D-ESL

Pedagogical sequence/Introductory sheet

V0c's Journey 3: The Departure

Language level	B2
Skills	Reading
By the end of the sequence, students will be able to...	Understand and identify a series of objects and tools
	Understand and identify expressions about relationships and interactions between characters
	Understand and react to common phrases and instructions – locations, interactions, directions
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

The best experience is ensured with the desktop versions of the game. However, for simplicity, you can access the game at the following address:

https://d-esl.itch.io/v0cs-journey-3

Hosting the game session

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

Accessibility

English level

B1-B2: Most of the core vocabulary and grammar necessary to finish the game

Additionally, a few words are of **level C1** to provide more coherence but can be understood with the context 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 maximised and that the game is played on a large enough screen. If you are playing through a web browser, make sure that the game is in full-screen mode and use "ctrl + scroll" on your keyboard and mouse to adjust the size of the game if needed.

The game can be played either with the keyboard (arrows and space bar), computer mouse or touch screen, 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 maximised (cf. above). 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 who 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 series of interactions in which they need to choose the correct emotion or the right meaning of an expression, following directions they will receive to navigate the map. These indications do not refer to the colour of the elements on the screen. Therefore, not seeing the different colours or not being able to differentiate them should not hinder players' experience.

Auditory disability or deafness

There is background music along with sound effects within the game, but they are not necessary to accomplish the steps, nor are they relevant additions to the required information. The game can thus be played on mute, and students with auditory issues or deafness will be able to accomplish all the tasks without issue.

Students with dyspraxia

The game can be controlled either with the mouse, the keyboard or the touch screen. 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 15 to 20 minutes, depending on the learners' level.

The language level involved is for intermediate students, and the game in itself has a rather moderate 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 3 – The Departure - Windows.zip" (depending on the operating system the game will be run on). In the extracted folder, double-click on "Game".

In Group

You could also make groups of 2 to 4 students behind the same screen. Make sure that everyone has the controls at some point by taking turns. For instance, a player could start the game and interact with the first few characters, and a different player could take over the controls when they reach another area or meet another character - there are 7 characters to interact with. You could group students with a higher level and students with a lower level together so 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 use a video projector and ask your students to vote for the next action to do in the game. This may, however, make the activity less interactive and could prevent students with a lower level from participating instead of following the lead of students with a higher understanding.

Multiplayer mode

There is no multiplayer mode, but students could play in small groups of 2 to 4.

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 they learned or a 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 15-20 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 specified in the interactions if they wish to explore more elements of the map but that it is not necessary to finish the game.

Distance learning activityv

Distance learning is also an option and can be arranged similarly to homework.

Briefing

Pedagogical requirements

This game can be used to introduce new words of vocabulary or to revise them. During the briefing, tell your students that this game will make them practise and improve their vocabulary. They will work on B1 and B2 words and phrases related to tools, jobs and relationships, along with directions and common phrases.

Explanations to give before playing

The students should be informed about the expected duration of the game (15 to 20 minutes – depending on the learners' level and whether they wish to explore) and be asked if they understand the controls as shown right after they start (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 or characters in order to interact with them.

They should be told that they will be able to interact with many elements within the game and not just the characters specified in the instructions. If they are quick to have the necessary interactions 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 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. There are mentions of pollution, recycling and environmental protection, homelessness and poverty, sickness and depression, and gender identities beyond male and female, as the main characters, V0c and D.I.A., are genderless, which is not mentioned here but is mentioned in the first game "V0c's Journey: the Mission".

Follow-up and post-play activities

Evaluation: score analysis or resolving difficulties encountered

There is no score count or levelling up: learners interact with 7 characters across 3 maps: the farm, the main square and the lake-side road. Progress is made through conversations in which players have to correctly identify terms or expressions in a multiple-choice format. Incorrect answers lead to a brief explanation before retrying. Interactions end once the correct answer is chosen.

After each interaction, they either receive one of the objects they need or are given instructions leading them to another character where the next necessary

interaction will occur. Contrary to the previous game ("V0c's Journey 2: The Letter"), there is no specific order for most of the interactions: only a few are automatic, while the others depend on where the player decides to go first.

If some students struggle to finish the game, you can ask them to wander around and interact with any character they meet. You can use these moments to discuss the difficulties encountered and guide the players towards what they're missing.

If learners with a higher level have already found everything, they can provide help to other students who are facing more difficulties, or they can stop before collecting the last item (to avoid the automatic final interaction) to explore other parts of the game and interact with more information (objects and decor).

Lesson plan using the in-game content learned

Using B2-level vocabulary, different types of lessons can be organised 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, and drill exercises can be interesting, especially for the elements that are useful on a daily basis or for B2-level terms which may not have been learned or encountered by the students before.

