

ISSN 1994-1250

JILD

Journal of Interactive Literature and Drama

**A Multi-Discipline Peer-Reviewed Journal of
Immersive Narrative Experiences**

**Volume Thirteen, Issue Two
December 2019**

Interactive Drama Archive

J I L D

Journal of Interactive Literature and Drama

<http://www.interactivedramas.info/journal.htm>

**A Multi-Discipline Peer-Reviewed Journal of
Immersive Narrative Experiences**

**Volume Thirteen, Issue Two
December 2019**

Interactive Drama Archive

<http://www.interactivedramas.info>

ISSN 1994-1250

Journal of Interactive Literature and Drama

Immersive Narrative Experiences

Volume 13.2, December 2019

Contents

Live Action Role-Plays (LARPs) as Catalysts for Modern Pedagogy: Unveiling a World Beyond Traditional Language Education (Gary Santos)..... 1

Embracing Diversity through Play: A Deep Dive into Inclusive Education through Salon and Theatre-Style Scenario LARPs (Brad Jones)20

First Exposure: TESOL Graduate Students React to Their First Language Learning LARP (Michael Cheng)46

The Big Lunar Conspiracy: A Moon Colony Murder Mystery an Interactive Drama Scenario (Brian David Phillips)65

Call for Papers and Notes for Contributors119

J I L D

Journal of Interactive Literature and Drama

**A Multi-Discipline Peer-Reviewed Journal of
Immersive Narrative Experiences**

Editorial Policy

The Journal of Interactive Literature and Drama is an international journal dedicated to the publication of critical discussion and scenarios related to Scenario-Based Theatre-Style Interactive Drama Freeform Live Action Roleplaying Games and welcomes contributions in all areas of the study, design, and creation of stand-alone scenario-based LARPS as well as Scenario-Based Learning related to interactive dramas and other forms of interactive literature and interactive drama of this type. Review articles of books related to interactive drama and informal book announcements are also welcome. Critical pieces on scenarios or convention events are welcome. Stand-alone scenarios are encouraged for submission with designer notes and running commentary. Submissions are peer-reviewed. Contributions may be submitted from all countries and are accepted all year round. The language of publication is English. There are no restrictions on regular submission; however, manuscripts simultaneously submitted to other publications cannot be accepted without express notice and permissions for simultaneous publication. Submissions by electronic mail are accepted. Hardcopy or regular mail submissions are not accepted.

Distribution and Community

The Journal of Interactive Literature and Drama is published online at <http://www.interactivedramas.info/journal> and in press format as well as pdf distribution. The journal is published one to three times a year (depending upon accepted submissions, there is no set schedule per volume). You may find the current issue and past issues archived at <http://www.interactivedramas.info> on the world wide web. The journal is associated with the scenario archive at <http://www.interactivedramas.info> and is associated with the Society of Interactive Drama.

Correspondence

Feel free to contact the editors of the Journal of Interactive Literature and Drama via email at director@interactivedramas.info.

Correspondence and submissions may be sent to:

Editor,
Journal of Interactive Literature and Drama

LIVE ACTION ROLE-PLAYS (LARPS) AS CATALYSTS FOR MODERN PEDAGOGY: UNVEILING A WORLD BEYOND TRADITIONAL LANGUAGE EDUCATION

Gary Santos

Abstract

The realm of language education stands at the cusp of a transformative era, with Live Action Role-Playing Games (LARPs) emerging as a vibrant player in the pedagogical arena. This essay delves into the amalgamation of LARPs and innovative pedagogy, unraveling the potential of experiential learning embedded within the engaging scenery of role-playing. Through a lens imbued with motivation enhancement theories, the essay explores the efficacy of LARPs in fostering a robust, context-rich, and interactive learning environment. The journey through various facets of language education, encapsulated in cultural immersion, vocabulary expansion, and communication skill enhancement, paints a promising picture of LARPs as a potent tool for nuanced language acquisition. The narrative navigates through the channels of integrating LARPs in both formal classrooms and informal learning environments, shedding light on the potential challenges and the beacon of solutions awaiting discovery. A fictitious expedition through ten case studies lays down the stepping stones for a rich understanding of LARPs' impact on language learning outcomes. As the narrative embarks on a voyage towards the future, it delves into the exciting prospects ushered in by

technological advancements like Virtual Reality (VR) and Augmented Reality (AR), alongside the potential policy implications paving the path towards a renaissance in language education curriculum design. This essay serves as a clarion call for educators, policymakers, and scholars to delve deeper into the uncharted waters of LARPs, fostering a fertile ground for future research and innovative implementations that could redefine the trajectory of language education.

Keywords: Live Action Role-Playing Games, LARPs, Innovative Pedagogy, Language Education, Experiential Learning, Motivation Enhancement, Cultural Immersion, Vocabulary Expansion, Technological Advancements, Educational Policies

INTRODUCTION

The allure of escaping into a character far removed from oneself, of engaging in mythical quests with a fellowship of adventurers in a realm bound only by the limits of imagination, has long been the essence of Live Action Role-Playing Games, or LARPs. At the heart of LARPs lies a unique fusion of reality and fantasy, individuality and collective action, structured rule-play and boundless creativity. LARPs are essentially a physical enactment of scenarios usually tethered to fictional or historical universes, where participants adorn the roles of distinct characters and navigate through the scripted and unscripted events, collectively crafting a narrative that is as unpredictable as it is enthralling. The roots of LARPs dig deep into the theatrical and gaming cultures of the past, tracing back to the imaginative plays of the early 20th century, evolving over the decades into an expansive community of storytelling enthusiasts.

Yet, the magic of LARPs transcends the enthralling adventures in imagined realms. When the veil of fiction is delicately lifted, beneath it lies a world brimming with educational potential. This narrative-driven play has found its way into the heart of innovative pedagogy, shedding a vibrant light on the landscape of language education. Pedagogy, the art and science of teaching, has long been the cornerstone of scholastic achievement. The traditional

pedagogical strategies have predominantly hovered around structured classroom instruction, with a teacher doling out knowledge and students passively imbibing it. However, as the world propels into a future where the fluidity of knowledge and the ability to adapt are prized, the static walls of traditional pedagogy seem less and less adequate.

Innovative pedagogy springs from the need to morph education from a one-size-fits-all mold into a dynamic, interactive, and learner-centered endeavor. It's about shifting the spotlight from rote memorization to critical thinking, from passive reception to active engagement. It's about preparing learners not just to navigate the known, but to voyage into the unknown with curiosity and competence. This is where LARPs emerge as a whimsical yet potent pedagogical strategy, especially in the realm of language education. They embody an environment where language is not just a subject to be studied but a tool to be wielded, a living entity with which one can interact, negotiate and create.

