

Pedagogical sequence/Introductory sheet

V0c's Journey: The Mission

Language level	(A1) – A2
Skills	Reading
By the end of the sequence, students will be able to...	Understand and identify common objects and words - see the full list at the end of this document Understand and identify colours as adjectives and their position next to a noun Understand and react to common phrases and instructions – locations, interactions
Inclusiveness	The game is inclusive and adapted for students with Specific Learning Disorders (SLDs) - see the accessibility section of this document

Where to find the game

To access the game, go to <https://d-esl.eu/pedagogical-content/the-little-chemist/>

Hosting the game session

The information provided below outlines how the game can be used in your classroom. More guidance on how to organize and animate a game session will be available in our **Implementation Guide**.

Accessibility

English level

A1: Most of the core vocabulary and grammar to finish the game

A2: A lot of of the core vocabulary and grammar to finish the game

Additionally, a few words in the dialogues are of **B1 and B2 levels**, to provide more context and coherence, but are not part of the core vocabulary and are not necessary to finish the game.

Accessibility features

The font used in the game is a sans-serif font adapted for learners with SLDs which should appear big enough on most computer screens.

If the font is not large enough for some, please ensure that the game window is maximized and that the game is played on a large enough screen.

The game can be played either with the keyboard (arrows and space bar) or the computer mouse, whichever your students are more skilled or comfortable with. Other game controllers unfortunately will not work.

Advice for specific student profiles

Students with visual impairments or reading difficulties (dyslexia).

If the font is not large enough, start by ensuring that the game window is maximized, as the text will appear bigger on larger windows. If you play the game in

a computer lab, ensure that the students with visual impairment or reading difficulties have access to the biggest screens. If you plan on using a video projector, make sure that the students that need it are closer to the projection.

Unfortunately, the font cannot be changed or made bigger by the players in the game settings. As a last resort solution, the players could use the accessibility features of their operating system, such as the “magnifier” on Windows.

Colourblindness

During the game, the players will have a list of everyday life objects, following indications they will receive. Some of these indications refer to the colours of the objects. However, not seeing the different colours should not hinder players with colourblindness, considering the information also includes the specific location of the objects as related to other elements in the room. These students should be made aware that they will not fail at the game if they don't see the correct colours.

Students with dyspraxia

The game can be controlled either with the mouse or the keyboard. Students with dyspraxia may prefer using the keyboard, as it could be easier to move the character where needed at a slightly slower pace and in a more precise manner because the character moves slower by default with the keyboard (this can be adjusted by maintaining the 'shift' key or in the game settings by turning on the automatic dash). One element that needs to be pointed out about using only the keyboard is that the character needs to be facing the object in order to interact with it, or the space bar will have no effect.

Classroom organisation

Duration

The game can take 10 to 15 minutes, depending on the learners' level.

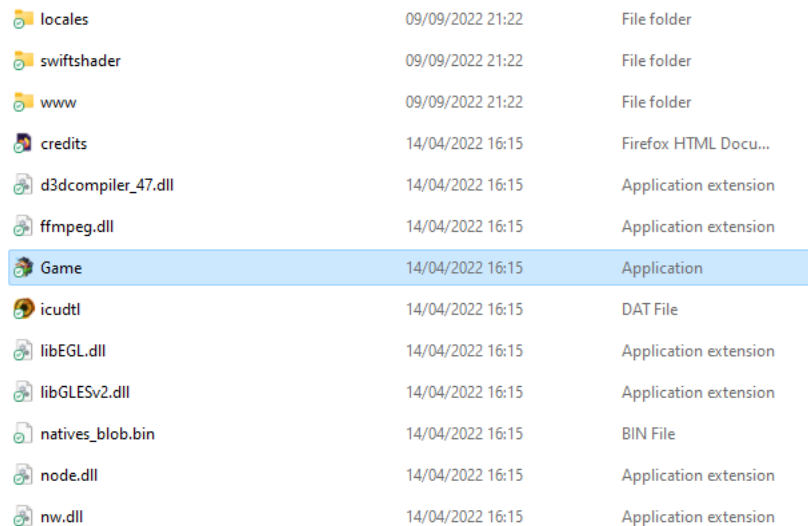
The language level involved is for pre-intermediate students, and the game in itself has a rather low difficulty level.