At the end of this document are screenshots of each step from the game to know which exercises can be done to help students understand the more complex terms or expressions before playing or allow them to work afterwards on what they learned to improve their understanding and usage of those elements.

Debrief or production based on the game session

Listing the learned vocabulary

After the game, students can write down and pronounce the words and phrases that they learned, whether as a class debrief or a group activity. Focusing on game essentials, students could compile and discuss, in groups, the emotions, tools, expressions and directions to explain their meaning and make sure they can identify and understand them. You could use that opportunity to ask about terms or phrases that the students have not fully understood, as some may have guessed the answers by chance and may not have focused much on the explanations.

Beyond the necessary interactions, there are a few other elements on the first two maps (the farm and main square) which can be interacted with, depending on the players' curiosity and opportunity to explore. Some students could learn words that other students will not come across if they don't decide to walk around. In that case, you could take time after the game to ask each student to list all the new words and phrases that they learned, either as a group activity or a brainstorming, which could result in a full vocabulary list so that all the students learn all the words and phrases present in the game, not limited to the required interactions.

V0c's Journey

Have students write a summary of the plot so they can formulate sentences and express their understanding of what happened in the game. That could include the description of the characters, the different locations, the main tasks and steps of the mission, and the full scenario, including a general idea of the first games, "V0c's Journey: The Mission" and "V0c's Journey 2: The Letter", which are quickly explained in the first interaction (more detailed if the students have played those games too).

Character sheets

It can also be interesting to allow students to imagine more information about the characters, V0c and D.I.A., along with the humans they interact with, by identifying 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 the characters' profile sheets :

- Where are the characters from? (Students could imagine a name for V0c and D.I.A.'s home planet or image a different background for certain characters, such as Captain Haddock who mentions having travelled around the world.)
- How old are they? (For D.I.A., it could be when the digital guide was created; for V0c, the date of birth that appears on the I.D - 25th January 1995 - shown if the player interacts with the city hall door, can be believed as accurate or fake.)
- 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.)
- 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, work, etc.)
- What kind of feelings do they express? (Learners could either use the emotions that were mentioned in the previous game or in this one, such as frightened, curious, depressed, etc., or try to find the right terms to describe the characters' feelings in their own words: gratefulness, confidence, pride, impatience…)

What did they miss

While V0c are going back to their home planet after exploring only a small part of the human world, you can ask your students to imagine what could have happened

during their exploration of this town or the Earth in general, what parts of our world they have missed or should discover before leaving. The students can also suggest how the characters they've met and the expressions they've learned could help them in their exploration of the human world.

You could also ask them what they hope or wish that V0c would have done by asking certain questions and having them write a few sentences for each answer :

- 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 mentioned in the previous game or what the restaurant lady could potentially prepare, along with the variety of dishes depending on which places they visit.)
- What activities or sports should V0c try to do? (It could be influenced by the students' hobbies or interests or by what V0c and D.I.A have said in the game, or 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 cat or talking with fish, but students could suggest other animals or even children, scientists or teachers and can imagine the conversations they could have.)
- What reactions would the alien have when discovering more parts of the human world? (Students could reply based on the interactions within the game and V0c's curiosity and enthusiasm, but also their naiveté, kindness and obliviousness, or they could explore the possibility that V0c would be scared, shocked or worried about the vast diversity on Earth, certain negative behaviours, etc.)
- What reactions would other humans have when they meet V0c and D.I.A.? (Consider the original appearance of the green and purple alien that scared the first human they me in the second game, but also acknowledge V0c's ability to

shapeshift at will and appear more human-like with chosen physical features such as cat ears.)

Note: If the students have also played the first games, "V0c's Journey: The Mission" and "V0c's Journey 2: The Letter", and have done a similar activity, you can go back to their answers or hypotheses and see if they prefer what they had imagined from what happened in this game.

What happens next

Now that V0c and D.I.A. have repaired the ship and are on their way back to their home planet, ask students to imagine what could happen, whether during their travel across space or during a future mission. They could imagine that they land on a different planet or decide to travel back to a different place on Earth, or suggest how they will use some of the items and gifts they received from the townspeople, along with the knowledge and information they gathered about humans: how useful will that be to them, their planet, their people and their research about Earth and humans? What will they do with such information and items?

The game

Context and story

Plot

V0c, a genderless alien, was given a mission: to explore the Earth and study the human world. In the first game ("V0c's Journey: The Mission"), they asked a human (the player) who got lost on their home planet to help them prepare their ship. In the second game ("V0c's Journey 2: The Letter"), they landed on Earth and explored a town, meeting people and making friends.