The journey from a traditional classroom to a LARP orchestrated learning space is akin to stepping from black and white into a world suffused with color. Suddenly, the words and phrases aren't just ink on paper, but a medium to express, to quest, to survive and thrive in a socio-cultural milieu crafted both by and for the learners. The roles learners adorn, the quests they undertake, the alliances they form, all in the pursuit of common or conflicting goals, foster a rich soil wherein language skills can organically germinate, flourish, and bear the fruits of fluent communication, cultural competence, and creative expression.

As we delve deeper into the heart of LARPs and their place in the innovative pedagogical spectrum, especially focusing on language education, we shall explore the myriad ways in which they can be integrated into both formal classroom settings and informal learning environments. This vibrant intersection of play, learning, and language is not just an academic inquiry but a venture into the realm of what makes learning a joyous, meaningful and life-enriching experience.

THE PEDAGOGICAL POTENTIAL OF LARPS

The beauty of LARPs lies in their inherent nature of being a sandbox for real-time, interactive, and experiential learning. As one steps into the shoes of a character, the learning environment morphs from a passive receptor of information to an active playground of curiosity. This lively interaction finds its roots in Kolb's Experiential Learning Theory, which emphasizes the cycle of experiencing, reflecting, thinking, and acting as the essence of learning. The theory paints learning not as a mere accumulation of facts but as a spiral of experiences leading to a deeper understanding, a better problem-solving acumen, and an enriched interaction with the world. LARPs embody this spiral of experiential learning by throwing participants into scenarios where the theoretical knowledge of language has to be employed in real-time, replete with the nuances of emotion, cultural contexts, and unscripted interactions.

The immersive environment of LARPs provides a fertile ground for language acquisition. As participants traverse through the narrative, each conversation, each negotiation, and each poetic discourse in the quest not only enhances linguistic skills but also embeds a practical understanding and appreciation of the language in a lively, dynamic context. The scenes in LARPs aren't just dialogues, but meaningful exchanges laden with emotions, intentions, and consequences. Here, language isn't a subject, but a living, breathing entity that players interact with, learn from, and contribute to. This immersive experience transforms the abstract understanding of linguistic structures into a tangible skill, enabling learners to grasp the nuances of language in a manner that is both profound and engaging.

On the cusp of engagement, springs the fountain of motivation which is often seen as the linchpin in the realm of education. The thrill of embodying a character, the allure of a quest, the camaraderie among participants, and the gratification of achieving a goal, all contribute to a potent motivational brew. This concoction enhances intrinsic motivation, the inner desire to learn and

improve, a trait often seen gasping for breath in the straitjacket of traditional educational frameworks. LARPs provide a narrative, a purpose to the act of learning, thereby fueling the intrinsic motivation to learn and excel.

Moreover, the high level of engagement observed in LARPs contributes significantly to retention, a critical aspect often elusive in traditional classroom settings. The human brain is wired to remember experiences and stories better than isolated facts. The narrative-driven, experience-rich environment of LARPs provides a robust framework for long-term retention of learned material, especially language skills. As participants navigate through the narrative, the language used, the cultural nuances observed, the emotional exchanges experienced, all get etched deeper into memory, fostering a lasting learning experience.

Thus, under the vibrant guise of adventure, camaraderie, and storytelling, LARPs harbor a robust pedagogical powerhouse that holds the potential to revamp the landscape of language education. Through experiential learning, they breathe life into the abstract skeletons of linguistic rules, and through motivational enhancement, they reignite the intrinsic joy of learning, making education a thrilling, meaningful voyage rather than a monotonous chore.

LARPS IN LANGUAGE EDUCATION

The kaleidoscopic world of LARPs unfolds a panorama of diverse cultures, dialogues, and interactions, making it a fertile ground for cultural immersion. In a traditional classroom, cultural education may often be limited to reading texts or watching videos. However, LARPs transport learners into a living canvas where cultures aren't just observed, but lived, interacted with, and deeply understood. Through the veil of characters and narratives, learners navigate through the cultural nuances, etiquettes, and languages of various social realms. This living interaction burgeons a level of cultural competency that's vital in our increasingly globalized world. By threading the fine lines of different cultural narratives, learners also find themselves in situations

demanding real-world language application, moving beyond theoretical constructs into practical, meaningful communication.

In the hearty debates in a king's court or the quaint chatter in a village market within a LARP, the scope for vocabulary expansion is colossal. Unlike the rigid structures of traditional vocabulary lessons, LARPs foster contextual learning. Here, words aren't merely memorized but are used, understood, and remembered based on the context they are encountered in. The stories and scenarios within LARPs provide a rich context, making vocabulary learning organic and memorable. Furthermore, the diversity of scenarios pushes learners towards practical language usage. It prompts them to expand their vocabulary horizons to express themselves aptly in different situations, mirroring real-world language demands.

Amidst the narrative threads of LARPs, lies a goldmine for honing speech and communication skills. The interactive scenarios demand participants to listen, articulate, negotiate, and sometimes, persuade or deceive. The dialogic nature of LARPs encourages learners to think on their feet, articulate their thoughts clearly, and understand others accurately. Besides verbal communication, the realm of LARPs is ripe with non-verbal communication. The gestures, facial expressions, and body language are all part of the rich tapestry of interaction which learners become adept at reading and responding to. This holistic approach to communication training stands LARPs apart as a robust, dynamic, and realistic platform for honing communication skills.

Assessing learning outcomes in LARPs can be as exciting as the learning process itself. The fluid, dynamic nature of LARPs opens doors to numerous formative assessment strategies. Continuous feedback can be integrated seamlessly into the narrative, guiding learners gently towards better language usage, understanding, and cultural competency. Moreover, the vast scenarios and interactions within LARPs provide a rich data pool for summative assessments. The language skills, cultural understanding, and communication competency can be evaluated through the lens of practical, real-world interaction rather than sterile, isolated tests. The assessments, thus, are not

just a gauge of learning, but a meaningful, insightful reflection of learners' competency and understanding.

In a nutshell, the realm of LARPs in language education is an adventurous voyage from the shores of theoretical knowledge into the deep, turbulent, yet exhilarating waters of practical understanding, cultural competency, and effective communication. Each narrative, each dialogue, and each interaction within LARPs is a step towards making language learning an engaging, meaningful, and highly effective endeavor.

INTEGRATION STRATEGIES

The adventurous realm of LARPs doesn't just burst forth with pedagogical potential, but also with a promise of seamless integration into diverse learning environments. Be it the structured setup of a classroom or the fluid, open-ended nature of informal learning spaces, LARPs have a knack for weaving their magic through.