Single-player mode

Solo

There is only one game character to control; therefore, this game may be best suited to be played in solo mode (one student per computer).

To launch the game, first download and extract the file "Voc's Journey - The Mission - Windows.zip" (depending on the operating system the game will be run on). In the extracted folder, double-click on "Game".



locales	09/09/2022 21:22	File folder
swiftshader	09/09/2022 21:22	File folder
www	09/09/2022 21:22	File folder
credits	14/04/2022 16:15	Firefox HTML Docu...
d3dcompiler_47.dll	14/04/2022 16:15	Application extension
ffmpeg.dll	14/04/2022 16:15	Application extension
Game	14/04/2022 16:15	Application
icudtl	14/04/2022 16:15	DAT File
libEGL.dll	14/04/2022 16:15	Application extension
libGLESv2.dll	14/04/2022 16:15	Application extension
natives_blob.bin	14/04/2022 16:15	BIN File
node.dll	14/04/2022 16:15	Application extension
nw.dll	14/04/2022 16:15	Application extension

In Group

You could also decide to make small groups of 2 to 4 students behind the same screen. Then, make sure that everyone has the controls at some point by taking

turns. For instance, a player could start the game and explore the first room of the spaceship, and a different player could take over the controls when the character changes rooms - there are 4 rooms, besides the introduction and final sequence. You could group students with a higher level and students with a lower level together so that they can help each other.

If you don't have access to a computer lab and don't want to ask your students to play the game as homework, you could also decide to use a video projector and ask your students to vote for the next action they want to do in the game. This may, however, make the activity less interactive and dynamic, and could prevent students with a lower level from exploring and learning independently instead of following the lead of students with a higher understanding of the language.

Multiplayer mode

There is no multiplayer mode, but as mentioned, students could play in small groups of 2 or 3 behind the same screen.

Remote Play

Play as homework

Another option is to ask your students to play the game as a homework activity and ask them to write down the vocabulary that they learn or to make a small summary of the story.

If you opt for this option, it's particularly important to tell your students the amount of time the game should take (around 10-15 minutes) to plan their work better. This also means that you will not be able to guide the students or give additional explanations to those with a lower level, so prior instructions and a proper debrief would be necessary to have a full and effective learning experience.

You should also specify beforehand that they can interact with objects or locations that are not on the list if they wish to explore more elements of the ship, but that it is not necessary to finish the game.

Distance learning activity

Distance learning is also an option, which can be arranged similarly to a homework activity.

Briefing

Pedagogical requirements

This game can be used to introduce new words of vocabulary or to revise them. During the briefing session, tell your students that this game will make them practice and possibly improve their vocabulary. They will work on A1-A2 words related to foods and drinks, everyday objects, clothes, and hygiene, along with colours, locations, adjectives and common phrases.

Explanations to give before playing

The students should be informed about the expected duration of the game beforehand (10 to 15 minutes – depending on the learners’ level and whether they wish to explore more of the elements) and be asked if they understand the controls as shown right after they start the game (using the arrows, space bar or mouse). It should be specified to them that they can use both at the same time but that using the arrows makes the movements slower and requires that they face objects in order to interact with them.

They also should be told that they will be able to interact with many elements within the game and not just the objects or locations specified in the instructions. Which means that if they are quick to find the necessary objects and want to explore or they are curious about an element on the screen and choose to select it, they can learn more vocabulary and phrases than necessary to complete the game, as additional information.

Emotional security and other warnings

The topic of the game should be safe for every player. The game should not be scary or have other specific emotional triggers.

However, there is a discreet mention of pollution and recycling, and of gender identities beyond male and female, as the two main characters are genderless.

Tell your students the gist of the story before they play: "This game is about an alien preparing for a journey to study Earth and humans."

