

FORTNITE

UNITED NATIONS SUSTAINABLE DEVELOPMENT GOALS: GREATEST OF ALL TIME GETAWAY

LESSON PLAN



TABLE OF CONTENTS

03

CLASS INFORMATION

04

LESSON OVERVIEW

06

LEARNING GOALS AND OUTCOMES

06

ACTIVITIES

09

STANDARDS MAPPING

12

ASSESSMENT

14

STUDENT HANDOUT



UNITED NATIONS SUSTAINABLE DEVELOPMENT GOALS: GREATEST OF ALL TIME GETAWAY



CLASS INFORMATION

- **Grades:** 8–12 (students must be 13 or older to participate in this class)
- **Lesson timeframe:** 7–10 class periods, depending on student familiarity with Fortnite Creative
- **Featured tool:** Fortnite Creative
- **Class / learning environment:** A Fortnite-capable device with a one-to-one device-to-student ratio, and with internet connectivity. A computer lab or mobile laptop cart should provide the ideal environment.



LESSON OVERVIEW

This challenge relates to [Sustainable Development Goal 8: Decent Work and Economic Growth](#). Sustainable tourism that lifts the local populations out of poverty is more important now than ever, and this issue impacts every country.

In this lesson, students will turn a series of archipelago islands inhabited by locals into the Greatest Of All Time (GOAT) Getaway — a tourist destination like no other. Students will design unforgettable experiences that draw tourists from around the globe and grow the local island economy.

Visitors can be offered the opportunity to stay the night in authentic island housing. Island space is limited, so students are encouraged to incorporate the ocean into the design where possible. One island should be used for the local population's living space.



One GOAT Getaway solution uses (1) Wood Shanty Stilt Houses in the resort area to preserve a local beach area and provide authentic local accommodations, (2) a Fortnite launch-pad "diving board", and (3) a village on a nearby island for the local residents.

This lesson asks students to consider the following:

- How does the **design thinking** process support creative problem solving?
- How can tourism lift locals out of poverty?
- What are some disadvantages to bringing tourists into your world?
- What tourist accommodations and experiences can create sustainable, poverty-reducing tourism?

As an instructor, you can learn more about GOAT Getaway by watching the [GOAT Getaway Lesson Educator Video #8](#).

LEARNING GOALS AND OUTCOMES

Students will create an island getaway solution using Fortnite Creative. As part of the process, they will:

- Learn about Sustainable Development Goal 8: Decent Work and Economic Growth.
- Demonstrate an understanding of tourism and how it can benefit (or harm) a local economy.
- Apply a design thinking model to come up with a simple solution to this complex problem.
- Plan, engineer, and develop a solution to provide decent work and economic growth.
- Communicate this solution using Fortnite Creative, and share it with a local or global audience.

ACTIVITIES

1. INTRODUCE STUDENTS TO SDG #8

Show the following videos to create excitement about what's possible. These can be shown at different points throughout the project.

- [We The People for the Global Goals](#) featuring global celebrities
- [Understanding Goal 8: Decent Work and Economic Growth](#)
- [SDG 8 Student Video](#)

2. BRAINSTORMING AND PLANNING A SOLUTION

The next step is to begin the planning and brainstorming process for the getaway. Students can do this using the handout provided, and a pen or pencil and paper to sketch out what their island would look like.

1. Review Sustainable Development Goal 8: Decent Work and Economic Growth.
2. In their own words, state the exact problem that needs to be solved.
3. Brainstorm a list of what tourists would want to experience on the Greatest Of All Time (GOAT) Getaway.
4. Rank the list from most important to least important for this specific getaway.

5. Brainstorm possible engineering methods to transform natural islands and the water's surface into an experience that the world would want to visit. Remember to plan for trees and water views, and buildings for local staff use only.
6. Discuss the [iterative design process](#).
7. Use the handout to help plan their GOAT Getaway based on the points above.