In the heart of a classroom, the incorporation of LARPs begins with the meticulous craft of scenario design. Here lies the opportunity to fuse curriculum objectives with the vibrant narrative of a role-play. The design phase forms the skeleton of the learning experience, where the goals are intricately intertwined with the characters, challenges, and quests that await the learners. It's a canvas where the linguistic, cultural, and social objectives are painted with the hues of creativity, empathy, and adventure. However, a successful enactment requires more than just an engaging scenario; it demands adept classroom management during LARPs. Managing a classroom alight with the excitement of a live-action role-play requires a balance between keeping the narrative on course while allowing spontaneous, learner-driven interactions. It's akin to conducting an orchestra where each participant contributes to the symphony of learning experiences.

Stepping outside the traditional classroom, LARPs find a snug fit within informal learning environments too. The community-based LARPs spring forth as a whimsical blend of education and community engagement. These LARPs, grounded in local settings, burgeon a sense of community among learners while providing a realistic, engaging platform for language learning. They embody the essence of collaborative learning, where each interaction is a note in the melody of cultural and linguistic competency. Furthermore, the digital age showers upon us the boon of online LARPs platforms. These virtual realms break the geographical shackles, bringing together learners from across the globe. They not only foster language learning but also cultivate a global perspective among participants. The online platforms provide a safe, structured, yet flexible environment where the narrative of the LARP navigates through the diverse cultural and linguistic landscapes, each click, each dialogue opening doors to new learning horizons.

The implementation of LARPs, be it in a traditional classroom or in informal settings, isn't merely about introducing a novel teaching strategy. It's about nurturing a culture of active, experiential learning, where the voyage of education is as exhilarating as the destinations of knowledge. It's about viewing language not as a subject but as a vessel of communication, expression, and exploration. Through meticulous scenario design, adept management, and leveraging community and digital resources, LARPs promise a rainbow of learning experiences that are as profound as they are captivating.

CHALLENGES AND SOLUTIONS

The realm of LARPs, with its beckoning promise of enriched learning experiences, doesn't come without its set of challenges. One of the prime roadblocks on the path to integrating LARPs in language education is the hurdle of resources and funding. The need for captivating scenarios, authentic props, suitable venues, and sometimes even costume materials can add up to a substantial sum, rendering budget constraints a significant concern for many

educational institutions. However, the silver lining emerges in the form of alternative funding sources. In the modern-day, crowdfunding platforms, educational grants, and community sponsorships offer a beacon of hope. Engaging the local community and making them stakeholders in the innovative educational venture could not only provide financial support but also foster a robust community involvement in the educational process. Moreover, a minimalist approach to LARPs, where the emphasis is on the narrative and interaction rather than elaborate setups, could also be a pragmatic solution to budget constraints.

Another cornerstone to successfully navigating the waters of LARPs in language education is ensuring that educators are adept at not just understanding the essence of LARPs but also in designing, managing, and evaluating LARP-based learning experiences. This segues into the critical aspect of teacher training. A robust professional development program that enlightens educators about the pedagogical goldmine that LARPs are and equips them with the necessary skills to seamlessly integrate LARPs into their teaching repertoire is imperative. Such training programs should encompass the A to Z of LARPs, from scenario design to classroom management during LARPs to evaluating learning outcomes. However, professional development shouldn't be a one-off; it should be an ongoing process. This is where the notion of a Community of Practice (CoP) shines through. Establishing a CoP among educators engaged in LARPs could foster a culture of continuous learning, sharing, and evolving. Through regular meetups, both virtual and physical, educators can share their experiences, challenges, solutions, and best practices, thereby enriching the collective competence and confidence in implementing LARPs for language education.

At the crossroads of innovation and implementation, challenges are but natural companions. Yet, with a judicious blend of alternative funding avenues and a robust framework for professional development coupled with a supportive community of practice, overcoming these challenges is within arm's reach. The objective is not just to see LARPs as a fleeting trend but to embed them within the educational fabric, as a vibrant thread that adds a unique texture, a depth of understanding, and a kaleidoscope of experiences

in the educational journey of learners. Hence, while the challenges are real and pressing, the solutions are pragmatic and within reach, nudging the educational realm closer to a future where learning is as engaging and effective as it is enjoyable.

CASE STUDIES AND EVIDENCE

Delving into real-world instances provides a panoramic view of how the theory of LARPs melds with practice in language education. The exploration of existing programs gives a glimpse into the realm where imaginative scenarios dovetail with linguistic endeavors. Through the lens of ten diverse case studies, the practicality, impact, and potential of LARPs unfold.

A. Review of Existing Programs

The landscape of LARP-based language learning programs is dotted with numerous innovative endeavors. A fine illustration is a program where learners navigated through a historical scenario, embodying characters from different eras, thereby immersing themselves in not only the language but the culture and history entwined with it. Through the narrative, learners juggled the language's modern and archaic forms, fostering a deep understanding and appreciation. The outcomes were nothing short of revelatory, with learners showcasing enhanced linguistic prowess, heightened engagement, and a profound understanding of the cultural contexts. The feedback resounded with enthusiasm, as learners found themselves more engrossed, the language learning not a chore but an adventure.

Similarly, other programs took learners on a journey through fantastical lands, solving linguistic puzzles, negotiating in foreign tongues, and decoding cultural cues to progress in their quest. The resonance of success echoed through each case, with learners not only achieving the set linguistic objectives but yearning for more. The outcomes transcended rote learning, blossoming into practical language usage, cultural appreciation, and a fervor for learning seldom seen in traditional setups. The feedback was a testament

to LARPs' power, narrating tales of learners now viewing language as a key to unlock worlds, engage with diverse characters, and navigate through rich narratives.

B. Comparative Analysis

The side-by-side examination of LARPs and traditional classroom learning unveils a stark contrast. While the traditional realm often finds learners ensnared in a web of rote memorization, LARPs breathe the spirit of exploration, engagement, and authentic learning into the language education tapestry. The static nature of traditional learning often pales in comparison to the dynamic, interactive, and real-world-oriented nature of LARPs.

Comparing LARPs to other innovative pedagogical strategies also unveils distinct advantages. While strategies like gamified learning, project-based learning, or flipped classrooms have their merits, LARPs stand a notch higher in terms of immersive, experiential learning. They encapsulate the essence of many of these strategies while adding layers of cultural immersion, real-world interaction, and a narrative-driven, learner-centric approach. The linguistic challenges faced by learners in LARPs are not isolated puzzles but part of a larger narrative that makes the learning meaningful, enjoyable, and memorable.

The voyage through the ten case studies and the comparative analysis illuminates the groundbreaking potential of LARPs. It nudges the traditional pedagogical paradigms, urging educators to envision a classroom not as a mere physical space but as a portal to diverse cultures, languages, and real-world interactions. Through the prism of LARPs, language education is not a solitary pursuit but a communal, engaging, and authentic journey, teeming with endless possibilities, waiting to be explored.

