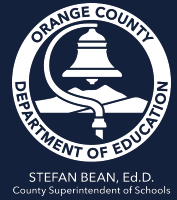


Educator Guide



STEFAN BEAN, Ed.D.
County Superintendent of Schools

Orange County Minecraft Education World

EXPLORE

LISTEN

INVESTIGATE

IMAGINE

DESIGN

SHARE



ORANGE COUNTY MINECRAFT EDUCATION WORLD

Six communities. Six real-world challenges. Students investigate real community issues connected to content-specific California Education Standards.



1. Introduction

These build challenges use students' interest in gaming to promote healthy gaming environments, positive digital citizenship, collaboration, and creative problem-solving. Through project-based learning, students research community needs, explore multiple perspectives, and design innovative solutions to real-world challenges.

Our goals

- Connect student learning to authentic community issues and future career pathways.
- Strengthen leadership, communication, teamwork, and career-readiness skills through project-based learning.
- Empower students to become advocates for healthier communities through civic engagement and creative problem-solving.

Build challenges align to

- Health Education Content Standards and Framework
- California Career Technical Education (CTE) Model Curriculum Standards
- California Environmental Principles & Concepts (EP&Cs)
- California State Seal of Civic Engagement (SSCE)
- California History-Social Science Content Standards and Framework
- California Content Standards for ELA (Speaking & Listening)

2. Getting Started

Technical prerequisites

- ☐ Download Minecraft Education.
- ☐ Open the Schools Reinventing Counties world from the in-game library.
- ☐ Access this Educator Guide.
- ☐ Verify student hardware: Chromebook, iPad, Mac, or PC.

Licensing requirements

Anyone can try Minecraft Education, but full participation requires a license. Your district IT administrator assigns licenses through the **Microsoft 365 Admin Center**. Make sure all student accounts are active before starting the challenge.

Build Challenges Overview

Each challenge includes a project overview, a build challenge scenario, an essential build question, and learning objectives.



Huntington Beach

Rigs to Reefs



Anaheim

Reimagining the Community School



Fullerton

Designing a City for the Future



Santa Ana

Civic Leadership & Local Government



Irvine

Community & Mental Wellness



San Juan Capistrano

History, Culture & Community Identity

Starting point: every student begins at the **Orange County Hub**, where the Challenge Guides introduce each community. Teams choose one challenge and travel there to explore.



3. Battle of the Counties at a Glance

Teams of four explore the world, listen to NPCs, and build a proposal in Minecraft Education. Every team submits the same four parts; expectations grow by grade band.

Requirement	Grades 3–5	Grades 6–8	Grades 9–12
Build	2+ purposeful features	3+ features that work together	4+ purposeful elements working as one proposal
Evidence	Uses something learned in the world	Uses evidence and perspectives from the world	Uses specific learning + a credible external source; addresses a tradeoff or constraint
Board	1+ Board near the build with the sections listed on each city's prompt (4–7 sections depending on grade band)		
NPC	1+ NPC with a name, a purpose tied to the build, dialogue that explains the idea, and 1+ relevant external link		
Virtual tour	3 minutes or less · shows the build, Board, and NPC · includes every team member's voice · submitted as MP4		
Rubric	4 criteria scored 1–4 (16 points): Challenge, Learning & Evidence, Design & Creativity, Communication & Team Voice. Level 3 = all requirements met.		

Classroom Materials

Battle Prompt & Rubric

One per challenge and grade band. Page 1 is the student prompt; page 2 is the scoring rubric.

Student Field Notebook

One per grade band. Guided questions for each NPC, plus a Plan Your Build page for every challenge.

This Educator Guide

Standards alignment, learning objectives, stakeholder perspectives, and optional extension work with its own rubric.

The video is the proposal. In Battle of the Counties, the Build, Board, NPC, and Virtual Tour together make up the team's proposal, and they are the only parts that are judged. Each challenge also includes an optional **Extend the Learning** box (Written Proposal, Research Summary, Live Pitch) for teachers who want a longer classroom unit; score that work with the Extend the Learning Rubric in the appendix.

CHALLENGE 1

Huntington Beach

Rigs to Reefs



Standards Alignment



California CTE Model Curriculum Standards

Energy, Environment, and Utilities

A6.0 Understand the field of land use management and its potential for environmental impact. A6.1 Describe the need for, and the role of, habitat preservation. A6.2 Describe the compositions, role, and function of ecosystems, including trends affecting viability.



California Environmental Principles & Concepts (EP&Cs)

Principle 2: People Influence Natural Systems

The long-term functioning and health of terrestrial, freshwater, coastal, and marine ecosystems are influenced by their relationships with human societies.