Follow-up and post-play activities

Evaluation: score analysis or resolving difficulties encountered

During the game, the learners can always open the list of elements they need to find in order to have a look at their advancement – a green tick will appear on the list next to each object they have found. If some students have not finished the game yet after a while, you can ask them to go to room 4 of the ship and look at the complete list of elements, to see which ones they couldn't find and which room they need to search in. You can use this list to discuss the difficulties encountered and guide the players towards the elements they're missing.

In addition, if some learners with a higher level have already found everything they need before the others, they can either provide help to other students who are

facing more difficulties or they can explore other parts of the game and interact with more information.

Lesson plan using the in-game content learned

Using vocabulary of levels A1-A2, different types of lessons can be organized before or after the gaming session, to either formally learn or revise the words and phrases present in the game or to share the learning experience as a group.

Fill-in-the-blanks, vocabulary lists, dialogues to play out, drill exercises to practice and verify the learners' understanding and progress, can be interesting, especially for the elements that are useful on a daily basis or for some of the terms of levels B1 or B2 which may not have been learned or encountered by the students before.

At the end of this document, you will find a list of all the terms used in the game, in order to know which types of exercises can be done to either help students understand some of the more complex terms before playing or allow them to work afterwards on what they learned or used in the game, to improve their understanding and usage of those elements.

Debrief or production based on the game session (essays, list of words to review...)

Listing the learned vocabulary

After the game, it is advised to make students write down and pronounce the words and phrases that they learned, whether as a class debrief or a group activity.

If you choose to only focus on the necessary elements of the game, you can ask students to recreate the list of objects and locations that they needed to figure out in order to finish the game, and ask each learner or group to explain the meaning

of one or a few words, to make sure they can properly identify and understand them.

You could also use that opportunity to ask about terms or phrases that the students may not have fully understood during the game.

Beyond the list of items that need to be found to finish the game, there are many other elements in each room which can be interacted with, depending on the players' curiosity and choice whether to explore or not. This means that some students will learn words that other students will not come across if they don't decide to walk around and interact with elements that aren't on the list.

In that case, you could take time after the game to ask each student to list not just the necessary items but all the new words and phrases that they learned, either as a group activity or a class "brainstorming" which could result in a full list being written on the board or given afterwards as a printed vocabulary sheet, so that all the students could have knowledge of the words present in the game and have a learning experience not limited to the listed objects and locations.

V0c's journey

Have students write a summary of the plot of the game, to allow them to formulate sentences and express their understanding of what happened during the game.

That could include the description of the main characters, of their home planet and of the ship, along with the main elements of the mission and the beginning and end of the scenario.

V0c and D.I.A.

It can also be interesting to allow students to imagine more information about the characters, V0c and D.I.A., their life on their planet, their tastes and preferences or their personality traits based on what can be observed in some of the interactions.

You could ask students these few questions and have them create V0c and D.I.A.'s character profile :

- Where are they from? (Students could imagine a name for their planet)
- When were they born or created? How old are they?
- What are their main personality traits? (You could give a list of traits students would have to choose from and justify why and how each term corresponds to each character: joyful, welcoming, trusting, curious, adventurous, enthusiastic, ...; cold, impatient, focused, smart, ...)
- What do they like? (Students could base their answers about the characters' tastes on some of the interactions in the game, or they could imagine other preferences regarding food, colours, hobbies...)
- What kind of feelings do they express? (Learners could either try to find the right terms to describe the characters' feelings and emotions, or they could describe them in their own words; gratefulness, confidence, pride, impatience, happiness, eagerness...)

What happens next

Now that V0c and D.I.A are on their way towards the Earth; you can ask your students to imagine what could happen to our main characters during their travel and when they arrive at their destination. The students can also suggest how the objects on the ship could help them in their future mission on Earth.