FUTURE PROSPECTS

As we unfurl the map to the future of education, it's impossible to overlook the marked trail of technological advancements and how they beckon the realm of Live Action Role-Playing games (LARPs) into uncharted territories. One of the most thrilling advances is the marriage between LARPs and Virtual Reality (VR) or Augmented Reality (AR) technologies. The idea of donning a headset and being transported to a Renaissance fair or a bustling market square of ancient Baghdad is no longer tethered to the whims of imagination alone. VR and AR offer a riveting dimension of realism and immersion to LARPs. Language learners can now stroll through the virtual cobbled streets of a quaint French village, haggle with vendors in fluent French, or navigate through historical epochs, conversing with virtual characters from that era. This blend of technology and LARPs opens a treasure trove of opportunities for more nuanced, contextual, and authentic language learning experiences.

Furthermore, the sprouting of various online platforms and resources earmarked for LARPs in education lays down a rich soil from which innovative pedagogical practices can flourish. These platforms can host a myriad of resources, tutorials, and pre-designed LARP scenarios that can significantly ease the implementation process for educators. Besides, the platforms can also serve as hubs for global collaborative LARPs, transcending geographical boundaries and fostering a global classroom where learners from different parts of the world can engage in linguistic and cultural exchanges in real-time. This globalization of LARPs through digital platforms augments the possibilities of creating diverse, inclusive, and authentic language learning landscapes.

On the other shore of the future prospects lies the broad expanse of policy implications. The waves of successful LARP implementations could potentially ripple through the rigid frameworks of educational policies, urging a reevaluation and perhaps a redesign. Educational policies that recognize the value of innovative pedagogical strategies like LARPs could

pave the way for a more holistic, engaging, and effective language education paradigm. This recognition could also translate into substantial support in terms of funding, training, and resources for educators keen on integrating LARPs into their teaching toolbox.

Moreover, curriculum development stands as a crucial pillar in the edifice of educational transformation. A curriculum that is designed not just to accommodate but to actively encourage the use of LARPs could trigger a domino effect of positive educational outcomes. The infusion of LARPs into the curriculum could mean a shift from rote learning to experiential, contextual, and interactive learning. This shift could resonate through the educational echelons, cultivating a generation of learners with a profound understanding and appreciation of languages and cultures.

The crossroads between LARPs, technological advancements, and policy implications are indeed burgeoning with potential. As we stride into the future, the symbiotic relationship between these domains could very well be the compass guiding us towards a renaissance in language education, making learning a journey rather than a destination.

CONCLUSION

As we journey back through the narrative spun in the preceding pages, a vivid tapestry of the potent blend of Live Action Role-Playing games (LARPs) and language education unfurls before us. The reverberations of experiential learning, gleaned through the lens of Kolb's theory, echoed through the immersive realms of LARPs, offering a fertile ground for language acquisition. Not to be overshadowed, the melody of motivational enhancement played a harmonious tune to the rhythm of engagement and retention, weaving a compelling case for the integration of LARPs in language pedagogy.

The tales from the classroom carried us through a spectrum of real-world linguistic applications, from the verdant fields of vocabulary expansion to the bustling forums of speech and communication skills enhancement. The narrative didn't shy away from the gritty but necessary realm of assessment, shedding light on both the panoramic view of formative assessment strategies and the scrutinizing lens of summative assessment strategies.

As we ventured into the realms of integration strategies, the landscape morphed, presenting challenges often overshadowed by the allure of innovation. Yet, within the shadows lurked the glimmers of solutions, hinting at a dawn of opportunities awaiting the adventurous educator.

Our expedition into the case studies realm unveiled the treasure trove of evidence backing the tales of success echoing through the halls of both formal and informal learning environments where LARPs had set foot. The odyssey through the technological advancements and policy implications unveiled a horizon brimming with potential, waiting to be navigated.

As the final words etch onto this canvas, it's impossible to ignore the beckoning call for a voyage into the uncharted waters of future research and implementation of LARPs in language education. The tales from the field, although enriching, are but a glimpse into the vast expanse of possibilities that lie in wait. The quest for exploring innovative pedagogical strategies like LARPs is far from over; it's merely on the brink of unfolding into a saga that could redefine the contours of language education. May the torch of curiosity and the compass of research guide the zealous hearts of educators and scholars alike as they embark on this exciting quest, for the realm of language education is vast, and the promise of LARPs, vast still. Through rigorous exploration, research, and implementation, the enigmatic allure of LARPs could very well morph into a cornerstone of modern language education, painting a future where learning is not just a pursuit but an adventure.

FOSTERING INCLUSIVE EDUCATION THROUGH LIVE ACTION ROLE-PLAYING: A DIVE INTO SALON LARPS & THEATRE-STYLE SCENARIO LARPS

Brad Jones

Abstract

This essay endeavors to explore the realm of Live Action Role-Playing (LARPs) and its potential to foster inclusive education, particularly focusing on Salon LARPs and Theatre-Style Scenario LARPs. Inclusive education, a pedagogical approach that embraces diversity and ensures an equitable learning environment for all, finds a unique ally in LARPs, which are known for promoting social interaction, empathy, and experiential learning. The discussion commences with a thorough understanding of LARPs, its various forms with a spotlight on Salon and Theatre-Style Scenario LARPs, and the educational benefits inherent in its practice. The narrative then delves into a detailed examination of how Salon LARPs with their dialogic nature, and Theatre-Style Scenario LARPs with their narrative-centric approach, can be tailored to cater to learners of varied abilities and backgrounds. Through a series of case studies, the essay elucidates the impact of these LARPs in real-world educational settings. A comparative analysis further underscores the strengths and potential synergies of integrating both LARP styles in

promoting inclusive education. Additionally, the essay identifies challenges and propounds viable solutions for implementing LARPs in educational settings, and envisions the horizon of future research and implementation. Encapsulated within the appendix are additional case studies, educator and organizer interviews, and visual representations of the impactful journey of LARPs in nurturing an inclusive educational landscape. This comprehensive discourse aims to spark a dialogue among educators, policy makers, and the broader community towards harnessing LARPs as a significant tool in advancing inclusive education, thereby enriching the tapestry of teaching and learning methodologies.

Keywords: Inclusive Education, Live Action Role-Playing, LARPs, Salon LARPs, Theatre-Style Scenario LARPs, Experiential Learning, Social Interaction, Empathy, Diversity, Learner Engagement, Pedagogical Approaches, Educational Innovation, Case Studies, Comparative Analysis, Educator Perspectives, Policy Implications, Practical Implementation, Future Research, Teaching Methodologies, Narrative-centric Learning

Inclusive Education, as a transformative concept, champions the cause of holistic and equitable education for all learners, regardless of their abilities or backgrounds. At its core, it advocates for a learning environment that is respectful and engaging for every individual with varied learning needs and experiences. By this philosophy, educational systems aspire to eliminate exclusion that may arise from socio-economic status, abilities, or cultural differences. The essence of inclusive education lies in its approach to embrace diversity and envision learning through a broader lens, one that sees value and potential in every learner.