Consider accounting for transportation, guests with disabilities, and activities that would appeal to tourists. Use [prefabs](#) that can be found in the [CREATIVE inventory](#) under the [PREFABS tab](#). Feel free to landscape the island by removing trees and planting them elsewhere if needed. Find purposes for your valuable water sources.



These GOAT Getaway modifications include (1) an airport for air arrivals and departures, (2) a whale-watching tower, (3) land transportation, and (4) docking for ocean arrivals and departures.

3. EXPLORATION AND KNOWLEDGE APPLICATION WITH FORTNITE CREATIVE

Now that students have done some planning and brainstorming, it's time to put that plan into action!

NOTE

Students who are unfamiliar with Fortnite Creative can review [Getting Started](#), [Playing Games](#), and [Building Your First Island](#) on the [Fortnite Creative Documentation](#) site. Also use the Fortnite Creative [Glossary](#) for definitions of terms.

1. Students should begin building their getaway experiences in Fortnite Creative using the Archipelagos Island or XL Archipelagos Island (for multiple students collaborating on a single island) found under [Starter Islands](#).
2. They can use any and all of the building tools — prefabs, galleries, devices, and more, found in the Creative inventory.
3. Every few class periods, ask students to reflect on their work and compare it to their initial brainstorming and planning ideas. Introduce the idea of [iterative design](#) to help think about the new ideas and changes they are making to their islands.

4. SHOW OFF YOUR WORK!

It's time for students to share their work with the class, and online, if they choose.

1. Create a [video walkthrough](#) or an [image-capture slide deck](#) to show your island to the class.
2. Reflect on some ways that you could generate tourism locally that would help boost the economy. What careers and career skills are important for this specific SDG?
3. Publish your video, image captures, or demonstration on social media or another school-approved platform such as Microsoft Flipgrid.

Consider using the following hashtags on Twitter and Instagram to help promote and share your island: [#EpicGames](#) [#FortniteCreative](#) [#EpicSDGs](#) [#TeachSDGs](#)

ACCESSIBILITY AND ACCOMMODATIONS

Fortnite offers adjustable settings to meet various accessibility needs:

- **Color-Blindness Support:** There are extensive color-blindness settings that can be toggled on or off at any time. To find these settings, navigate to **Game Menu > Settings > Video > Graphics**.
- **Visualize Sound Effects:** This setting turns on the visual radial indicator for sounds, such as other player steps, the direction of gunfire, or nearby treasure chest audio. To find this setting, navigate to **Game Menu > Settings > Audio > Sound**.
- **Keyboard Remapping:** Under **Keyboard Controls**, you can reassign keys on the keyboard for various controls.
- **Controller Support:** If students prefer to use a wired or wireless controller, they can change the controller mapping under **Wireless Controller**.
- **Xbox Adaptive Controller:** On PC or Xbox, students can also use the Xbox Adaptive Controller, if needed.

STANDARDS MAPPING

NEXT GENERATION SCIENCE STANDARDS (NGSS)

HS-ETS1-1. Analyze a major global challenge to specify qualitative and quantitative criteria and constraints for solutions that account for societal needs and wants.

HS-ETS1-2. Design a solution to a complex real-world problem by breaking it down into smaller, more manageable problems that can be solved through engineering. and climate?

ISTE STANDARDS FOR STUDENTS CONNECTIONS

Empowered Learner

- Students leverage technology to take an active role in choosing, achieving, and demonstrating competency in their learning goals, informed by the learning sciences.

Innovative Designer

- Students use a variety of technologies within a design process to identify and solve problems by creating new, useful, or imaginative solutions.
- Students know and use a deliberate design process for generating ideas, testing theories, creating innovative artifacts or solving authentic problems.
- Students select and use digital tools to plan and manage a design process that considers design constraints and calculated risks.

Creative Communicator

- Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats, and digital media appropriate to their goals.
- Students choose the appropriate platforms and tools for meeting the desired objectives of their creation or communication.
- Students create original works or responsibly repurpose or remix digital resources into new creations.
- Students communicate complex ideas clearly and effectively by creating or using a variety of digital objects such as visualizations, models, or simulations.
- Students publish or present content that customizes the message and medium for their intended audiences.