You could also ask them what they hope or wish that V0c would do once they are on Earth, by asking them certain questions and having them write a few sentences about their thoughts or suggestions :

- What places on Earth should V0c explore or visit? (Specific cities or countries, tourist locations or types of buildings – museum, school, arcade...)
- What should V0c eat or drink? (Based on the foods and drinks discovered in the ship, and on the variety of dishes depending on where they land)
- What activities or sports should V0c try to do? (It could be influenced by the students' own hobbies or interests, or by what V0c and D.I.A may have said during the game, along with what students imagine an alien would be able to do regarding skills and abilities)
- What types of people or animals should V0c meet and interact with? (Elements in the game suggest that V0c would be interested in meeting a dog and a cat, but students could suggest that the character meets other animals or even children, scientists or teachers and could imagine the conversations they could have)
- How useful can D.I.A be once V0c leaves the spaceship to explore Earth? How would the digital guide be able to help? (Students may suggest the phone in V0c's pocket or the computer that V0c could take with them)
- What kind of reactions would the alien have when they finally discover the human world in person? (Based on the interactions within the game and V0c's obvious curiosity and enthusiasm, students' take could match that or explore the possibility that V0c would be scared or shocked or worried about the vast diversity on Earth or about being so far away from their home planet)
- What kind of reactions would humans have when they meet V0c and D.I.A.? (Consider the original appearance of the green and purple alien, but also

acknowledge the ID Card, which suggests that V0c can shapeshift and appear more human-like too)

Note: Know that two other games will follow the same characters. Some of the students' productions or suggestions in this exercise could be used later on if you decide to use the next episode of V0c's journey with the same learners. It would be interesting to keep these productions in mind for later use.

The game

Context and story

Plot

V0c, a genderless alien character, is given a mission: they must travel to Earth to study the human world. They ask a human (the player) who got lost on their home planet, to help them prepare for that journey. D.I.A., the artificial intelligence system or digital guide of the mission's spaceship, will ensure they don't leave their planet before they check that everything they need is aboard. As soon as V0c has found all the objects required, the ship can take off for Earth.

Lore – game world

The game takes place on V0c's home planet before departure for the mission. The action is set on the spaceship, across 4 rooms, to verify that everything is ready.

Characters

V0c, the alien protagonist



V0c is the main character of the game. As a curious alien specializing in human studies, V0c is sent on a research mission on Earth to learn more about our world.

D.I.A, the artificial intelligence



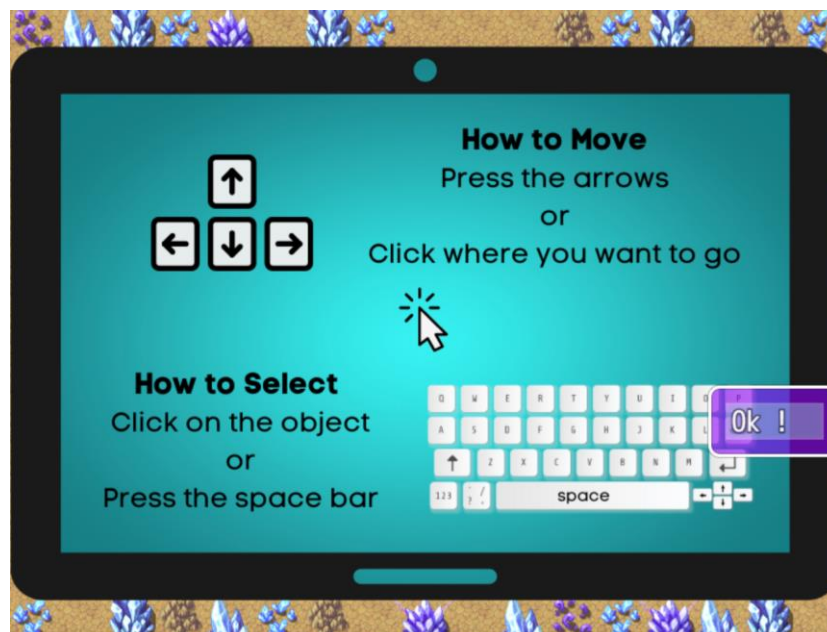
D.I.A is not only the A.I. system controlling the ship but also a specialist in research expeditions to Earth. This digital guide will help V0c but may also put obstacles in the way for training purposes to ensure V0c is ready for the journey to Earth.

