher Resource
Quest 6: Viking mythology

Teacher tasks – releasing the Nidhogg

To release the Nidhogg, teachers should press t (in game) to open the chat window and type /summon enderDragon

**WARNING:** Once released, you cannot remove the dragon, so killing it is the only option!

If a pupil’s avatar is killed in game, they should respawn and return to the battle until the Nidhogg is killed.
Teacher tasks – loading a previously saved world

The Viking world will become damaged during the battle. You may wish to load a previous saved version of the world to redo the steps in this resource with another group or to continue other work in the undamaged world.

To load a previously saved version of the Minecraft world:

1. If you are in-game press **ESC** to pause the game. Navigate to the **main menu**.
2. From the main menu choose **Save and Quit**.
3. From the list of Minecraft worlds tap the name of the saved Minecraft world you wish to open.