California State Seal of Civic Engagement (SSCE)

Civic Engagement Components

Participate in one informed civic engagement project that addresses real-world problems and requires students to identify and inquire into civic needs or problems, consider varied responses, take action, and reflect on efforts.



California Content Standards for ELA Speaking and Listening Standards

Present claims and findings emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details. Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.

Project Overview

Students investigate the relationship between offshore infrastructure, marine ecosystems, community needs, and public policy through a real-world challenge in Huntington Beach. They explore the future of Platforms Ellen and Elly and examine how decisions about these structures can affect marine habitat, recreation, fisheries, local businesses, environmental health, and surrounding communities.

Using Minecraft Education, students apply their research to develop a proposal for the platforms' future. Their design should show how science, engineering, environmental stewardship, community needs, and public policy can work together to create a responsible, innovative solution.

Build Challenge Scenario

In Huntington Beach, the ocean plays an important role in recreation, wildlife, research, fishing, tourism, and local livelihoods. Just offshore are Platforms Ellen and Elly, two structures whose future raises an important question:



THE BIG QUESTION

What should happen when an offshore oil platform reaches the end of its working life?

One possible approach is **Rigs to Reefs**, which considers whether portions of an offshore structure could remain in place or be transformed to support marine habitat and other beneficial uses. These decisions require weighing marine ecosystems, engineering and safety, environmental protection, public policy, economic factors, and community needs.



YOUR ROLE

Environmental Scientist

Before designing, investigate the environment, research stakeholder perspectives, and consider multiple points of view.



ESSENTIAL BUILD QUESTION

How can Platforms Ellen and Elly be transformed in ways that support the ocean, the community, and future generations?

Learning Objectives

Students will:

- Understand the relationship between human-made structures and marine ecosystems.
- Identify and analyze stakeholder perspectives on offshore platform decisions.
- Investigate how Assembly Bill 2503 and public policy influence decisions about offshore oil platforms.
- Evaluate the environmental, social, economic, and community impacts of potential solutions.
- Design an innovative Minecraft Education solution with a clear purpose and intended impact.

Potential Build Elements

- Artificial reef or habitat restoration areas
- Structures that support marine habitat below the waterline
- Above-water and underwater features that function as a connected environment
- Research facilities for studying marine organisms and ocean health (e.g., a Shark Lab)

Stakeholder (NPC) Perspectives & Questions to Consider

Students should conduct evidence-based research to understand these perspectives before starting the challenge:

Marine Scientists	What marine life and ecosystems could be affected?
Environmental Organizations	What would support long-term ecosystem health?
Engineers	What is technically possible, safe, and feasible?
Divers & Ocean Recreation	How could people responsibly interact with the site?
Fishers	How could changes affect fisheries, habitat, and local livelihoods?
Policymakers & Public Agencies	What laws, regulations, and public priorities need to be considered?

Students should use their research to develop a solution that balances multiple perspectives and is supported by evidence.

Battle Submissions

The video is the proposal. These four parts are what judges score with the Battle rubric.

1 Minecraft Education Build

A redesigned version of Platforms Ellen and Elly that visually communicates the team's solution. The build should show:

- A clear response to the challenge
- Support for marine ecosystems
- Community value
- Consideration of safety and long-term impact

2 Board · the written proposal, in brief

Placed near the build, using the sections on the grade-band prompt, such as:

- The need or opportunity
- Our proposal
- Who or what it serves
- Evidence or community connection
- Why it matters

3 Interactive NPC

A character who helps visitors understand the idea:

- A name and a purpose tied to the build
- Dialogue that explains the idea and why it matters
- 1+ relevant external link (a research source)

4 Virtual Tour · the proposal

3 minutes or less, MP4, every team member's voice. Show the build, Board, and NPC, and explain:

- **The Problem:** What challenge are you addressing?
- **The Solution:** What should Platforms Ellen and Elly become?
- **The Evidence:** What research supports your proposal?
- **The Impact:** How will it benefit the ocean and community?
- **The Rationale:** Why should your proposal be considered?

EXTEND THE LEARNING

Optional · classroom use · not scored in Battle of the Counties

Written Proposal

A proposal explaining:

- What the platforms should become and why
- Who benefits from the solution
- Potential environmental and community impacts
- How stakeholder perspectives and research informed the design
- Why the solution is feasible and responsible

Research Summary

Evidence-based research addressing:

- Marine ecosystems and habitat
- Rigs to Reefs
- Stakeholder perspectives
- Relevant laws and public policy, including Assembly Bill 2503
- Cited sources

Live Pitch

Deliver the tour content live to a real audience, such as a school board, city council, or community partners.

