



# ARCHAEOLOGY

## *Adventure*

### Teacher Guide

A step-by-step guide to running an archaeological excavation with your students in the Minecraft Mini Melbourne world.



A detailed LEGO cityscape background featuring a prominent tower made of grey and white bricks, a large yellow and grey brick structure, and various other buildings and greenery. The sky is blue with white clouds.

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# G'Day Mini Melbourne

The Victorian Department of Education and Training and the Metro Tunnel Project have collaborated to create Mini Melbourne, almost 600,000m<sup>2</sup> of the city centre rendered in exquisite Minecraft detail.

While Melbourne is not the first city to be recreated in Minecraft, Mini Melbourne is different because it has been built primarily as an educational resource that will enable students to learn more about Melbourne and Victoria's past, present and future.

Any Minecraft user can download the public version of Mini Melbourne for free and start exploring.

The Minecraft: Education Edition (Minecraft: EE) version of Mini Melbourne supports a range of classroom activities.

## Welcome to the Metro Tunnel Archaeology Adventure

Archaeology Adventure is the first in a series of Metro Tunnel Education Program resources available with the Minecraft: Education Edition of Mini Melbourne.

It's a multiplayer activity based on the 2018 excavations at historically significant sites in Melbourne's centre that were cleared as part of early works for the Metro Tunnel Project.

Archaeology Adventure is a fantastic way to introduce students to the basic principles of archaeology and the importance of investigating and preserving our heritage.

The activity also reinforces teamwork, record keeping and problem-solving skills as students try to uncover as many artefacts as possible and come up with a theory as to the previous usage of their site.

Additional resources encourage students to consider what life was like during the era they are investigating and how things have changed over time. Along the way they'll meet some interesting people from Melbourne's past, learn about the challenges of life in colonial Melbourne, how people lived and worked, and the dramatic shifts of fortune that have shaped not only individual lives but the life of the city itself.

## How Archaeology Adventure works

### 1. Sites



The excavation has nine different sites (1A-4B, plus the Cesspit). Together they provide a snapshot of the first century of European settlement in Melbourne, from 1835-1940.

### 2. Make a start



Players arrive at Metro Tunnel HQ where they receive their Mission Briefing, put on appropriate work clothes, collect a security pass and then proceed to the excavation site on the corner of Swanston and Flinders streets. Here they meet the Head Archaeologist (Jeremy), pick up tools and get important instructions on how to use them.

### 3. Teamwork excavation



Students work in teams to excavate their dig site, uncovering artefacts that they take back to the Artefact Processing Room for analysis.

Students are encouraged to record their findings using the Minecraft camera and the **Artefact Record Sheet**.

### 4. Find all the artefacts



Each site has a total of 16 artefacts to be uncovered. Once a team has uncovered 16 items (including broken items) they have cleared their site.

Students who finish early can be directed to visit the Cesspit, or another uncleared site for further excavation.

### 5. Clues at the Gallery\*



When they have completed excavating their site, students visit the Gallery where they can learn more about their individual finds.

A series of links to external resources provide further information and photographs of the original artefacts themselves.

### 6. The big reveal



Once students have provided an interpretation as to the historical usage of their site, they are provided with a final link that reveals its identity, along with additional notes and imagery.

Use this information to launch an extended study of colonial Melbourne.

\* You may wish to reserve visiting the Gallery and revealing the identity of sites for a follow-up lesson, once students have had time to complete their dig and assimilate the experience.

# Lesson plan

Archaeology Adventure is a dynamic classroom activity and a great way to launch a broader study of life in colonial Melbourne. Follow these instructions and use the additional game resources to ensure your class gets the most out of the experience.

## Target: Levels 3-10

To see a summary of the Victorian Curriculum links for each level go to page 14.

## Learning intentions

Students will work as part of a team to perform a virtual archaeological dig in Minecraft.

Students will explore Melbourne's rich history through researching archaeological finds.

## Success criteria

- I can outline the role of an archaeologist and the importance of their job.
- I can outline my reasons for suggesting the historical identity of my assigned dig site.
- I can use the information from the artefacts and the resources to support my reasoning.
- I can work as part of a team towards a common goal.

## Student activities

### Pre-lesson activities (teacher only)

Download the pre-created lesson world, available on the FUSE website and ensure that you know how to get students to join this world once you run it during the lesson.