Global Collaborator

- Students use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally.
- Students explore local and global issues and use collaborative technologies to work with others to investigate solutions.

Global Competencies

- Creativity, Critical Thinking, Citizenship, and Communication
(Optional Collaboration)

INTERDISCIPLINARY AND 21ST CENTURY CONNECTIONS

Relevant content areas include:

- Entrepreneurship
- Geography / social studies
- Technology and design
- Political science
- Environmental science
- Physics
- Tourism
- Health and wellness
- Social emotional learning

AUTHOR CONTACT

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ASSESSMENT

This rubric is for use in assessing the results of the UN Sustainable Development Goals lesson projects based on a completed Fortnite Creative Island, a video walkthrough, or presentation based on screen captures.

Lesson Plan:

Student Name(s):

	DEVELOPING (1)	COMPETENT (2)	PROFICIENT (3)	DISTINGUISHED (4)
EPICSDGS CONTENT / LEARNING OBJECTIVES	Solution does not convey the required information or understanding as it pertains to the learning objectives.	Solution shows a basic understanding of the problem and demonstration of learning objectives.	Solution shows a basic understanding of the problem and demonstration of learning objectives.	Solution reflects understanding, planning, and synthesis of the problem and solution. Learning objectives are mastered or exceeded. information or understanding as it pertains to the learning objectives.
SOLUTION DEVELOPMENT	Solution has many oversights that inhibit its intended purpose.	Solution demonstrates basic functionality and has only minor oversights.	Solution functions in the way the student intended, and was developed through planning to meet the exact challenge.	Solution is functional and refined, with extra features that show applied learning and skills.

	DEVELOPING (1)	COMPETENT (2)	PROFICIENT (3)	DISTINGUISHED (4)
SOLUTION AESTHETICS/ DESIGN	Solution requires more attention to the look and feel of the experience and the general design and function.	Solution shows some attention to aesthetics and thoughtful design, but is incomplete or lacking in some aspects of layout and design.	Solution is organized and pleasing to the eye. It's easy to navigate, and shows clear understanding and thoughtful design.	Solution is organized, makes good use of space, shows clear use of applied knowledge, and has the audience in mind. World is inviting and thoughtful, and intentional design is apparent.
REFLECTION / PRESENTATION	The student demonstrates difficulty describing the intent of their SDGs solution.	The student can mostly describe or reflect upon the basics of the SDGs solution and intended learning objectives.	The student provides a thoughtful reflection and explanation of the project and how it relates to the desired learning outcomes.	The student can describe how their Epic SDGs solution works, how it solves the problem, and how and why they created it. They can also share one way in which they can personally help with this problem in real life.
Teacher's Feedback:				

STUDENT HANDOUT FOR THE GOAT GETAWAY

SDG LESSON:

Student Name(s):

Use this for planning your island before you start building it in Fortnite Creative.

Recommended Starter island: Archipelagos Island or XL Archipelagos Island (for multiple students collaborating on a single island)

1. Make a rough sketch of your island.
NOTE: You can get a rough overview of your island when you are in **[Build mode]** ([#fortnite-creative-glossary#buildmode](#)) by pressing the **P** key to activate your [\[phone\]#fortnite-creative-glossary#phone](#) tool, then pressing the **B** key to open the **Quick Menu**, then clicking **Show Map** at the bottom of the panel.
2. Use the sketch to plan your GOAT Getaway and begin to identify locations for accommodations and experiences.
3. When your plan is ready, seek feedback from peers and/or your teacher before heading into Fortnite Creative to prototype your plan in 3D.

Consider using your map to show:

- Community village
- Boats and boat lanes, airstrips, or boardwalk island connections
- Overwater living or experiences
- Private island stays
- Key beaches
- Entertainment islands
- Main arrival island for tourists
- One untouched island to visit

Remember to add trees and other vegetation once your island build is complete!