Score extension work with the **Extend the Learning Rubric** in the appendix.

CHALLENGE 2

Anaheim

Reimagining the Community School



Standards Alignment



California CTE Model Curriculum Standards

Education, Child Development, and Family Services

C6.0 Use positive interaction, guidance, and discipline in the educational environment. C6.5 Develop strategies for building relationships with all stakeholders. C9.0 Assess how to communicate and interact effectively with families and community groups.



California State Seal of Civic Engagement (SSCE)

Civic Engagement Components

Participate in one informed civic engagement project that addresses real-world problems and requires students to identify and inquire into civic needs or problems, consider varied responses, take action, and reflect on efforts.



California Content Standards for ELA

Speaking and Listening Standards

Present claims and findings emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details. Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.

Four Pillars of Community Schools



Integrated Student Supports

Addressing out-of-school barriers to learning by coordinating health, mental health, and social services alongside academic needs.



Expanded & Enriched Learning

After-school, weekend, and summer programs focused on academic support, mentoring, and real-world project-based learning.



Active Family & Community Engagement

Treating families and local community partners as true collaborators and decision-makers in the school culture.



Collaborative Leadership & Practices

Fostering shared responsibility and a culture of collective trust among administrators, teachers, students, and families.

Project Overview

Students investigate how schools can work with students, families, educators, community organizations, businesses, and local leaders to create places where students learn, belong, create, connect, and grow.



Through community-centered design, they explore how existing resources, partnerships, and student and family voice can address needs related to wellness, food access, enrichment, technology, recreation, and college and career opportunities.

Using Minecraft Education, students apply their research to redesign a school through a Community Schools lens. Their design should identify a community need and show how the school can connect with existing community assets and partnerships to create meaningful opportunities for students and families.

Build Challenge Scenario

Imagine this is your school. Students come here every day, but what makes a school somewhere students *want* to be?

A Community School recognizes that schools don't have to solve every challenge alone. Students, families, educators, community organizations, businesses, and local leaders can work together to identify needs, build on existing strengths, and create solutions that benefit the whole school community.



YOUR ROLE

Community School Coordinators

Before designing, investigate the environment, research stakeholder perspectives, and consider multiple points of view.



ESSENTIAL BUILD QUESTION

How can we redesign a school to better meet the needs of students and families by connecting the school with its community?

Requirement: Students must include at least one community partnership in their design and explain what the partner could contribute.

Learning Objectives

Students will:

- Understand the key characteristics of a Community School.
- Identify student, family, and community needs and existing community assets.
- Analyze how different stakeholders can contribute to school improvement.
- Explore how community partnerships can expand opportunities and resources for students and families.
- Apply community-centered design principles to develop a school-based solution.
- Design an innovative Minecraft Education solution that addresses a community need and shows meaningful community connections.

Potential Build Elements

- Food access and nutrition
- Technology and learning labs
- Outdoor gardens and gathering spaces
- Health and community resources

Stakeholder (NPC) Perspectives & Questions to Consider

Students should consider multiple perspectives when developing their design:

Students	What would make you want to spend more time at school?
Families	What resources or opportunities would benefit families?
Teachers & Staff	What community-based learning opportunities could support students?
School Leaders	What needs should the school prioritize?
Community Organizations & Businesses	What resources, expertise, programs, or opportunities could you contribute?
Local Government & Community Leaders	What community resources or partnerships could help address local needs?

Students should use evidence from their exploration and research to develop a solution that responds to a real need and builds on existing community strengths.

Battle Submissions

The video is the proposal. These four parts are what judges score with the Battle rubric.

1 Minecraft Education Build	2 Board · the written proposal, in brief
A redesigned school that addresses an identified student or community need. The build should show: ■ A clear response to the identified need ■ A meaningful improvement to the school environment or experience ■ At least one community partnership ■ How the design benefits students and/or families ■ How the solution connects to existing community assets	Placed near the build, using the sections on the grade-band prompt, such as: ■ The need or opportunity ■ Our proposal ■ Who or what it serves ■ Evidence or community connection ■ Why it matters



Interactive NPC

A character who helps visitors understand the idea:

- A name and a purpose tied to the build
- Dialogue that explains the idea and why it matters
- 1+ relevant external link (a research source)



Virtual Tour · the proposal

3 minutes or less, MP4, every team member's voice. Show the build, Board, and NPC, and explain:

- **The Need:** What problem or opportunity did you identify?
- **The Solution:** What should the school become?
- **The Partnership:** Who could help make it happen?
- **The Impact:** How would it benefit students, families, and the community?
- **The Evidence:** What research supports your proposal?