For support with this, we recommend: <https://minecrafteducation.zendesk.com/hc/en-us/articles/360001429408-How-To-Set-Up-A-Multiplayer-Game->

Download and print an appropriate number of **Artefact Record Sheets** from the FUSE webpage and, if you want them in paper form, the **Artefact and Site Cards** as well – one set of each should be enough in most classrooms.

Determine student groups. Archaeology Adventure is designed to be completed collaboratively as a class, with up to eight groups of three or four students each. There are eight different dig sites, so assign one to each group and ensure they know which group they belong to. The eight groups are 1A, 1B, 2A, 2B, 3A, 3B, 4A and 4B. We recommend three or four students per site, so if you have a smaller class, still work towards that number on each site, and 'skip' some sites, or get students who complete their site to dig another uncleared site.

## Prior knowledge required by students

To play the game, students should already know how to:

- effectively move within Minecraft
- interact with non-player characters (NPCs)
- take photos with the in-game camera
- caption and export these images using the portfolio.

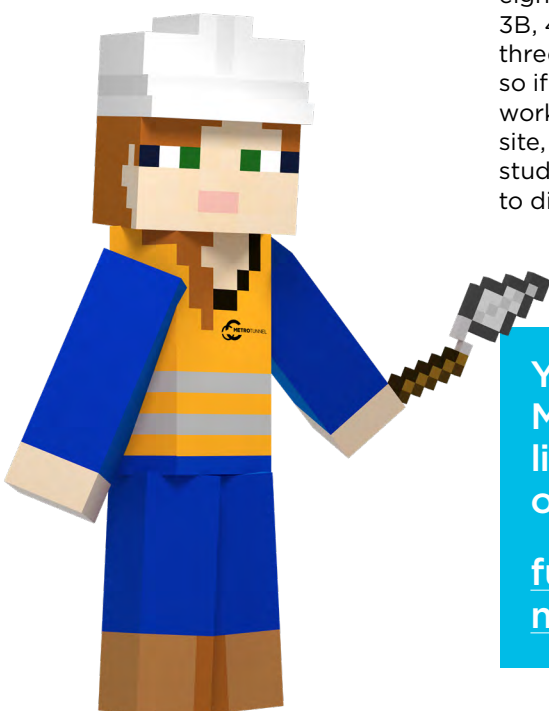
## Highly recommended pre-lesson activities (whole class)

To appreciate the significance of their finds, students should be provided with an introduction to:

- the European settlement of Melbourne (see **Welcome to Melbourne - Historical Snapshot Fact Sheet**)
- the purpose of archaeological investigation
- the Metro Tunnel Project and the context for the dig.

You can also:

- show students the **Mission Briefing** video (available on FUSE as well as in-game)
- familiarise students with the **Artefact Record Sheet** they will use to document their finds.



You can find both the public and Minecraft: EE versions of Mini Melbourne, and links to all the associated lessons and resources on the FUSE Mini Melbourne web page.

[fuse.education.vic.gov.au/pages/minimelbourne](https://fuse.education.vic.gov.au/pages/minimelbourne)

# Step-by-step instructions for running the game

Visit the [FUSE Mini Melbourne](#) page to view an instructional video for teachers that walks you through the whole activity and supports the steps outlined below.

## On arrival at Metro Tunnel HQ

If you haven't already done so, show students the **Mission Briefing** video. This will outline the activity to students, and help set the scene for the task ahead.

Upon joining the world, both you and your students will find yourselves in the Metro Tunnel Project's visitor centre, **Metro Tunnel HQ** (which is situated at 125-133 Swanston St, Melbourne, opposite Melbourne Town Hall).

Around this room there are various information points that support student understanding of the Metro Tunnel Project, and the process for getting started on the Archaeology Adventure.

Firstly, students should talk to Hedley and Ceci, the NPCs in black Metro Tunnel HQ uniforms. They will prompt students to grab their Personal Protective Equipment (PPE) and their security pass for

access to the dig site itself. Hedley also provides a link to the **Mission Briefing** video and some further information about the archaeology excavations undertaken at historically significant sites that were cleared for the new tunnels and stations.

When all students have their PPE on and security pass in

hand, the teacher needs to type the following command in chat **/function start**

to allow students to leave. This will set up the entire experience and students will be able to leave Metro Tunnel HQ. Maybe grab a couple of extra security passes before you leave, just in case.



