

*Note: All links have been disabled in this sample lesson. Once purchased, the linked resources will become available.*

## Day 3: All People Should Be Treated Fairly

### Introduction

Students will experience inequality and privilege by working with locked-in inventories pre-loaded with either very high-level, desirable materials and supplies, or very low-level, less desirable items. In the final activity, all students will work with new inventories of mid-level supplies, and have the ability to share resources to improve their gear.

### Session Outline

<i>Activity</i>	<i>Time in Minutes</i>
Arrival	05 10:05 3:05
Check-In	10 10:15 3:15
Chime and Chalice	05 10:20 3:20
UU Principles and Song	05 10:30 3:30
All people should be treated fairly	05 10:35 3:35
Survival activities	15 10:50 3:50
Discussion	05 10:55 3:55
Closing	05 11:00 4:00

### Preparation

Since students must use crafting in the building activities, [change to the Survival World](#). If some students are new to Minecraft Survival Mode, email parents and ask them to have their children practice building and crafting ahead of time.

[Prepare command blocks](#) for pre-loaded inventories:

- One privileged inventory, e.g., diamond tools, golden carrots (best food in the game)
- One non-privileged inventory, e.g., wooden tools, apples (not too nourishing a food)
- One mid-level inventory, e.g., iron tools, pork chops

Copy/paste your **/setblock** commands to have them ready.

# Lesson

## Arrival

As children arrive, Youth Leader(s) welcome and greet them. Note that they are working in a Survival World, so the spawn-in point is different, and free-building is not available. Instead, if tech support is needed, or there is a wait while everyone gets logged in, lead a game of “Notch Says” (in chat if tech support is going on).

Once everyone arrives, mute students. Break the barrier blocks and lead them to the chalice area.

## Check-In

Invite everyone to be seated on the benches. Call on each student and adult for introduction and [check-in questions](#); unmute for their turn.

## Chime and Chalice

Place a bell next to the chalice. Tell students to close their eyes and listen. Ring the bell 7 times (once for each principle). Tell students to open their eyes when they no longer hear the bell. (NB: After ringing the bell, remove it so students don't keep ringing it.)

Put [chalice words](#) in the Minecraft chat. Mute students to lead chalice words, and “light” chalice.

## UU Principles and Song

Since there's no Principles Board in the Survival World, ask students if they remember what last week's principle was. [Each person is important.]

Copy the [Principles Song](#) into the MC chat and remind students that it's sung to the tune of Do-Re-Mi. Make sure students are muted, then lead them in singing the song.

## All People Should Be Treated Fairly

Tell students that today's lesson will be based on the second principle. Ask if they remember it from the song.

The song just says to be kind, but the full principle says to treat everyone *kindly and fairly*. Because if you're not being fair, you're not being kind!

Ask students for times when they felt they weren't being treated fairly. Why did they think so? How did it make them feel? Were they able to do anything about it?

## Survival Activity 1

Tell students they'll be placed randomly into groups for survival mode building. Their group will affect how the game works for them. Make sure students understand the difference between building in creative vs survival mode.

Mute students and put them into “Have” and “Have-Not” teams (see [Team Commands](#)), and use your copied **/setblock** command to load their inventories with the appropriate supplies. Lock inventories so students can’t trade supplies. Tell them they have five minutes to build a house.

Over the course of the activity, give the Haves group extra items that will give them an advantage. Meanwhile, take things away from the Have-Nots, and/or create disasters that only affect them.

Tip: to clear a student’s entire inventory, enter the command: **/clear UsernameHere**

## Survival Activity 2

After 5 minutes, halt the activity. Swap the teams, and use your copied **/setblock** command to wipe and re-load inventories accordingly. Tell them to continue building for another 5 minutes. Continue to create advantages and disadvantages as before.

## Survival Activity 3

After 5 minutes, halt the activity. Use your other copied **/setblock** command to wipe inventories and re-load with the “mid-level” supply set. Unmute students and tell them they can continue playing for another 5 minutes, but now they can trade supplies, and talk if they want to help each other.

### Discussion Questions:

- *How was each activity different? How did it feel to have all the high level supplies vs having all the low level supplies? What about the third activity where everyone had the same supplies, and could help each other?*
- *How did these activities relate to our 2nd principle: treat all people fairly?*
- *Can you think of ways people are not being treated fairly in our community? Where do you see Haves and Have-nots in the real world?.*

## Closing

Lead/teleport group back to check-in area for closing ritual. Put [closing words](#) in chat. Mute students to lead, and extinguish chalice.