Now that they have gathered knowledge about the human world, they need to repair their ship to go back home. They have to collect items and tools by asking people for help. D.I.A., the artificial intelligence system of the spaceship, uses the smartphone in V0c's pocket to share information, such as the list of items and the progress, along with advice and guidance. As soon as V0c has interacted with each character, they collect all of the necessary items, then have a final farewell party where they have a final series of interactions with all the characters, during which they receive various gifts before leaving the Earth and going back home.

Lore – game world

The game takes place in a rural city called "Landing". The action is mostly set across 3 maps (the farm, the main square and the lake-side road) where V0c, D.I.A. and the player interact with 7 townspeople to ask them for help.

Characters

V0c, the alien protagonist

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

D.I.A, the artificial intelligence

	D.I.A is an A.I. system in the spaceship, now on the smartphone in V0c's pocket, a specialist in research expeditions to Earth. This guide will help V0c but also put obstacles in the way to ensure V0c follows the right steps and learns what they need.

Allie, the farm girl

	She is the first human that V0c met after landing on Earth; she was scared at first by the alien but is very friendly and close to nature, although she is often too busy to help.

The old man

	He is the first person that welcomes V0c in the main square. He doesn't like strangers and is rude, judgemental and suspicious towards V0c, reluctantly helping if it means the alien won't bother him again.

Elliott, the homeless man

He used to be homeless until V0c helped him get food from Myrtle, who gave him a job and allowed him to live with her to help. He owes V0c and tries his best to return the favor.

Matteo, the fountain man

He is a nice and helpful man who often stands near the fountain at the centre of the main square and always provides great advice and assistance.

Myrtle, the restaurant lady

She stands next to the restaurant that she owns, near the fountain, and welcomes customers. She is a very nice and generous old woman who gives back and helps when she can.

Captain Benjamin Haddock

He is a kind old sailor who used to explore the world and has kept some treasures from those travels. He wants to keep some of them as they are precious reminders of his adventures, but he also wants to help V0c and participate in their adventure, too.

Ben Hawkins

He was the only human who had met an alien before V0c arrived but he has a very bad memory and doesn't remember meeting the alien at all. He is friendly and wants to be helpful.

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 interact with items or characters using the interaction controls – space bar or click. The controls are explained at the beginning of the game:
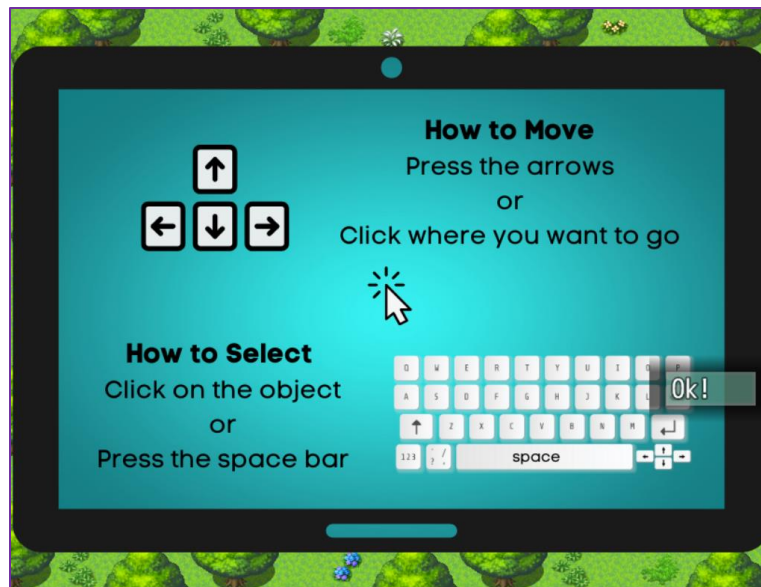
Gameplay 2: Interacting with people

While some interactions with NPCs (non-playable characters) are automatic when the character gets closer to them or enters a different map, others have to be triggered by clicking, tapping or pressing the space bar on the specific character. The conversation goes on as the player progresses or selects some of the choices, which either leads to an explanation when incorrect or to the rest of the interaction when correct, followed by instructions or advice leading to the next step.

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 an image of the objects they find or interact with, linking some of the words with a visual, along with the full list of items displaying the progress by specifying which objects have already been found.

Roadmap and solutions

This part provides a general explanation of each step to achieve during the game. Each character uses an expression or word that V0c doesn't understand, making the player choose the correct explanation among multiple choices.

More explanations and screenshots are provided in the player's guide.

Note that, after level 2, the items can be collected in any order as the player can interact with any of the characters across the map, and the final level (7) will automatically start once all the items are collected.

Level 0: Fix the situation

The game starts near a forest where the ship landed, as V0c explains that, after exploring the town and learning about humans, they need to repair the ship to go back to their home planet. D.I.A. provides the list of items that V0c needs to find.