## Getting to the dig site

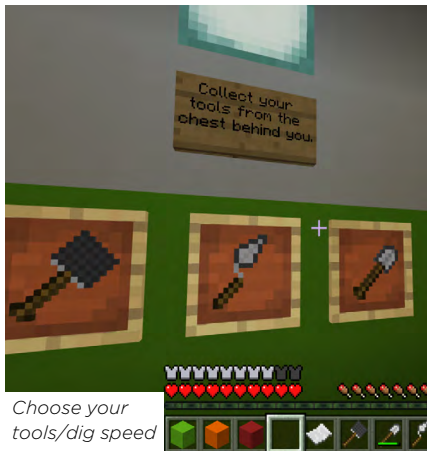


Once the teacher has completed the 'start' command above, all students should exit the building through the glass door to Swanston Street. This will bring students into the 'Mini Melbourne' world, where they should turn right and walk south along Swanston Street, following the signs until they arrive at the dig site.

At the dig site location, they will see another NPC in a security guard uniform. This security guard prompts students to insert (by right-clicking) their security pass into the scanner on the left side of the entrance gate to gain access. This will open the gate and allow students to enter. Each student should scan their pass to open the gate then enter it.

## Step-by-step instructions for running the game Continued

### Equipping for the dig



Once in the dig site, students should go directly to the **Site Office**, which is to the left of where they enter. In here there are multiple NPCs who will explain to students which tools they should use, how fast they should dig and how to record information accurately.

**Note:** Students will be unable to progress to Paul if they have yet to choose a dig speed. If they keep getting 'pushed back' to David, they need to follow the instructions to select a dig speed first.

**To enable you to support students to select a dig speed, here are the instructions:**

To select your dig speed

- first make sure you are holding the coloured block in your hand
  - green = slow
  - orange = normal
  - red = fast
- then press 'Q' on the keyboard, or 'drop' the item on the iPad by tapping and holding on the item in the hotbar.

### Main activity – the dig

Now that students are equipped and ready to start digging, they should leave the **Site Office** and head to their assigned dig site. Jeremy has instructed students to dig 'a layer at a time' rather than 'pot hole' the site looking for finds, but reinforcing this message as you move around the classroom won't hurt.

As students get nearer to finding an artefact, 'sparkles' will begin to appear in the dirt around them. It is recommended that if students are not already digging carefully, they should slow their dig speed to avoid breaking the artefact.

When students make a find, they take the it to the **Artefact Processing Room** then complete the details on the **Artefact Record Sheet**.

The game will warn students who have two 'Unknown Artefacts' at once to go and analyse their finds. If a student ignores these warnings and picks up a third unknown artefact, they will be instructed to stop digging and analyse their finds immediately

Reinforce this message so that students stick to the tenets of archaeological excavation, record their finds and don't accumulate 'broken' artefacts.



## Step-by-step instructions for running the game Continued

### Analysing finds

There are multiple Artefact Specialists in the **Artefact Processing Room**. Once students find an 'Unknown Artefact' they should take it to one of the Artefact Specialists to have it identified. They can do this by placing the artefact into the hopper in front of the NPC. With the item in their hand, right click on the computer, or tap the 'Open' button on an iPad to access the hopper to place items into it, or press 'Q' to throw the item into it. Students should put only one item in the hopper at a time, and wait for the analysis to complete before adding more items.

The Artefact Specialist will take the artefact and analyse it for the student. It may take a few seconds. If the item is unbroken, it will appear for the students in the display case to the right side of the Artefact Specialist. Students should look directly at, or tap on, the artefact in the display case so they can see the name of the artefact.

At this point students should take a photo of the item for their records. To take a photo, students need to have the camera in hand, and press 'shift' on the keyboard and right-click. On iPads, students need to

tap and hold the screen while the camera is in their hand. They can then frame their picture as they want it, and releasing the hold will take the shot.

Students can view their photo by holding their portfolio in hand, and right-clicking on the computer, or tapping and holding on the iPad. Once they have taken their photo, they should leave the Artefact Processing Room. Once they leave the room, the artefact will be removed from the display case automatically and placed in the **Gallery** for students to view at the end of the adventure.

If the item was broken, students will be told, and reminded to dig more carefully in future.

