Day 3/Session 1
Shared Living Spaces

1. Session Context

- Participants will be expected to have gained an understanding of *Minecraft*'s basic gameplay mechanics from the previous sessions on this topic that have included the opportunity to practically apply this knowledge.

- Participants will have been given a talk on socialising and teamwork as well as engaging in a session on rules for living with people at university.

- Participants will previously have been assigned flats.

- The session is designed to give participants an opportunity to continue exploring *Minecraft* by designing the communal areas of their flats. This session will give participants the first organised opportunity to accomplish a goal co-operatively within the game (although previous sessions have the capacity for co-operative play if the participants organise it between themselves). It will also continue the themes of socialising and teamwork as well as encouraging participants to continue to think about the rules for living with other people.

- The next session will continue with the theme of socialising by looking at sports clubs and societies at university.

2. Related Materials

- *D3S1 Shared Living Spaces.pptx* - PowerPoint Presentation with animations to be used by the session presenter)

- *D3S1 Shared Living Spaces.pdf* – PDF copy of the PowerPoint Presentation to be distributed to participants ahead of the session.

- *D3S1 Shared Living Spaces (Accessible).pdf* – Accessible PDF copy of the PowerPoint Presentation to be distributed to participants ahead of the session.

3. Expected Learning/Development Outcomes

- Utilise *Minecraft*'s basic gameplay mechanics to creatively design communal areas within the flat.

- Increased confidence with and understanding of *Minecraft*'s gameplay mechanics.

- Participants should begin to develop their teamwork and co-operative play skills.

- Have a greater understanding of some of the challenges associated with living with other people and potentially begin to develop strategies to overcome these challenges.

- Continue interacting and socialising with their peers.

4. Session Structure

- CONTENT TO BE ADDED.

5. Learning Methods, Activities, and Technologies

- PowerPoint Presentation that clearly sets out the learning objectives of the session from the beginning.

- [Not sure what else to add here].

6. Ensuring Inclusiveness

- Make it clear that the aim of this activity is for the flat to work collectively, and that decisions should be made by consensus after listening to everyone's ideas.

- Make it clear that any 'work' towards achieving the desired design for the flat is split between everyone in the flat as close to evenly as is reasonably possible.

- Student Ambassadors should be aware of the potential for some group members to be left out/feel overlooked, or that some group members may to seek to dominate aspects of the activity e.g. 'I know how red brick works and I can make an amazing kitchen, so just leave that all to me'. Student Ambassadors should be attentive as possible to these potential issues and intervene appropriately to remind participants that the aim of the activity is to work collectively and split work between everyone.

- Ensure that participants are made aware that they are not allowed to alter, destroy, or otherwise vandalise the group's efforts if they disagree with them.

- Allow time to address any technical issues.

- Allow participants to use chat communication as an alternative to vocal communication.

- Create a friendly environment for the participants (but with clear boundaries and enforcing the agreed code of conduct).

- Materials to be sent in advance (with accessible option).

7. Post-Session Evaluation

- Debrief and review to take place after the session.