EXTEND THE LEARNING

Optional · classroom use · not scored in Battle of the Counties

Written Proposal

A proposal explaining:

- What need the design addresses and why it matters
- What the school should add, change, or create
- Who benefits from the solution
- How student, family, and community perspectives informed the design
- How the proposed partnership would support the solution

Research Summary

Evidence-based research addressing:

- Community Schools and community-centered design
- The identified student or community need
- Existing community resources or assets in Anaheim
- Potential community partners
- Cited sources

Live Pitch

Deliver the tour content live to a real audience, such as a school board, city council, or community partners.

Score extension work with the **Extend the Learning Rubric** in the appendix.

CHALLENGE 3

Fullerton

Designing a City for the Future



Standards Alignment



Health Education Standards — Grades 7–8

Standard 1: Essential Concepts

1.10.P Identify human activities that contribute to environmental challenges (e.g., hazardous waste).



Health Education Standards

Standard 6: Goal Setting

6.1.P Establish goals for improving personal and community health.



Health Education Standards

Standard 8: Health Promotion

8.3.P Demonstrate the ability to be a positive peer model in the school and community.



California CTE Model Curriculum Standards

Engineering and Architecture

A8.0 Systematically complete an architectural project. A8.2 Develop a preliminary proposal for presentation of an architectural design. A9.0 Create written and digital portfolios to represent architectural renderings. A9.1 Develop a digital portfolio of completed work. A9.2 Prepare an effective oral presentation of the portfolio content.



California State Seal of Civic Engagement (SSCE)

Civic Engagement Components

Participate in one informed civic engagement project that addresses real-world problems and requires students to identify and inquire into civic needs or problems, consider varied responses, take action, and reflect on efforts.



California Content Standards for ELA

Speaking and Listening Standards

Present claims and findings emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details. Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.



The Health Literacy Continuum

Students move from Essential Concepts through Health Promotion. This challenge connects Standard 1 (identifying environmental hazards such as e-waste) to Standards 6 and 8 (setting community health goals and modeling positive action).

Project Overview

Students investigate how cities function as connected systems and how community needs, infrastructure, services, and resources contribute to a thriving community. Through research, civic inquiry, source evaluation, systems thinking, and the design process, students explore Fullerton from multiple perspectives, including residents, city planners, businesses, public safety professionals, students, and transportation users. They examine how transportation, education, businesses, public spaces, health, safety, sustainability, and technology shape the community.

Using Minecraft Education, students apply research and design thinking to develop an innovative solution that addresses a real community need and helps shape a healthier, safer, more sustainable, and more connected future for Fullerton.

Build Challenge Scenario

Cities are constantly changing as communities grow and new challenges emerge. Creating a thriving city requires more than building structures — it requires understanding how people, services, businesses, transportation, education, public spaces, and the environment work together.

As students explore Fullerton, they meet community members with different perspectives on what makes a city successful. They investigate how people move through the city, where they learn and work, how businesses support the community, how public spaces are used, and how cities can prepare for environmental and public safety challenges such as e-waste, batteries, and tobacco waste.



YOUR ROLE

City Planners

Before designing, investigate the environment, research stakeholder perspectives, and consider multiple points of view.



ESSENTIAL BUILD QUESTION

How can we design a solution that helps make Fullerton a healthier, safer, more sustainable, and connected city for the future?

Learning Objectives

Students will:

- Understand how a city functions as a connected system.

Potential Build Elements

- Transportation and accessibility
- Parks and public spaces
- Businesses and economic opportunities
- Health and public safety

- Identify community needs, opportunities, and existing community assets.
- Analyze how different stakeholders contribute to a thriving community.
- Explore how transportation, education, businesses, public spaces, health, safety, and sustainability affect a community.
- Apply community-centered design principles to develop a city-based solution.
- Design an innovative Minecraft Education solution that addresses a community need and improves Fullerton's future.
- Sustainability and waste
- E-waste, batteries, and tobacco waste

Stakeholder (NPC) Perspectives & Questions to Consider

Students should consider multiple perspectives when developing their design:

Residents	What would make Fullerton a better place to live?
City Planners & Local Government	What community needs should the city prioritize?
Businesses	How could businesses support the community?
Public Safety	How could the city become safer and better prepared?
Students	What opportunities or spaces would benefit young people?
Transportation Users	How can people move around the city safely and easily?
Educators & Community Organizations	What resources, programs, or partnerships could help address community needs?