Venturing into the realms of interactive learning, Live Action Role-Playing (LARP) emerges as an unconventional yet potent tool for fostering an inclusive educational environment. LARP is a kind of interactive storytelling and role-playing game where participants assume the roles of characters and navigate through a collaboratively created narrative. This method of immersive and experiential learning brings forth a realm of opportunities for participants to interact, engage, and learn in a dynamic environment. The spectrum of LARPs is broad with numerous styles, among which Salon

LARPs and Theatre-Style Scenario LARPs are noteworthy for their educational potential.

The merit of inclusive education extends beyond just academic enlightenment. It nurtures a culture of respect, tolerance, and understanding among learners. These values are pivotal in today's globalized world, where interaction and collaboration with individuals from diverse backgrounds have become commonplace. It's a gateway to cultivating a more empathetic and open-minded society, capable of navigating the complexities of our diverse world.

This essay aims to journey through the landscapes of Salon LARPs and Theatre-Style Scenario LARPs, and scrutinize their potential in fostering inclusive education for learners hailing from different abilities and backgrounds. Through an investigative lens, the discourse will unravel how these innovative educational tools can significantly contribute to creating learning spaces that are engaging, empathetic, and inclusive. The endeavor is to decipher the myriad ways through which these interactive role-playing realms challenge the traditional boundaries of education, thereby crafting a holistic learning milieu that recognizes, appreciates, and leverages the diversity among learners.

In the ensuing sections, we will delve into the intricacies of Salon and Theatre-Style Scenario LARPs, unearth their unique characteristics, and analyze real-world instances where they have been instrumental in promoting inclusivity in education. The comparative analysis will further highlight their effectiveness, and propose insights on how the fusion of these LARPs can offer a robust framework for inclusive education. Through this exploration, the essay aspires to augment the discourse on inclusive education, and provoke thought on adopting innovative, interactive, and inclusive methodologies in mainstream education.

UNDERSTANDING LARPS

A. Definition and Origin of LARPs:

Live Action Role-Playing (LARP) is a distinctive form of role-playing game where participants physically enact their characters' actions. Unlike traditional tabletop role-playing games, LARPs are enacted in a more performative manner, often within spaces mimicking the settings of the narrative. The narrative framework, set in either fictional or historical contexts, encourages players to immerse themselves in their roles while interacting with others in real-time, making decisions that drive the storyline forward.

The emergence of LARPs dates back to the late 1970s and early 1980s, primarily in Europe and the United States, as an extension of tabletop role-playing games like *Dungeons & Dragons*. Over decades, LARPs have evolved, branching into numerous styles and genres, with communities burgeoning worldwide. Each LARP event is unique in its structure and content, reflecting the creative diversity within the LARPing community. Through the years, LARPs have transcended mere recreational activity, morphing into a powerful tool with educational, social, and psychological undertones.

B. Categories of LARPs: Focusing on Salon and Theatre-Style Scenario LARPs:

Among the plethora of LARPs, Salon LARPs and Theatre-Style Scenario LARPs stand out for their ability to foster rich, interactive environments conducive to education. Salon LARPs, often known for their intellectual or political discourse, focus more on conversation and less on physical activity. They are typically set in a confined space with an emphasis on character interaction, social intrigue, and intellectual exploration.

On the other hand, Theatre-Style Scenario LARPs prioritize narrative and character-driven scenarios over combat or mechanics. They often entail a blend of script-based scenarios and improvised acting, offering a theatrical

ambiance. This style of LARPing is highly accessible to individuals regardless of their physical abilities, making it an inclusive medium for storytelling and learning. The boundaries between Salon LARPs and Theatre-Style Scenario LARPs can sometimes blur, with both focusing on narrative exploration, character interaction, and often tackling thought-provoking themes.

C. Educational Benefits of LARPs:

LARPs are an avenue for experiential learning, a method proven to be highly effective in enhancing understanding and retention. They provide a tangible context for abstract concepts, allowing learners to grasp complex ideas through action, interaction, and reflection. LARPs also promote social interaction and collaborative problem-solving, essential skills for the 21st-century learner.

Furthermore, the nature of LARPs encourages empathy and understanding, as participants step into the shoes of characters with different backgrounds, challenges, and perspectives. This experiential form of learning is incredibly impactful, allowing for the development of soft skills such as communication, negotiation, and leadership.

Moreover, LARPs can cater to diverse learning styles, including visual, auditory, and kinesthetic learners, by offering a multi-sensory learning environment. They also provide an inclusive learning environment, especially beneficial for individuals from diverse backgrounds or those with special needs, by leveling the playing field and reducing barriers to participation.

Lastly, the engaging and enjoyable nature of LARPs boosts motivation and engagement, making learning an enjoyable endeavor rather than a chore. The element of play removes the pressure often associated with traditional educational settings, encouraging more active participation and exploration.

In summary, through Salon and Theatre-Style Scenario LARPs, a pathway towards a more inclusive, engaging, and effective educational paradigm is illuminated. The potential for LARPs in education is vast, awaiting more

extensive exploration and integration into mainstream educational frameworks.

SALON LARPS AND INCLUSIVE EDUCATION

A. Overview of Salon LARPs:

Salon LARPs are a subset of Live Action Role-Playing games that accentuate dialogue and social interaction, generally foregoing a heavy emphasis on physical activity or combat that might be found in other types of LARPs. Typically set within a narrative that fosters discussion, debate, and social exploration, Salon LARPs provide a stage for participants to dive into intricate interpersonal dynamics, political intrigue, or philosophical deliberation. They often occur in controlled environments mimicking the historical, political, or fictional setting the narrative is grounded upon. The focus predominantly shifts towards character development, narrative progression, and interaction among participants, who are encouraged to delve into their roles, unravel complexities, and engage in intellectual discourse as they navigate through the script.

B. Flexibility in Role Assignments:

1. Catering to different learning styles and abilities:

Salon LARPs present a remarkable flexibility in role assignment, making them accessible to individuals with a diverse range of abilities and learning styles. The nature of role-playing encompasses visual, auditory, and kinesthetic learning experiences, thereby accommodating a wide array of learners. Participants can engage with the narrative through dialogue, analysis, problem-solving, or minimal physical enactment, based on their comfort and ability. The roles within Salon LARPs can be adapted to match the individual abilities of participants, ensuring inclusivity and full engagement. For example, individuals with mobility challenges can take on roles that are central to dialogue and decision-making, ensuring they can participate fully and effectively.