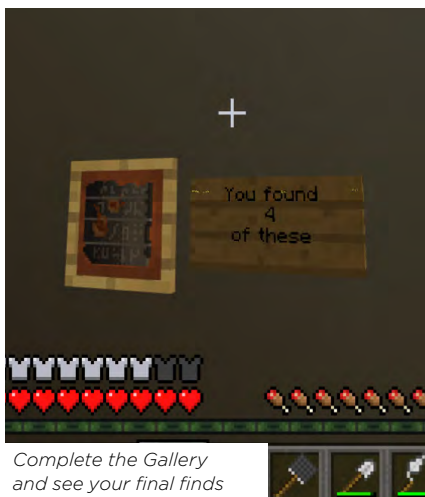
**Note:** The following is for your own information – we suggest that you do not share this insight with the students prior to or during the lesson, but use it as a discussion point at the end of the activity.

If the student is digging slowly, they are guaranteed not to break their find. If they are digging at a 'Normal' speed, there is a 50% chance the item will be broken, and if they are digging 'Fast' there is a 90% chance the item will be broken upon analysis.

The wall at the rear of the dig site provides a tally of broken and intact finds. Track progress and, if necessary, advise your students to dig more carefully.



### Viewing the Gallery



Once time is up for the dig – we suggest 30-40 minutes of 'dig time', which coincides with night falling in the world – ask students to analyse any of their final finds. You can then complete the **Gallery** so that students can see all their finds as well as what they broke or missed. This can be done by typing the following command in chat **/function artefact\_info**

Students can then discuss with the Artefact Specialist what items were found, and get further information about each of them by clicking the buttons.

This will take students to the associated PDF documents with information about each artefact. If you chose to print these out at the beginning, hand out the green **Artefact Cards** appropriate for each team's site.

At this point students should, as a group, complete the final part of their **Artefact Record Sheet** 'Interpretation' (What does your team think the site could have been?) Each site has its own identity, most based on real settings from the Flinders Quarter dig site in Melbourne.



## Step-by-step instructions for running the game Continued

### Interpreting the sites

Once students have explored the artefacts they found and identified their initial theory as to what the site could have been, they can then talk to the Site Specialists in the **Gallery**. Give students access to the Site Specialists, by typing the following command in chat:

**/function site\_info**

This will remove the Artefact Specialists and bring a 'new' set of NPCs for students to interact with, each with further information about the identity of each site. Students should compare their interpretation of the finds, and what the site was in the past, with the 'actual' historical interpretation.



Site/Artefact specialist

### Review

Students should submit their final report, discussing the history of their particular setting. They could present this to the class, who could then write a final overview report for their client, Metro Tunnel Project, discussing the sites, what artefacts were found and what they mean.

Students should also reflect on the work archaeologists do and

the importance of investigating and preserving our heritage. What skills and abilities do archaeologists need? What do they think would be the most rewarding and challenging things about this job?

Archaeology Adventure was designed in consultation with real archaeologists who worked on the Metro Tunnel Project excavations.

Many features of the game (e.g. protective clothing, tools, dig speed, broken items, the **Artefact Record Sheet**) were consciously and carefully developed and included to provide 'subliminal' learning and be as accurate and true to the profession as possible.

## After the dig

If you want to give students the chance to explore Melbourne in Minecraft at the conclusion of the dig, type

**/function explore**

Then you can take your students to Flinders Street Station to begin exploring.

**Note:** This world is not the most appropriate world for further activities. It is highly customised to support the Archaeology Adventure, and is not the place to explore fully, but it can be used for a 5-10 minute exploration of the city streets currently available in Minecraft.

If you want to do further activities or experiences with your class in the virtual Melbourne CBD, you will need to use the stand-alone, less customised version of Mini Melbourne available on the FUSE website.

### Evidence of Learning

- ✓ Final report (as per teacher requirements)
- ✓ Discussions
- ✓ Photos and Artefact Record Sheet



Students can further explore Mini Melbourne



## Videos

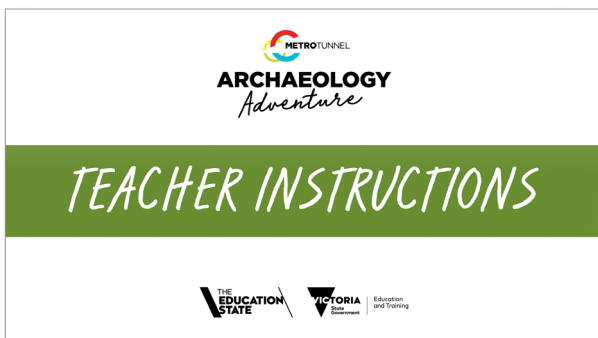
### Mission briefing

This video is also available in-game – talk to NPC Hedley at Metro Tunnel HQ.