Students should use evidence from their exploration and research to develop a solution that responds to a real need and builds on existing community strengths.

Battle Submissions

The video is the proposal. These four parts are what judges score with the Battle rubric.

1 Minecraft Education Build

A redesigned city space or new community feature that addresses an identified need. The build should show:

- A clear response to the identified need or opportunity
- A meaningful improvement to the community
- Who the solution serves
- How the solution benefits the community
- How the design considers safety, sustainability, and long-term impact

2 Board · the written proposal, in brief

Placed near the build, using the sections on the grade-band prompt, such as:

- The need or opportunity
- Our proposal
- Who or what it serves
- Evidence or community connection
- Why it matters

3 Interactive NPC

A character who helps visitors understand the idea:

- A name and a purpose tied to the build
- Dialogue that explains the idea and why it matters
- 1+ relevant external link (a research source)

4 Virtual Tour · the proposal

3 minutes or less, MP4, every team member's voice. Show the build, Board, and NPC, and explain:

- **The Need:** What problem or opportunity did you identify?
- **The Solution:** What should Fullerton add, change, or create?
- **The Location:** Where should your solution be built?
- **The Impact:** How would it benefit the community?
- **The Evidence:** What research supports your proposal?

EXTEND THE LEARNING

Optional · classroom use · not scored in Battle of the Counties

Written Proposal

A proposal explaining:

- What need or opportunity the design addresses and why it matters
- What the city should add, change, or create
- Who benefits from the solution
- How stakeholder perspectives informed the design

Research Summary

Evidence-based research addressing:

- The identified community need or opportunity
- How the issue affects the Fullerton community
- Existing community resources or assets in Fullerton
- Potential solutions and community partners
- Relevant city services, programs, or policies
- Cited sources

Live Pitch

Deliver the tour content live to a real audience, such as a school board, city council, or community partners.

Score extension work with the **Extend the Learning Rubric** in the appendix.

CHALLENGE 4

Santa Ana

Civic Leadership & Local Government



Standards Alignment



California State Seal of Civic Engagement (SSCE)

Civic Engagement Components

Participate in one informed civic engagement project that addresses real-world problems and requires students to identify and inquire into civic needs or problems, consider varied responses, take action, and reflect on efforts.



California History–Social Science Content Standards

Civic Participation & Local Government

Students examine how local government works, how decisions are made in a community, and how residents, agencies, and elected leaders participate in solving public problems.



California CTE Model Curriculum Standards

Public Services

Students explore how public agencies and public servants identify community needs, gather evidence, engage stakeholders, and implement solutions that serve the public.



California Content Standards for ELA

Speaking and Listening Standards

Present claims and findings emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details. Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.

Project Overview

Students investigate how a community issue moves through the civic process. Starting at the Santa Ana Civic Center, the county seat of Orange County, they meet a city council member, residents, and public agency staff, and follow an e-bike safety case study from several points of view: a student rider, a pedestrian, and a transportation planner.

Using Minecraft Education, students then choose a community issue or opportunity of their own and design a civic proposal. Their build should show who is affected, what evidence supports the idea, who could help make it happen, and why the community should consider it.

Build Challenge Scenario

Every community has things people want to improve: safer streets, better parks, transportation, housing, public safety, community spaces, youth opportunities. But when someone wants something to change, what happens next?



THE CIVIC PROCESS

Notice → Listen → Investigate → Imagine → Propose → Advocate → Act

Students learn that civic change starts with listening. The same issue can affect people very differently, and good solutions build on evidence and on what agencies are already doing.





YOUR ROLE

Civic Designers

Before designing, investigate the environment, research stakeholder perspectives, and consider multiple points of view.



ESSENTIAL BUILD QUESTION

How can we use our civic voice to create a proposal that could make a community better?

Learning Objectives

Students will:

- Understand how local government and public agencies make decisions.
- Identify who is affected by a community issue and whose voices should be heard.
- Compare competing perspectives on the same issue (e.g., e-bike riders and pedestrians).
- Gather and evaluate evidence before proposing a solution.
- Identify decision makers, agencies, and groups who could move an idea toward action.
- Design an innovative Minecraft Education civic proposal and advocate for it.

Potential Build Elements

- Safer streets, crossings, and bike routes
- Parks and public spaces
- Youth spaces and opportunities
- Accessibility improvements
- Community resource or civic engagement centers
- Sustainability and neighborhood improvements

Stakeholder (NPC) Perspectives & Questions to Consider

Students should consider multiple perspectives when developing their proposal:

Residents	How does this issue affect daily life in the neighborhood?
Young People	What do youth experience that adults might miss?
City Council Members	What evidence and community input would help leaders decide?
Public Agencies & Planners	What is already being done, and what data supports a solution?
Community Organizations	Who could partner, advocate, or help implement the idea?
People Who Disagree	What competing needs or concerns must a fair solution address?

