The activities below are an application of the CERCLL game-enhanced materials development framework, using *Life Quest*, a casual, PC, single-player simulation-management game (Big Fish Games, 2010). The activities were designed with an intended audience of adolescent to young adult English language learners with a high-intermediate to low-advanced level of English proficiency. With scaffolding, however, the activities could be adapted for a high beginning to low-intermediate. They can be adapted to students from similar or mixed L1 backgrounds, in a second or foreign language learning context.

### 1. Preview Activities:

- Research has shown that previewing content is important, to prepare learners cognitively and awaken schema for understanding new content in the L2. For *Life Quest*, a game about starting one’s life as a ‘contributing member of society’ after graduating from high school, preview questions might focus on graduation, jobs, and ‘the rat race’.

- Sample preview questions for discussion:
  
  - Why is graduation an important ‘milestone’ in life? What are some other important ‘milestones’?
  - What do high school and college students do after graduation? What kinds of jobs do they get?
  - What was your first job? after graduation? If you haven’t graduated yet, what career would you like to pursue? Why?
  - What does it take to get a good job? How does one develop these skills?
  - What do you have to do to be a responsible adult in society?

- Have students brainstorm job descriptions, skills, and personality traits as a class.

### 2. Explore Activities: play and observe <---> notice and collect

- Have the class watch you start the game, projected on a screen. Tell the students that they will play the game after observing you play the first challenge, against Daphne, with the assistance of your ‘sister’. As you go through the first challenge, elaborate on any issues you think the students may have when they play. Tell them that they should interrupt you with questions about how to play if they have any.
• Have students work in pairs. Have each pair start a new user, create a character, and go through the first challenge on their own. Tell them to take notes on words and rules that they have questions about. Circulate and note where students are having trouble, drawing the class’ attention to important items when needed.

• After students complete the first challenge, ask them questions about the game discourses, for example:

Focus on narratives:
  o What is your character’s name? What do they look like?
  o What job did you take? Why?
  o What did you eat?
  o Which fish did you buy? What color was it?
  o What are some of the different buildings in town?

Focus on gameplay:
  o What is the object of the game?
  o What are the differences in jobs?
  o What is the happiness meter? the time meter?
  o What is the purpose of eating and sleeping?
  o What are the character traits, and what is their purpose?

• Ask students for any new vocabulary they noticed or learned, and use it for a vocabulary activity. Table 1 below includes some samples.

<table>
<thead>
<tr>
<th>c’mon</th>
<th>the only (xyz) in town</th>
<th>to keep an eye on</th>
</tr>
</thead>
<tbody>
<tr>
<td>city hall</td>
<td>to apply for</td>
<td>to mooch off someone</td>
</tr>
<tr>
<td>contributing member of society</td>
<td>to be qualified for</td>
<td>to show someone the ropes</td>
</tr>
<tr>
<td>first order of business</td>
<td>to be up to</td>
<td>to show someone what</td>
</tr>
<tr>
<td>hand-me-down</td>
<td>to call it a day</td>
<td>you’re made of</td>
</tr>
<tr>
<td>high school rival</td>
<td>to customize</td>
<td>to take someone on</td>
</tr>
<tr>
<td>little bro</td>
<td>to earn money</td>
<td>toast of the reunion</td>
</tr>
<tr>
<td>quick pick</td>
<td>to get settled in</td>
<td>unemployed</td>
</tr>
<tr>
<td></td>
<td></td>
<td>welcome wagon</td>
</tr>
</tbody>
</table>

Table 1: Sample vocabulary from Challenge 1 (Daphne)

As recipient of a US Government grant, CERCLL is required to record all outreach activities, including dissemination of working papers. If you would like a free copy of this entire paper, please send a note to Dr. Jonathon Reinhardt at jonrein@email.arizona.edu, so that we can keep a record of interest.