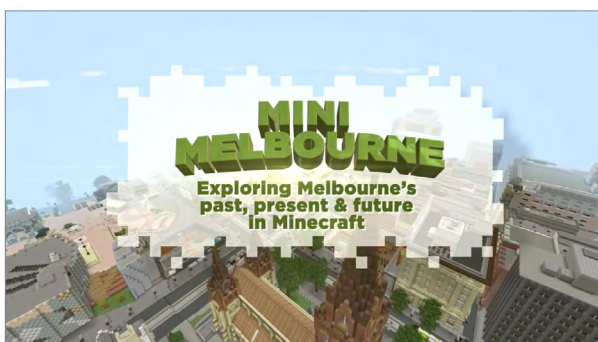
### Step-by-step running Archaeology Adventure

A guided tour through the game with instructions for teachers.



### Introducing Mini Melbourne and Archaeology Adventure

Use this to spread the news and share the activity with your peers.



## Extending your adventure: suggestions for teachers

The excavation site offers multiple avenues for extension – what you choose to do with your class is limited only by your imagination and what you wish to prioritise in terms of learning outcomes.

### Welcome to Melbourne – historical snapshot

This fact sheet provides an introduction to Melbourne and a brief history of the city for the period covered by the dig. If you're working with students who are unfamiliar with Melbourne or Australian history in general, it will help them understand the significance of what they find. Feel free to share it with your students before they start the game. It doesn't contain any spoilers that will undermine the experience. We have included this information so that any teacher worldwide can run Archaeology Adventure with their class. Let us know how you go!



Melbourne map between 1834 and 1934 taken from the "Welcome to Melbourne – historical snapshot" fact sheet

### Prioritising sites

If you are running Archaeology Adventure with a younger or smaller class, or using it to pursue a particular line of enquiry, you may wish to prioritise some settings or confine the activity to those that best support your desired learning outcomes.

Download the full pack of **Artefact and Site Cards** on the FUSE website to see all the content available when students follow the links from NPCs in the **Gallery**.

### Calculating value – then and now

Some of artefact and site cards include estimates of equivalent value then and now. You may wish to use this material as the starting point for a follow-up discussion about buying power and the cost of living over time.

We used [MeasuringWorth.com](https://www.measuringworth.com), an online resource for calculating relative worth over time. This site includes conversions for US\$, UK£ and AUSE/AUS\$ (Australia moved to decimal currency in 1966).

The State Library of Victoria's, Research Guide, "[What it used to cost](#)" provides past prices for groceries and houses in Victoria as well as wage figures spanning the 19th and 20th centuries.

### Note on archaeological authenticity

The majority of artefacts in Archaeology Adventure are genuine. They were uncovered during Metro Tunnel archaeological excavations and are now held by Heritage Victoria. The identity of each site is also a true representation of what existed on or near the dig sites. Where appropriate, the creators of Archaeology Adventure, in consultation with archaeologists from the Metro Tunnel excavation, have augmented the identity and modified the number of artefacts to be found, and adjusted the location of sites, to construct a purposeful and engaging educational activity. For more information about archaeology and heritage activities in the Metro Tunnel Project go to: [metrotunnel.vic.gov.au/about-the-project/archaeology-and-heritage](https://metrotunnel.vic.gov.au/about-the-project/archaeology-and-heritage)

### Content overview with topics and broader themes for exploration

The table on the next provides an overview of what artefacts students can uncover at each site, and some suggestions for how the content for each site, and the game overall, can be used to support particular topics and broader themes.