Students should use evidence and multiple perspectives to develop a proposal that responds to a real need and shows a realistic path from idea to action.

Battle Submissions

The video is the proposal. These four parts are what judges score with the Battle rubric.

1 Minecraft Education Build

A civic proposal that addresses a community issue or opportunity. The build should show:

- A clear response to the chosen issue
- Who is affected and who it serves
- How the design improves the community
- Who could help make it happen

2 Board · the written proposal, in brief

Placed near the build, using the sections on the grade-band prompt, such as:

- The need or opportunity
- Our proposal
- Who or what it serves
- Evidence or community connection
- Why it matters

3 Interactive NPC

A character who helps visitors understand the idea:

- A name and a purpose tied to the build
- Dialogue that explains the idea and why it matters
- 1+ relevant external link (a research source)

4 Virtual Tour · the proposal

3 minutes or less, MP4, every team member's voice. Show the build, Board, and NPC, and explain:

- **The Issue:** What needs to change?
- **The Voices:** Who is affected, and how?
- **The Solution:** What do you propose?
- **The Path:** Who can make it happen?
- **The Case:** Why should the community act?

EXTEND THE LEARNING

Optional · classroom use · not scored in Battle of the Counties

Written Proposal

A proposal explaining:

- The issue or opportunity and why it matters
- What the community should add, change, or create
- Who is affected and who benefits
- How perspectives and evidence informed the design
- Which decision makers or agencies should be involved

Research Summary

Evidence-based research addressing:

- The chosen community issue
- Stakeholder perspectives, including competing views
- Existing programs, policies, or agency efforts
- Potential partners and decision makers
- Cited sources

Live Pitch

Deliver the tour content live to a real audience, such as a school board, city council, or community partners.

Score extension work with the **Extend the Learning Rubric** in the appendix.

CHALLENGE 5

Irvine

Community & Mental Wellness



Standards Alignment



Health Education Standards

Mental, Emotional, and Social Health

Students examine how environments, relationships, and community resources influence well-being, and identify valid sources of support.



Health Education Standards

Standard 8: Health Promotion

Students advocate for personal, family, and community health, including spaces and supports that help people thrive.



California CTE Model Curriculum Standards

Health Science and Medical Technology · Mental and Behavioral Health

Students explore careers and systems that support behavioral health and how communities connect people with care.



California State Seal of Civic Engagement (SSCE)

Civic Engagement Components

Participate in one informed civic engagement project that addresses real-world problems and requires students to identify and inquire into civic needs or problems, consider varied responses, take action, and reflect on efforts.



California Content Standards for ELA

Speaking and Listening Standards

Present claims and findings emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details. Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.

Project Overview

Students investigate how the design of a community can support people “inside and out.” At Great Park, they observe how parks, nature, recreation, and gathering spaces support movement, connection, and belonging. Along the way to the future Be Well OC Irvine Campus, they learn that some needs call for more direct support, and that a healthy community works as a network of people, places, programs, and services.

Using Minecraft Education, students design a community wellness space or experience for a specific group of people, informed by what they learned about wellness, belonging, accessibility, and support.

Build Challenge Scenario

Healthy communities aren’t just about buildings. They’re also about how people feel. Parks, nature, safe spaces, supportive resources, and opportunities to connect all influence whether people feel healthy and like they belong.



THE BIG QUESTION

There is a lot of space between a soccer field and a behavioral health service. What else can help people thrive?



YOUR ROLE

Community Wellness Designers

Before designing, investigate the environment, research stakeholder perspectives, and consider multiple points of view.



ESSENTIAL BUILD QUESTION

How can we design a community space that helps people feel healthy, connected, supported, and like they belong?

Learning Objectives

Students will:

- Understand how places, relationships, and resources contribute to well-being.
- Distinguish between everyday wellness spaces and direct support services.
- Identify who a space serves and how different people experience the same place.
- Apply principles of belonging, accessibility, and inclusion to design.
- Use evidence and valid sources to justify design choices.
- Design an innovative Minecraft Education wellness space with a clear purpose.

Potential Build Elements

- Nature and relaxation spaces
- Movement and recreation areas
- Connection and belonging hubs
- Creativity and expression spaces
- Access points for support and resources
- Accessible and inclusive design features

Sensitive topic: this challenge touches on mental health. Set norms for respectful discussion, avoid asking students to share personal experiences, and make sure students know how to reach your school's counselors and support staff.