2. Encouraging participation from diverse backgrounds:

The diversity of themes explored in Salon LARPs creates an inviting environment for individuals from varied backgrounds. By being part of a narrative that can touch on different cultural, social, or political issues, participants are brought onto a level playing field, each contributing their unique perspectives to the narrative. This shared storytelling space fosters understanding, empathy, and a collaborative learning experience, which is particularly enriching in an educational context. By navigating through different themes, participants broaden their understanding and appreciation of diversity, creating a rich, inclusive learning atmosphere.

C. Case Studies:

1. Examples of successful inclusive education initiatives through Salon LARPs:

Across different educational landscapes, Salon LARPs have been employed to foster inclusive education. For instance, a school in Denmark utilized Salon LARPs to delve into historical and political themes, amalgamating students of diverse abilities and backgrounds. The initiative saw a remarkable increase in engagement, understanding, and respect among the participants. Similarly, a university in the United States employed Salon LARPs to engage students in discussions around complex social justice issues, providing a platform for dialogue, understanding, and reflection among a heterogeneous student body.

2. Discussion on impact and outcomes:

The outcomes of integrating Salon LARPs in educational endeavors to promote inclusivity have been noteworthy. Participants often report enhanced engagement, a deeper understanding of the explored themes, and a significant improvement in social skills, including communication, collaboration, and problem-solving. The narratives, tailored to promote dialogue and understanding, create an environment where individuals learn not just from the content, but also from each other. Moreover, educators and facilitators have noted the potential of Salon LARPs in breaking down barriers, promoting empathy, and creating a more inclusive and tolerant learning

environment, hence elucidating the substantial promise Salon LARPs hold in advancing inclusive education.

THEATRE-STYLE SCENARIO LARPS AND INCLUSIVE EDUCATION

A. Overview of Theatre-Style Scenario LARPs:

Theatre-Style Scenario LARPs (TSSLs) embody a compelling blend of theatrical performance and interactive role-play. They place a significant emphasis on narrative, character development, and the enactment of scripted or semi-scripted scenarios. Unlike combat-heavy LARPs, TSSLs generally downplay physical engagement in favor of dialogue, personal interaction, and narrative exploration. Often staged in environments that bolster the narrative's theme, these LARPs offer participants a canvas to explore complex characters and scenarios in a theatrical ambiance. With a substantial focus on story and character-driven experiences, TSSLs provide an accessible and inclusive platform for individuals of varying abilities and backgrounds to engage in collaborative storytelling and learning.

B. Promoting Social Interaction and Understanding:

1. Encouraging empathy and understanding through role play:

The core of Theatre-Style Scenario LARPs lies in stepping into the shoes of a character, often with differing perspectives, circumstances, or cultural backgrounds. This unique feature of role-play fosters a deeper level of empathy and understanding among participants. As players navigate through the narrative, the challenges, and dilemmas faced by their characters offer a window into experiences different from their own. This process of living through a character's journey fosters a nuanced understanding and empathy, making TSSLs a potent tool for promoting social awareness and emotional intelligence within an educational setting.

2. Bridging cultural and social divides:

The diverse narratives explored in Theatre-Style Scenario LARPs provide a conduit for participants to traverse cultural and social divides. By engaging in stories that touch on various social, cultural, or political themes, players can explore and understand different perspectives in a safe and supportive environment. Furthermore, the collaborative nature of TSSLs encourages dialogue and interaction among participants from diverse backgrounds, fostering a culture of inclusivity, mutual respect, and understanding. Through the enactment of scenarios that mirror real-world social dynamics, participants have the opportunity to engage in meaningful discussions, challenge prejudices, and foster a broader understanding of the world around them.

C. Case Studies:

1. Examples of successful inclusive education initiatives through Theatre-Style Scenario LARPs:

Various educational institutions and community organizations have utilized Theatre-Style Scenario LARPs to foster inclusive education. For instance, a program in Sweden employed TSSLs to explore societal norms and individual identities, bringing together participants from diverse social and cultural backgrounds. The initiative saw a considerable enrichment in dialogue and understanding among participants, thereby promoting inclusivity and social awareness. Similarly, a school in Canada utilized TSSLs to delve into historical narratives, providing a multidimensional learning experience that catered to a broad spectrum of learners, irrespective of their abilities or previous knowledge.

2. Discussion on impact and outcomes:

The impact of Theatre-Style Scenario LARPs on inclusive education extends beyond the classroom. Participants often report a lasting effect, with enhanced social skills, improved empathy, and a better understanding of complex social dynamics. The engaging nature of TSSLs also contributes to an increase in motivation and enthusiasm for learning, as noted by educators. Moreover, the conducive environment created by TSSLs for discussing and understanding complex or sensitive topics promotes a culture of empathy,

tolerance, and inclusivity. The ripple effect of such initiatives underscores the potential of Theatre-Style Scenario LARPs in not only fostering a more inclusive educational environment but also nurturing a more understanding and empathetic society.

COMPARATIVE ANALYSIS

A. Comparing the Effectiveness:

1. Salon LARPs vs Theatre-Style Scenario LARPs in promoting inclusive education:

Both Salon LARPs and Theatre-Style Scenario LARPs have proven to be effective tools in promoting inclusive education, albeit in slightly different ways. Salon LARPs tend to foster cerebral engagement and intricate social interaction within a relatively controlled setting, making them accessible for individuals with varying abilities and learning styles. They provide a platform for individuals to explore different perspectives through discussion and debate, making them particularly useful in promoting a broader understanding and appreciation of diverse viewpoints.

On the other hand, Theatre-Style Scenario LARPs lean more towards a structured narrative and character development, often within a theatrical setting. They encourage participants to delve into different characters and live through scripted or semi-scripted scenarios, which can be especially engaging and enlightening. This form of role-play can help bridge social and cultural divides, fostering a deeper level of empathy and understanding among participants.

2. Analyzing strengths and weaknesses:

The strengths of Salon LARPs lie in their ability to facilitate discussion, debate, and social interaction in a way that accommodates a wide range of abilities and learning styles. However, they might not provide as structured a narrative experience as Theatre-Style Scenario LARPs, which might affect the depth of engagement with certain themes or topics.

Conversely, Theatre-Style Scenario LARPs offer a rich narrative experience with well-defined characters and scenarios, which can help participants immerse themselves more deeply into different perspectives. However, they might require a higher level of preparation in terms of script and character development, which could be a limiting factor for some educators or facilitators.

B. Integrating Salon and Theatre-Style Scenario LARPs:

1. Possible synergies in creating an inclusive learning environment:

A blended approach that integrates both Salon LARPs and Theatre-Style Scenario LARPs could harness the strengths of both methodologies to create a highly inclusive learning environment. Such an approach could provide the structured narrative experience of Theatre-Style Scenario LARPs while still facilitating the open discussion and debate characteristic of Salon LARPs. This integration could potentially lead to a more holistic learning experience, enabling participants to explore complex themes and issues from multiple angles and through various forms of engagement.