## Site content, topics and themes

Site	Identity	Date	Artefacts			Ideas for extension work	
			Item	Era	Site Count	Topics	Themes
1A	Girls' School	1838-1850	Ink well	1840	Ultra Rare	<ul style="list-style-type: none"> <li>History of education</li> <li>Role of women in society</li> <li>Early migrants</li> <li>John Batman and Nichola Cooke</li> </ul>	<ul style="list-style-type: none"> <li>The principles of archaeology and the importance of investigating and preserving our heritage</li> </ul>
			Pen nib	1846	Rare		
			Hair comb	mid 1800s	Rare		
			Writing slate	1840	Common		
1B	Dentist	1900-1930	Dentures	1900	Ultra Rare	<ul style="list-style-type: none"> <li>How we used to live</li> <li>History of dental care</li> <li>History of medicine</li> <li>JJ Forster</li> </ul>	<ul style="list-style-type: none"> <li>The challenges of starting a new community in a remote location</li> <li>Managing population growth, both sudden and sustained</li> </ul>
			Tooth (with gold filling)	1900-1920	Ultra Rare		
			Medicine bottle	1900	Rare		
			Tooth	1900-1920	Common		
2A	Hotel	1856-1910	Corkscrew	Late 1800s	Ultra Rare	<ul style="list-style-type: none"> <li>Pubs and liquor laws</li> <li>Role of women in society</li> <li>History of gaming</li> </ul>	<ul style="list-style-type: none"> <li>The impact of improvements in medicine, health and sanitation</li> </ul>
			Swizzle stick	Late 1800s	Rare		
			Die	1870	Common		
2B	Chocolate shop	1921-1935	Freddo Frog advert	1930s	Ultra Rare	<ul style="list-style-type: none"> <li>History of manufacturing</li> <li>Pre-decimal currency</li> <li>Macpherson Robertson</li> </ul>	<ul style="list-style-type: none"> <li>How successive waves of immigration have shaped society</li> </ul>
			Shop receipt	1920-1950	Rare		
			Lollie jar	1920s	Common		
3A	Home	1850-1890	Chinese teapot lid	1860-1890	Ultra Rare	<ul style="list-style-type: none"> <li>How we used to live</li> <li>Sanitation</li> <li>History of childhood</li> <li>Chinese settlers</li> </ul>	<ul style="list-style-type: none"> <li>Changes in social mores and attitudes towards, for example, women, alcohol, gambling, dining out and education</li> </ul>
			Miniature doll's head	1850s	Ultra Rare		
			Toy soldier	1850-1890	Rare		
			Marble	1850-1890	Common		
3B	Printer	1890-1905	Light bulb	Early 1900s	Ultra Rare	<ul style="list-style-type: none"> <li>History of printing</li> <li>How we used to work</li> <li>Introduction of electricity</li> </ul>	<ul style="list-style-type: none"> <li>How we used to play: changes in entertainment and leisure</li> <li>How technology and innovation have transformed the way we live</li> </ul>
			Crucible	Early 1900s	Rare		
			Printing plate	1890-1905	Common		
4A	Grocer	1850-1890	Weight	1800s	Ultra Rare	<ul style="list-style-type: none"> <li>Imperial measurements</li> <li>History of importation</li> <li>Arrival of the Gold Rush</li> </ul>	<ul style="list-style-type: none"> <li>How (and why) our use of materials has changed over time (the shift from natural to man-made materials, the introduction of packaging and plastic)</li> </ul>
			Marmalade jar	1855-1890	Rare		
			Biscuits	1855	Common		
4B	Restaurant	1920-1950	Gold bird brooch	Early 1900s	Ultra Rare	<ul style="list-style-type: none"> <li>History of food and dining</li> <li>The arrival of cinema</li> <li>A society of migrants</li> <li>John Wren</li> </ul>	<ul style="list-style-type: none"> <li>The cost of living: buying power and equivalency of "value" over time</li> </ul>
			Spanish tile	1930	Rare		
			Cutlery	1930-40	Common		
N/A	Cesspit	Various	Gold sovereign	1879	Ultra Rare	<ul style="list-style-type: none"> <li>How we used to live</li> <li>Food over time</li> <li>Sanitation</li> </ul>	<ul style="list-style-type: none"> <li>The cost of living: buying power and equivalency of "value" over time</li> </ul>
			Marble	1850-1890	Rare		
			Fruit seeds	Various	Common		
Dig Site	North West Corner	Pre-settlement	Tree stump	1650 onwards	Ultra Rare	<ul style="list-style-type: none"> <li>Pre-settlement Melbourne</li> <li>Indigenous Australians</li> </ul>	