Stakeholder (NPC) Perspectives & Questions to Consider

Students should consider multiple perspectives when developing their design:

Parks & Recreation Staff	Who uses this place, and what does it help them do?
Park Planners	What makes a space work for many different people?
Young People	What makes someone feel like they belong somewhere?
Wellness Professionals	How do everyday spaces and support services work together?
Families & Community Members	What would help people of all ages thrive here?
People with Disabilities	Can everyone reach, enter, and use the space comfortably?

Students should start with who they are designing for and use evidence to show how their space could help those people thrive.

Battle Submissions

The video is the proposal. These four parts are what judges score with the Battle rubric.

1 Minecraft Education Build A community wellness space or experience. The build should show: ■ Who the space is designed for ■ How people would use it ■ How it supports wellness, connection, or belonging ■ Accessibility and inclusion in the design	2 Board · the written proposal, in brief Placed near the build, using the sections on the grade-band prompt, such as: ■ The need or opportunity ■ Our proposal ■ Who or what it serves ■ Evidence or community connection ■ Why it matters
3 Interactive NPC A character who helps visitors understand the idea: ■ A name and a purpose tied to the build ■ Dialogue that explains the idea and why it matters ■ 1+ relevant external link (a research source)	4 Virtual Tour · the proposal 3 minutes or less, MP4, every team member's voice. Show the build, Board, and NPC, and explain: ■ The People: Who are you designing for? ■ The Need: What could help them thrive? ■ The Space: What did you create? ■ The Evidence: What supports your design? ■ The Impact: How would the community be stronger?

EXTEND THE LEARNING

Optional · classroom use · not scored in Battle of the Counties

Written Proposal

A proposal explaining:

- The wellness need or opportunity
- Who the space serves and how they would use it
- How research and perspectives informed the design
- How it connects to other community supports

Research Summary

Evidence-based research addressing:

- Community wellness and belonging
- Great Park and Be Well OC as community responses
- Accessibility and inclusive design
- Valid wellness resources
- Cited sources

Live Pitch

Deliver the tour content live to a real audience, such as a school board, city council, or community partners.

Score extension work with the **Extend the Learning Rubric** in the appendix.

CHALLENGE 6

San Juan Capistrano

History, Culture & Community Identity



Standards Alignment



California History–Social Science Content Standards

Grade 3 · Local History

Students describe the American Indian nations of their local region, and how each period of settlement left its mark on the land.



California History–Social Science Content Standards

Grade 4 · California History

Students describe life among California's peoples from pre-Columbian societies through the Spanish mission and Mexican rancho periods.



California CTE Model Curriculum Standards

Engineering and Architecture

Students plan and present a design proposal, including the preservation and adaptive reuse of historic places.



California State Seal of Civic Engagement (SSCE)

Civic Engagement Components

Participate in one informed civic engagement project that addresses real-world problems and requires students to identify and inquire into civic needs or problems, consider varied responses, take action, and reflect on efforts.



California Content Standards for ELA

Speaking and Listening Standards

Present claims and findings emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details. Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.

Project Overview

Students explore how a community honors its past while creating something meaningful for the future. They learn about the Acjachemen people, whose history here began long before the Mission and whose culture continues today, then examine Mission San Juan Capistrano (founded in 1776), its effects on Indigenous communities, and the work of historic preservation and present-day community heritage.

Using Minecraft Education, students design a place at a vacant build site that preserves, shares, or carries forward something meaningful about the community's history, culture, or identity.

Build Challenge Scenario

Every community has a story. Some stories can be seen in buildings and landmarks; others live in people, traditions, language, art, land, and places. In San Juan Capistrano, many stories share the same space.





THE BIG QUESTION

How can a community honor what came before while creating something meaningful for generations still to come?



YOUR ROLE

Community Heritage Designers

Before designing, investigate the environment, research stakeholder perspectives, and consider multiple points of view.



ESSENTIAL BUILD QUESTION

How can we create a place that preserves, shares, or carries forward something meaningful about San Juan Capistrano's history, culture, or community identity?

Learning Objectives

Students will:

- Understand that history includes many perspectives, including Indigenous perspectives.
- Recognize Acjachemen culture as both historical and living.
- Analyze the Mission period, colonization, and their effects on Indigenous communities.
- Explain how historic preservation and heritage shape community identity.
- Consider whose stories are represented and how they should be shared.
- Design an innovative Minecraft Education space that connects past, present, and future.