Progress can be checked by walking in specific places where D.I.A. asks if the player wants to check the list, where the already collected items would be circled in green.

Level 1: The first friend (Allie)

After walking to the right towards the farm, V0c interacts with Allie, who was the first human that they met when they landed. She talks about her farm and doesn't have any items that could help, so V0c decides to go into town to find more people.

Level 2: Back in town (Old man)

As they get to the main square, V0c notices the neon sign above the pharmacy. The old man whose wife owns the building rudely intervenes, and after understanding what he'll gain from helping V0c repair the ship, he agrees to give a neon tube.

Level 3: Second chance (Elliott)

When taking the first street up from the pharmacy, V0c meets Elliott, the previously homeless man, who explains how Myrtle gave him a job and a home thanks to V0c's help in the last game and gives them a metal rod from his tent.
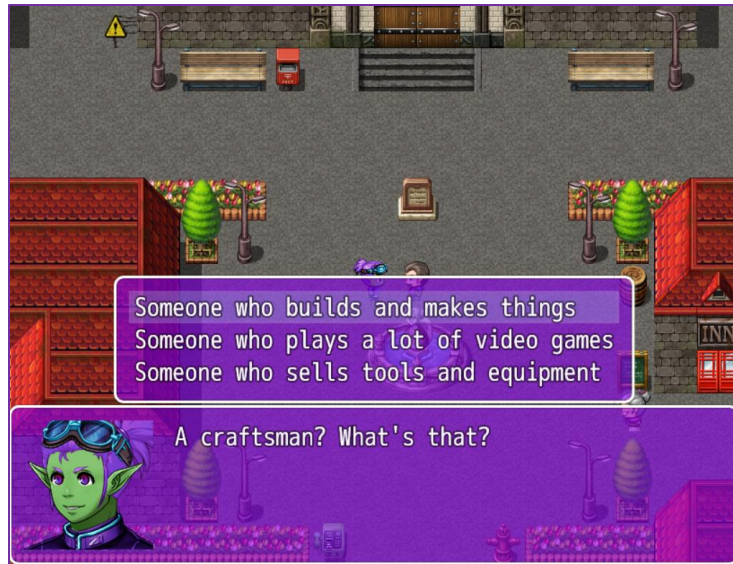
Level 4: Memory (Ben)

Reaching the street on the top right, V0c meets with Ben, a main character from the previous game, whose memory is very bad but who manages to remember that he has a few tools and items that V0c can use.

Level 5: Arts and crafts (Matteo)

Standing near the fountain, Matteo is very helpful, as he always carries tools with him due to his crafting hobbies.

Level 6: Stay connected (Myrtle)

The restaurant lady, Myrtle, welcomes V0c nicely and gives them one tool, directing them to a public phone where another of the necessary items can be collected. Note that if the player has already collected the wire from the phone, the interaction with Myrtle will be adapted accordingly.

Level 7: An important bond (Haddock)

Going down from the fountain, V0c notices a shop that sells jewellery but the diamonds that they sell are too expensive. D.I.A. suggests that Haddock, the sailor, may have brought treasures from his adventures and the player is directly lead to the lake-side house where Captain Haddock unfortunately doesn't want to part with such a precious treasure but gladly gives them a rope and his best wishes.
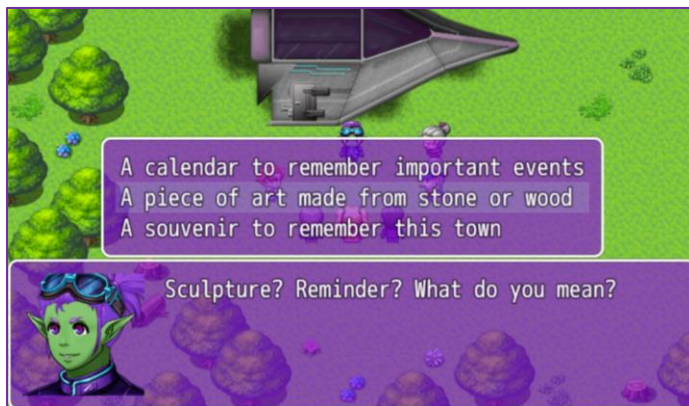

Level 8: The farewell party

After V0c has finally repaired the ship, all the characters who helped them gather up. Each person expresses themselves, some offer gifts and after a few more interactions and a final goodbye, V0c and D.I.A. finally leave Earth, thanking every human for their help in accomplishing their mission.

◄ Here, all 3 answers are correct.

References

Sound effects / Background music

"Adventures in Adventureland", "Winter chimes" and "Ouroboros"

Kevin MacLeod (incompetech.com)

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Visual assets

RPGMaker MV Assets from itch.io : Spacepack by Kauzz