# Victorian Curriculum links

Level	Curriculum Area	Sub Area	Sub Area 2	Descriptor
3 and 4	Humanities – History	Historical Concepts and Skills	Continuity and change	Identify and describe continuity and change over time in the local community, region or state and as a result of the effects of European exploration (VCHHC069)
			Historical sources as evidence	Identify the origin and content features of primary sources when describing the significance of people, places and events (VCHHC067) Describe perspectives of people from the past(VCHHC068)
		Historical Knowledge	First contacts	Stories of the First Fleet, including causes and reasons for the journey, who travelled to Australia, and their experiences and perspectives following arrival (VCHHC080)
5 and 6	Humanities – History	Historical Concepts and Skills	Historical sources as evidence	Identify the origin, content features and the purpose of historical sources and describe the context of these sources when explaining daily life in colonial Australia, reasons for migration and causes and effects of Federation (VCHHC083) Describe perspectives and identify ideas, beliefs and values of people and groups in the past (VCHHC084)
			Continuity and change	Identify and describe patterns of continuity and change in daily life for Aboriginal and Torres Strait Islander peoples, ‘native born’ and migrants in the Australian colonies (VCHHC085)
		Historical Knowledge	The Australian colonies	The social, economic and political causes and reasons for the establishment of British colonies in Australia after 1800 (VCHHC088) The nature of convict or colonial presence, including the factors that influenced changing patterns of development, how the environment changed, and aspects of the daily life of the inhabitants, including Aboriginal and Torres Strait Islander peoples (VCHHC089) The effects of a significant development or event on a colony (VCHHC090) The causes and the reasons why people migrated to Australia from Europe and Asia, and the perspectives, experiences and contributions of a particular migrant group within a colony (VCHHC091)
7 and 8	Humanities – History	Historical Concepts and Skills	Historical sources as evidence	Analyse and corroborate sources and ask questions about their accuracy, usefulness and reliability(VCHHC099) Analyse the different perspectives of people in the past (VCHHC100)
			Continuity and change	Identify and explain patterns of continuity and change in society to the way of life (VCHHC102)
		Historical Knowledge	Ancient world and early civilisations	The different methods and sources used by historians and archaeologists to investigate history and/or a historical mystery (VCHHC114)
9 and 10	Humanities – History	Historical Concepts and Skills	Historical sources as evidence	Analyse and corroborate sources and evaluate their accuracy, usefulness and reliability (VCHHC123) Analyse the different perspectives of people in the past and evaluate how these perspectives are influenced by significant events, ideas, location, beliefs and values (VCHHC124)
			Continuity and change	Identify and evaluate patterns of continuity and change in the development of the modern world and Australia (VCHHC126)
		Historical Knowledge	Australia and Asia	Key social, cultural, economic, and political features of one society at the start of the period (VCHHC133) Intended and unintended causes and effects of contact and extension of settlement of European power(s), including Aboriginal and Torres Strait Islander peoples (VCHHC134) Significant events and influencing ideas in the development of the society, including different perspectives of the events at the time and different historical interpretations and debates (VCHHC135) Patterns of continuity and change and their effects on influencing movements of people, ways of life and living conditions, political and legal institutions, and cultural expression around the turn of the twentieth century (VCHHC136) Different experiences and perspectives of non-Europeans and their perspectives on changes to society, significant events, ideas, beliefs and values (VCHHC137) Position of the society in relation to other nations in the world by 1918 including the effects of ideas and movements of people (VCHHC138)
3 and 4	Personal and Social Capability	Social Awareness and Management	Collaboration	Demonstrate skills for effective participation in group tasks and use criteria provided to reflect on the effectiveness of the teams in which they participate (VCPSCSO023) Identify conflicts that may occur in peer groups and suggest possible causes and resolutions (VCPSCSO024)
5 and 6	Personal and Social Capability	Social Awareness and Management	Collaboration	Identify the characteristics of an effective team and develop descriptions for particular roles including leadership, and describe both their own and their team’s performance when undertaking various roles (VCPSCSO032) Describe the various causes of conflict and evaluate possible strategies to address conflict (VCPSCSO033)
7 and 8	Personal and Social Capability	Social Awareness and Management	Collaboration	Perform in a variety of team roles and accept responsibility as a team member and team leader, assessing how well they support other members of the team (VCPSCSO041) Identify ways to be proactive in initiating strategies to prevent and/or accomplish positive resolutions to conflict (VCPSCSO042)
9 and 10	Personal and Social Capability	Social Awareness and Management	Collaboration	Evaluate own and others contribution to group tasks, critiquing roles including leadership and provide useful feedback to peers, evaluate task achievement and make recommendations for improvements in relation to team goals (VCPSCSO050) Develop specific skills and a variety of strategies to prevent or resolve conflict, and explore the nature of conflict resolution in a range of contexts (VCPSCSO051)