Gameplay

Gameplay 1: Top-down view



The game gives a top-down view in which the player navigates with their keyboard or mouse. They can collect or interact with items using the interaction controls – space bar or click. The controls are explained at the beginning of the game:



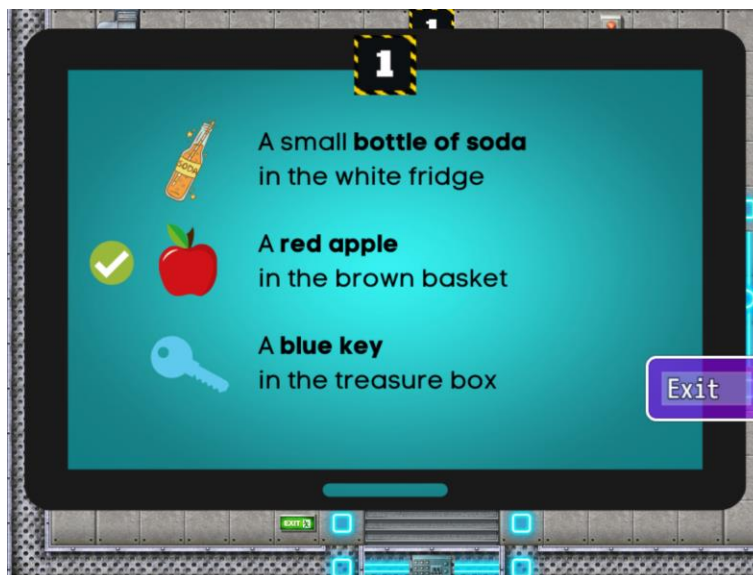
Gameplay 2: Finding objects



When the player finds an object from the list, a picture of that object is displayed on the screen with a confirmation and a short sentence related to its use.

Gameplay 3: The list of objects

In each room, the learners can see the list of objects that they have to find by interacting with a screen, and they can go back to it whenever they wish, to see what needs to be found or what was already found, as specified by a green tick.



Pedagogical impact

The gameplay has the following impact:

1. The dialogues are chunked into small dialogue boxes, making reading more manageable for the learner, which is especially impactful for learners with Specific Learning Difficulties.
2. Learners can see a drawing of the objects they need to find, linking the words with a visual. They can go back to the item list to see the words they have learned and identified so far.

Roadmap and solutions

Level 0 : I need your help

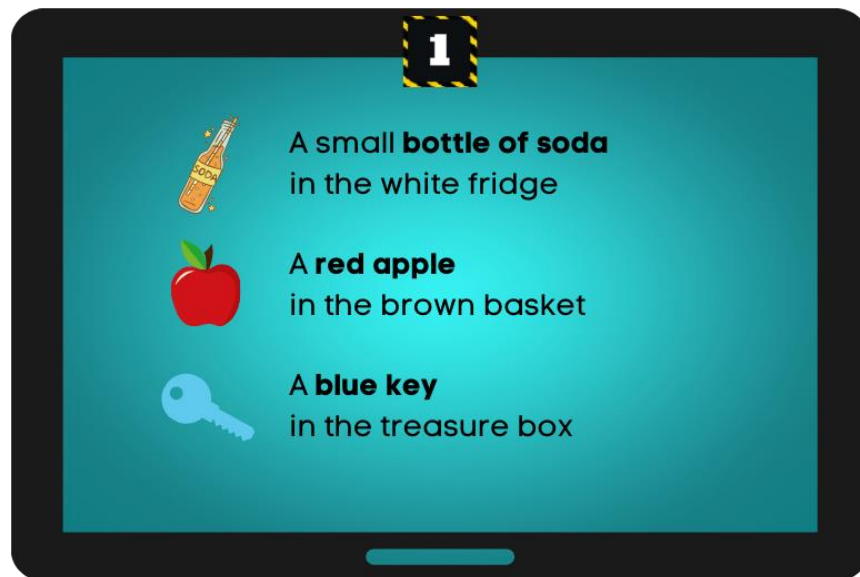


The game starts on a crystal-covered planet where V0c welcomes the player and asks for help to prepare for a mission to explore the human world. The human can then guide V0c towards the spaceship.