Potential Build Elements

- Cultural or heritage learning centers
- Story walks, gardens, or outdoor exhibits
- Gathering and celebration spaces
- Preserved or adaptively reused historic places
- Spaces for art, language, and tradition
- Places that connect generations

Teaching note: present Acjachemen history and culture respectfully and as a living culture. Where possible, use resources created by Acjachemen community members, such as the Juaneño Band of Mission Indians, Acjachemen Nation resource linked in the world.

Stakeholder (NPC) Perspectives & Questions to Consider

Students should consider multiple perspectives when developing their design:

Acjachemen Community	Whose stories and traditions should be carried forward, and how should they be shared?
Historians	What happened here, who experienced it, and how should we understand it today?
Preservation Specialists	What is worth preserving, and why?
Heritage Coordinators	What does this community value and want future generations to understand?
Residents & Visitors	What would help people learn, gather, remember, or celebrate?
Future Generations	What should a young person understand about this place in 50 years?

Students should use evidence and multiple perspectives to decide what to carry forward and to explain why it matters.

Battle Submissions

The video is the proposal. These four parts are what judges score with the Battle rubric.

1 Minecraft Education Build A place that carries forward part of the community's story. The build should show: ■ What is being carried forward ■ Whose stories or perspectives are represented ■ What visitors will learn or experience ■ How it connects past, present, and future	2 Board · the written proposal, in brief Placed near the build, using the sections on the grade-band prompt, such as: ■ The need or opportunity ■ Our proposal ■ Who or what it serves ■ Evidence or community connection ■ Why it matters
3 Interactive NPC A character who helps visitors understand the idea: ■ A name and a purpose tied to the build ■ Dialogue that explains the idea and why it matters ■ 1+ relevant external link (a research source)	4 Virtual Tour · the proposal 3 minutes or less, MP4, every team member's voice. Show the build, Board, and NPC, and explain: ■ The Story: What are you carrying forward? ■ The Voices: Whose perspectives shaped it? ■ The Place: What will visitors experience? ■ The Evidence: What supports your choices? ■ The Future: Why does it matter for the next generation?

EXTEND THE LEARNING

Optional · classroom use · not scored in Battle of the Counties

Written Proposal

A proposal explaining:

- What the team chose to carry forward and why
- Whose perspectives are represented
- Who the space serves
- How research informed interpretive and design choices

Research Summary

Evidence-based research addressing:

- Acjachemen history and living culture
- The Mission period and its effects
- Historic preservation and heritage
- Tensions in representing history
- Cited sources

Live Pitch

Deliver the tour content live to a real audience, such as a school board, city council, or community partners.

Score extension work with the **Extend the Learning Rubric** in the appendix.

Extend the Learning Rubric

Written Proposal · Research Summary · Live Pitch | Score: ____ / 16

Not scored in Battle of the Counties. The Battle is judged only on the Build, Board, NPC, and Virtual Tour using each challenge's Battle rubric. Use this rubric for optional classroom extension work.

CRITERIA	1 Emerging	2 Developing	3 Progressing	4 Excelling	PTS
Claim & Purpose What and why	No clear need or proposal is stated.	Names a need or idea, but the proposal or who it serves is vague.	Clearly states the need, the proposal, and who it serves.	A precise, compelling claim that connects the need, the proposal, and its intended impact.	/ 4
Evidence & Sources Research quality	Little or no evidence; no sources cited.	Some evidence, but weakly connected to the claim, or sources are not credible or not cited.	Relevant evidence from the world and at least one credible, cited source support key points.	Multiple credible, well-cited sources are synthesized to justify each major design choice.	/ 4
Perspectives & Reasoning Stakeholders · tradeoffs	Considers only one point of view.	Mentions other stakeholders, but does not explain how they shaped the proposal.	Explains how stakeholder perspectives informed the design and addresses a tradeoff or constraint.	Weights competing perspectives and tradeoffs thoughtfully and explains why the proposal is the best balance.	/ 4
Organization & Communication Writing · speaking	Hard to follow; errors interfere with meaning.	Some organization; errors or unclear language distract the reader or audience.	Logically organized, with clear language suited to the audience and few errors.	Polished and persuasive; structure, language, and (for pitches) delivery strengthen the argument.	/ 4

Use it for

- **Written Proposal:** score all four criteria.
- **Research Summary:** focus on Evidence & Sources and Perspectives & Reasoning.
- **Live Pitch:** score all four; include delivery under Organization & Communication.

Adjust by grade band

- **3–5:** accept oral responses, drawings with labels, or sentence frames. A tradeoff is optional.
- **6–8:** expect at least one cited source and one stakeholder perspective.
- **9–12:** expect credible external sources and a clearly reasoned tradeoff.