2. Recommendations for educators and policy makers:

For educators and policy makers aiming to promote inclusive education, the integration of Salon and Theatre-Style Scenario LARPs could be a promising avenue to explore. It's advisable to consider the unique needs and circumstances of their learners when deciding on the approach to take. Training and resources should be provided to educators to enable the effective implementation of these LARP methodologies. Moreover, establishing a supportive policy framework that encourages the use of interactive and inclusive learning methodologies like LARPs could further bolster the drive towards more inclusive educational environments. Through collaborative efforts among educators, policy makers, and the wider community, the potential of LARPs in promoting inclusive education can be fully realized, contributing to a more inclusive and understanding society.

CHALLENGES AND OPPORTUNITIES

A. Identifying Existing Barriers to Implementing LARPs in Educational Settings:

Incorporating Live Action Role-Playing (LARPs) in educational settings poses unique challenges that require thorough consideration. One primary barrier is the potential lack of familiarity or understanding among educators regarding the pedagogical value and implementation of LARPs. This lack of awareness may lead to hesitation in adopting such unconventional methods. Furthermore, the requisite resources in terms of time, space, and materials needed for successful LARPing activities might be seen as prohibitive, especially in resource-constrained settings. There might also be concerns regarding the ability to align LARP activities with existing curriculum standards and assessment methods, a crucial consideration for many educators.

B. Addressing Concerns and Potential Drawbacks:

The concerns surrounding the implementation of LARPs in educational settings are not unfounded and require deliberate addressing. Training programs can be developed to educate teachers and school administrators on the benefits of LARPs and provide them with the necessary skills and resources to integrate these activities into their teaching practices. Also, the development of LARPing modules that align with curriculum standards can help alleviate concerns regarding academic accountability. Moreover, addressing potential behavioral or social issues that might arise during LARPs is essential to ensure a safe, respectful, and inclusive environment for all participants. This might involve establishing clear guidelines and support systems to handle conflicts, misunderstandings, or any other issues that might arise during the activities.

C. Opportunities for Future Research and Implementation:

The intersection of LARPs and inclusive education presents a fertile ground for future research and implementation. Studies exploring the impact of LARPs on learners of different abilities and backgrounds can provide

valuable insights and help refine LARP methodologies to better cater to diverse learning needs. Furthermore, research on the most effective ways to integrate LARPs into existing educational frameworks can contribute towards creating more inclusive and engaging learning environments.

On the implementation front, pilot programs can be initiated within schools and educational institutions to assess the feasibility and impact of LARPs on promoting inclusive education. Collaborations between educators, LARP designers, and policymakers can foster the development of supportive frameworks and resources for the successful integration of LARPs in educational settings. Moreover, the utilization of digital technologies can also be explored to enhance the accessibility and effectiveness of LARP-based educational activities.

Overall, the challenges faced in integrating LARPs into educational settings are surmountable with coordinated efforts among all stakeholders. The potential benefits of LARPs in promoting inclusive education provide a compelling incentive for overcoming these challenges and harnessing the opportunities for innovation in teaching and learning practices. Through continued research, development, and open dialogue, the promise of LARPs in fostering a more inclusive and engaging educational experience can be fully realized.

CONCLUSION

A. Recapitulation of Key Findings:

The exploration into the realms of Salon LARPs and Theatre-Style Scenario LARPs has unveiled a treasure trove of opportunities for promoting inclusive education. These distinctive forms of Live Action Role-Playing unfold a multitude of avenues for learners of varying abilities and backgrounds to engage, interact, and learn in a dynamic and inclusive environment. Salon LARPs, with their emphasis on dialogue, debate, and social interaction, provide a conducive platform for critical thinking, empathetic listening, and a

deeper understanding of diverse perspectives. On the other hand, Theatre-Style Scenario LARPs immerse participants in narrative-rich scenarios, fostering empathy, understanding, and social awareness through experiential learning.

B. Emphasizing the Potential of Salon and Theatre-Style Scenario LARPs in Fostering an Inclusive Educational Environment:

The potential of Salon and Theatre-Style Scenario LARPs in nurturing an inclusive educational environment is indeed immense. They break the mold of traditional educational practices, paving the way for a more engaged, empathetic, and enlightened learner. The richness of interpersonal interactions, the freedom to explore diverse perspectives, and the encouragement of empathetic understanding are cornerstone benefits that LARPs bring into the educational milieu. Moreover, the integration of these LARPs in a well-structured manner can complement traditional learning approaches, providing a holistic educational experience that caters to a wide spectrum of learners.

C. Call to Action for Educators, Policy Makers, and the Broader Community:

The journey towards creating a more inclusive and engaging educational landscape demands the concerted efforts of educators, policy makers, and the broader community. It is imperative to foster a culture of openness to innovative teaching methodologies, and LARPs stand as a testament to what educational innovation can achieve. Educators are encouraged to explore the possibilities that LARPs offer, and equip themselves with the necessary skills and resources to implement these activities. Policy makers can play a pivotal role by providing a supportive framework and resources for schools and educators keen on adopting LARP-based learning approaches. Moreover, the broader community, including parents and guardians, can advocate for and support such innovative initiatives that strive to create a more inclusive and engaging learning environment. Through collective action, the goal of fostering an educational ecosystem that celebrates diversity, promotes understanding, and cultivates a lifelong love for learning can be achieved.

FIRST EXPOSURE: TESOL GRADUATE STUDENTS REACT TO THEIR FIRST LANGUAGE LEARNING LARP

Michael Cheng

Abstract

In this paper the author investigates the benefits of using LARPs as a classroom teaching tool by examining how TESOL master's students at a northern Taiwan private university react to their first experience participating in a LARP. After participating in the LARP, the graduate students also attended a workshop on how to use LARPs in class. This paper categorizes the reflections of graduate students after attending the LARP and the workshop. Discusses the positive aspects of LARPs that make them conducive to language acquisition, which were noticed by the graduate students. These included peer scaffolding and practicing activities that improve strategic and sociolinguistic competence. And finally discusses barrier to using LARPs in class and ways to overcome those barriers to make LARPs more accessible to teachers who wish to incorporate them into their classrooms.

Keywords: LARP; interactive drama, communicative competence, peer scaffolding, L2 teaching techniques

INTRODUCTION

Interactive Dramas or Live Action Role Plays (LARPs) are an activity that is growing in worldwide popularity as a social hobby and learning activity. The 2014 LARP Census had individuals from 88 countries respond with the largest number of respondents coming from the USA (6260), Russia (3155), The UK (3023), and Germany (2933). But in terms of popularity, LARPs were engaged in by the largest percentage of the population in Denmark, Iceland, Sweden, Finland, and Norway (LARP Census, 2014). LARP centered educational conferences have also been held in Finland, Sweden, and New York, USA (Bowman, 2014). In Asia LARPs are much less common. The Philippines had 14 people respond to the survey, Malaysia had 10, and then the numbers drop to Vietnam and China who had 4, South Korea, Singapore and Hong Kong – 3, and then Taiwan, India, Thailand, and Sri Lanka finish up the census with only 1 or 2 participants. While these numbers are not entirely accurate, since I myself did not participate in the census, they do show that few people participate in LARPs in Northeast Asia where this study takes place.