Level 1: Snacks



V0c and the human are welcomed by D.I.A., an artificial intelligence. To make sure that they don't leave without everything they need, D.I.A. has created a list of objects. In this first room, V0c has to find the items listed in the following picture. The blue key unlocks the doors inside the ship and allows V0c to explore it freely.



Level 2: Important things



V0c has to gather important devices, tools and study material for the mission.



Level 3: A colorful outfit



Is V0c's outfit ready? V0c has to find several clothes and accessories from D.I.A's list.



Level 4: Stay clean !



In this last and main room, V0c finally has to think about hygiene. They will also have to find a wallet with a human ID card.



Level 5: To be continued !

When V0c has found all the items, D.I.A. allows them to pull a switch in Room 4, that starts the engines and the spaceship can finally leave for Earth.



Full vocabulary content

Here are all of the words used in the game, organized by category and in alphabetical order, along with common phrases and sentences. The words in blue are of higher levels (B1 or B2, based on <https://englishprofile.org>). They remain in the game to keep it coherent and add some challenge for students with higher level. The context allows learners to understand them but the teacher could guide or explain their meaning if need be.

Everyday objects Common terms	Accident	Doctors	Letter	Screen
	Animals	Doll	List	Shape (B1)
	Arrow	Door	Luck	Sign
	Art	Drawer	Medicine	Sink
	Bar	Earring	Metal (B1)	Soap
	Basket (B1)	Earth (B1)	Mission (B2)	Someone
	Bathroom	Engine	Money	Something
	Bed	Extinguisher (?)	Months	Sound
	Birthday	Face	Music	Space bar
	Blankets	Fire	Name	Spaceship (B1)
	Body	Flower	Nature	Stone (B1)
	Book	Fridge	Necklace	Stories
	Bookcase	Gender (B2)	Notes	Switch (B1)
	Bottle	Gift	Objects (B1)	Table
	Box	Girl	Oxygen (B2)	Teeth
	Boy	Glass	Party	Time
	Calendar	Guide	People	Toilet
	Child	Hairbrush	Pets	Toothbrush
	Clock	Home	Phone	Toothpaste (B1)
	Clothes	Hospital	Picture	Toy
	Colour	Human	Plant	Treasure (B2)
	Computer	ID Card	Pocket	Trees
	Congratulations	Information	Pollution (B1)	Wallet
	Corner	Internet	Present	Waste (B1)
	Couch (?)	Jewel (B2)	Problem	Water
	Covers	Jewellery	Recycled (B1)	Weeks
	Cupboard	Journey	Research (B1)	Wood
	Day	Key	Ring	Word
	Desk	Keyboard	Room	World
	Digital	Laptop	Science	

Colors	Black Blue Brown Golden	Green Grey Orange Pink	Purple Red White Yellow
Sizes	Big	Large	Small
Shapes	Circle	Cross	
Food	Alcohol Apple Bread Cake Can Cup	Drink Fruits Grapes Juice Pie Sandwich(es)	Snack Soda Tea Wine
Animals	Bear	Cat	Dog
Clothes	Dress Hat	Shirt Sock	Suit
Quantities	A few A lot of A pair of	All Each Many	Most Some
Conjunctions	And Because	But If	Or
Prepositions Locations	After Before Between During From For	In Inside of Like Near Next to On	On top of (B2) Out To the top of Under With
Adjectives	Adorable Amazing Awesome Better Clean Close Cold Comfortable Cute Dangerous Delicious Empty	Full Healthy Heavy Hot Hungry Important Interesting Long Necessary Nice / Good Popular Pretty	Ready Real Right Sick Soft Sure Sweet Thirsty Useful Wild Wooden Young