Level	Curriculum Area	Sub Area	Sub Area 2	Descriptor
3	English	Writing	Creating texts	<p>Plan, draft and publish imaginative, informative and persuasive texts demonstrating increasing control over text structures and language features and selecting print and multimodal elements appropriate to the audience and purpose (VCELY266)</p> <p>Use software including word processing programs with growing speed and efficiency to construct and edit texts featuring visual, print and audio elements (VCELY269)</p>
		Speaking and Listening	Interacting with others	<p>Listen to and contribute to conversations and discussions to share information and ideas and negotiate in collaborative situations and use interaction skills, including active listening and clear, coherent communications (VCELY275)</p>
4	English	Writing	Creating texts	<p>Plan, draft and publish imaginative, informative and persuasive texts containing key information and supporting details for a widening range of audiences, demonstrating increasing control over text structures and language features (VCELY299)</p> <p>Use a range of software including word processing programs to construct, edit and publish written text, and select, edit and place visual, print and audio elements (VCELY302)</p>
		Speaking and Listening	Interacting with others	<p>Interpret ideas and information in spoken texts and listen for key points in order to carry out tasks and use information to share and extend ideas and use interaction skills (VCELY307)</p>
5	English	Writing	Creating texts	<p>Plan, draft and publish imaginative, informative and persuasive print and multimodal texts, choosing text structures, language features, images and sound appropriate to purpose and audience (VCELY329)</p> <p>Use a range of software including word processing programs to construct, edit and publish written text, and select, edit and place visual, print and audio elements (VCELY332)</p>
		Speaking and Listening	Interacting with others	<p>Clarify understanding of content as it unfolds in formal and informal situations, connecting ideas to students' own experiences, and present and justify a point of view or recount an experience using interaction skills (VCELY337)</p>
6	English	Writing	Creating texts	<p>Plan, draft and publish imaginative, informative and persuasive texts, choosing and experimenting with text structures, language features, images and digital resources appropriate to purpose and audience (VCELY358)</p> <p>Use a range of software, including word processing programs, learning new functions as required to create texts (VCELY361)</p>
		Speaking and Listening	Interacting with others	<p>Participate in and contribute to discussions, clarifying and interrogating ideas, developing and supporting arguments, sharing and evaluating information, experiences and opinions, and use interaction skills, varying conventions of spoken interactions according to group size, formality of interaction and need and expertise of the audience (VCELY366)</p>
7	English	Writing	Creating texts	<p>Plan, draft and publish imaginative, informative and persuasive texts, selecting aspects of subject matter and particular language, visual, and audio features to convey information and ideas to a specific audience (VCELY387)</p> <p>Use a range of software, including word processing programs, to create, edit and publish written and multimodal texts (VCELY390)</p>
		Speaking and Listening	Interacting with others	<p>Identify and discuss main ideas, concepts and points of view in spoken texts to evaluate qualities, using interaction skills when sharing interpretations or presenting ideas and information (VCELY395)</p>
8	English	Writing	Creating texts	<p>Create imaginative, informative and persuasive texts that raise issues, report events and advance opinions, using deliberate language and textual choices, and including digital elements as appropriate (VCELY420)</p> <p>Use a range of software, including word processing programs, to create, edit and publish texts imaginatively (VCELY422)</p>
		Speaking and Listening	Interacting with others	<p>Interpret the stated and implied meanings in spoken texts, and use interaction skills including voice and language conventions to discuss evidence that supports or challenges different perspectives (VCELY426)</p>
9	English	Writing	Creating texts	<p>Create imaginative, informative and persuasive texts that present a point of view and advance or illustrate arguments, including texts that integrate visual, print and/or audio features (VCELY449)</p> <p>Publishing texts using a range of software, including word processing programs, flexibly and imaginatively (VCELY451)</p>
10	English	Writing	Creating texts	<p>Create sustained texts, including texts that combine specific digital or media content, for imaginative, informative, or persuasive purposes that reflect upon challenging and complex issues (VCELY479)</p> <p>Use a range of software, including word processing programs, confidently, flexibly and imaginatively to create, edit and publish texts, considering the identified purpose and the characteristics of the user (VCELY481)</p>

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