<p>Adverbs</p>	<p>Again Almost Also Around Back Enough Here Later Maybe</p>	<p>Nicely Now Other Perfectly Quickly Really So Sometimes Still</p>	<p>Too Usually Very When Where Who Why</p>	
<p>Verbs</p>	<p>Agree Be / be able to Believe Call / called Can Clean Click Come Describe Do Drink Eat Enter Exit Explain Feel</p>	<p>Find Fit Get Give Go Have / Have to Hear Help Hope Keep Know Learn Leave Like Live Love</p>	<p>Make / made of Mean Need Open Play Prefer Press (B1) Pull Read Search (B1) See Serve Should Sing Sit Smell</p>	<p>Stand Start Stop Study Take Talk Think Try Understand Use / used for Wait Walk Want Wear Will Write</p>
<p>Phrases Sentences</p> <p>(in order of appearance)</p> <p>Home planet</p>	<ul style="list-style-type: none"> - Good luck / Good job / Congratulations! - Hello / Welcome - I could / should - I do / do not / don't / did / didn't - It is / It's / it isn't / this is / That is / These are - My name is ... but you can call me - Please / Thank you / Of course - There is / There are - Yes, you do / No, you don't - Let's keep searching (B1) - What are you doing here ? - I know many stories about humans - I need to go to Earth to study the world of humans - I can take you there if you want / I can take you to your home - Can you help me prepare for ... ? Can you try to help me ? - I don't want to help you - Let's enter the spaceship 			

<p>Room 1</p>	<ul style="list-style-type: none"> - You have to make sure - There is a screen like this in each room - The doors are closed / I can open all the doors - This key can open any door - I will keep it in my pocket / I should keep it with me - You can now walk in and out of all the rooms - This basket is full of bread - Most animals are wild and live in nature - Plants make the oxygen that humans need to live - Most of the water on Earth isn't clean enough to drink - Tea is usually served hot and is very popular on Earth - You are too young to drink this - Humans eat this on their birthday. Mine is in a few months. - Will you come to my party ?
<p>Room 2</p>	<ul style="list-style-type: none"> - They use calendars like this to prepare their week or month - Here are a lot of notes about animals. I should read them later - These flowers smell nice - They usually don't wear clothes, do they ? - I can't wait to go there ! - Who put this here ? - I hope they didn't drink during a mission ! - You don't have the time to sit on this couch - The cross signs mean that I should not get too close - I think there is something called the Internet on it. I can use it to do research about the world of humans !
<p>Room 3</p>	<ul style="list-style-type: none"> - It fits me / it's actually my size / t's too small for me - Humans like to give gifts to each other - This is a toy that a child can play with. It isn't a real bear. - Humans wear jewels made of expensive metals and stones (B1) - This can be recycled. We should stop pollution (B1) - When a human gets sick, they go to a place called a hospital - Doctors give them medicine to help them get better
<p>Room 4</p>	<ul style="list-style-type: none"> - Humans need to use the toilet at least a few times a day - I can't see what's inside. I'm not sure I want to know ! - You should not stand near it for too long - If there is a fire, we should use this fire extinguisher ! - Pull the switch to start the engine

References

Sound effects / Background music

"Ouroboros", "Space Jazz", "Space X-plorers"

Kevin MacLeod (incompetech.com)

Licensed under Creative Commons: By Attribution 3.0

<http://creativecommons.org/licenses/by/3.0/>

Visual assets

Title image: Andromeda Galaxy by Miriam Espacio Photography, Pexels.com

RPGMaker MV Assets from itch.io :

Spacepack by Kauzz

Galacti-Chron's Sci-Fi Warehouse tileset pack by Psychronic



Co-funded by the European Union

This project has been funded with support from the European Commission. This publication reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

Project code: 2021-1-BE01-KA220-SCH-000027783

This work is licensed under the Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International License (<http://creativecommons.org/licenses/by-nc-sa/4.0/>).