In Taiwan, I have been able to find two hobby groups associated with LARPs. One is the Taiwan Interactive Theatre Society, which holds the same kind of English language interactive dramas, but in costume, that I write about academically. The other is LARP.tw, which consists of people interested in costumed battles and primarily holds its activities in Mandarin Chinese.

In terms of academic studies in East Asia, apart from studies done by this author and his colleagues in Taiwan, I have only been able to find LARP use in Korea (Bowman, 2014; Sellar, 2012; Sellar, 2016; Sellar, 2017). A similarity between the authors in Taiwan and Korea is that all of them are originally from North America and also have experience with tabletop role playing games. In Taiwan, the use of LARPs as a classroom language learning tool has been centered at this author's university, where there has been extensive use of LARPs in language learning classrooms. And while this author and his colleagues have done workshops on how to use LARPs as a classroom tool, and these workshops have been met with enthusiasm, we have not seen other scholars write about it.

I believe that there are a number of barriers that are preventing LARPs from becoming a more widely used teaching tool in Taiwan's foreign language learning classrooms. These barriers most likely exist in other Asian countries, and thus prevents student exposure to what can be an exciting and beneficial technique from being used in classes where the objective is to improve spoken language proficiency.

In this paper I will investigate these barriers, along with the positive perceptions of classroom educational LARPs by looking at LARPs through the eyes of MATESOL graduate students who have been exposed to LARPs for the first time. The goal will be to determine what the solutions to breaking through these barriers may be, and thus make LARPs more accessible to teachers and to increase the use of LARPs as a classroom teaching tool.

WHAT IS A CLASSROOM LARP

A Live Action Role Play (LARP), also known as an interactive drama, is an activity much like a typical language practice role play, except it is on steroids. It has gotten bigger and bigger and crazier and crazier, with more and more students participating at the same time. So instead of two people at the market talking about how much it costs to buy something, you can have a whole department store full of people. And instead of all the students just having a conversation about making a purchase, every student in the class is now trying to do something different. Some students are trying to buy the whole store, others are trying to get a date with a store clerk, and others may be trying to heist all the diamonds from the jewelry counter.

All students get character sheets that describes the specific role that they will play in the activity, but unlike a typical language learning role play activity, the character sheet has no dialog on it. Instead, you have a description of the character's background and the goals or motivations of the character in this specific scenario. These character sheets can run from a simple half-page description to many pages that detail the character's history and relationships to other characters in the activity. The information on the character sheet should be enough to allow the students in the class to improvise appropriate utterances when they begin interacting with other characters.

The role of the instructor is to set the scene and context of the activity and then to moderate the interaction among the participants. The role of the participants is to

Michael Cheng

bring their characters to life, and to just talk as much as they can as the character. While conversing, if all goes smoothly, many secret story arcs will be revealed, and the students will be astounded by a twist that happens, or feel triumphant when all the plans they laid came to a successful conclusion.

Above I gave two names for this type of activity: LARP and interactive drama. The names LARP and interactive drama are often used interchangeably, with interactive drama having a more theater-based nuance that puts more emphasis on the production and staging of the activity. I am using LARP as it is more commonly used and more readily calls to mind the language learning role play activities that are a part of most foreign language conversation courses, while still sounding different and unique enough to indicate that LARPs are a more advanced and dynamic stage of role play.

TESOL GRADUATE STUDENT PARTICIPATE IN THEIR FIRST LARP

This section will describe a workshop that I gave on LARPs at a northern Taiwan private university. In the first part of the workshop, I introduced LARPs to two sections of students enrolled in a required English conversation class. There were 56 students total from these two sections. In addition 8 graduate students from the department's TESOL master's program also attended the two-hour session of the conversation class. After the conversation class, the grad students had another one-hour workshop and Q&A session.

The goal for the two-hour session with the undergraduate English conversation class students was to provide the students with a fun change of pace, and to expose them to a new English practice activity. I began the class by introducing the term LARP to the students and by giving them some tips on what to do during a LARP. The language practice tips that I gave focused on the grammatical competence, sociolinguistic competence, and strategic competence – all components of communicative competence (Canale & Swain, 1980; Canale, 1983).

Grammatical competence is connected to a language learner's understanding of the word and sentence level rules and features of a language, such as the syntax,

morphology, phonology, and vocabulary of a language. Sociolinguistic competence is the understanding of social and cultural rules and would include speaking with the appropriate level of familiarity and politeness. Strategic competence relates to the use of verbal and non-verbal communication to repair a conversation when a breakdown in understanding has occurred and would include asking for clarification or asking for an utterance to be repeated.

These are the tips that I gave to the students about how they could improve their English that day on a PPT slide titled “How can you practice English?”

- Read your character sheet
- Learn the new vocabulary words
- Immerse yourself in the role
- Think about how your character would react
- Are you older or younger? Speak like it.
- Are you friendly or distant from the person you are speaking to? Act like it.

And more tips on a second slide:

- Practice throughout the activity
- Pay attention to when you need to improve
- Help each other to improve
- You will speak to many people today
- Focus on sharing your information more fluently each time you talk to someone
- Ask questions or clarification if you don’t understand something
- *I’m sorry, could you repeat that?*
- *Did you say that (John) (bought a gun last week)?*

The first tip to read the character sheet and learn the new vocabulary words was related to grammatical competence. The tip to immerse themselves in the role and to act like they are older or younger to their interlocutor and to decide whether to speak in a more friendly or distant manner are related to sociolinguistic competence, and the tips on the second slide were related to strategic competence.

After the way to participate in the activity was explained, the class broke into three groups with approximately twenty students in each group. They were given their character sheet, and then given time to read them. The LARP that was chosen for the activity was “The Inheritance” by Douglas Niles (1989), which I had modified to include two extra characters. The plot of the game is that the children and grandchildren of a wealthy family gather together for the reading of the will after the death of the family patriarch. Each of these family members could also have a lawyer to advise them during the course of the events. The design of the LARP, with two students having the exact same information (family member and lawyer) and placed together to work as a team, makes it quite appealing for use as a classroom learning exercise. Each student could have the support of another student during the entire course of the activity. This facilitated the sociocultural language teaching concept of peer scaffolding (De Guerrero and Villamil, 2000) where by aiding each other within their Zone of Proximal Development, students are able to reach a higher level of language proficiency (Vygotsky, 1978; De Guerrero and Villamil, 2000; Lantolf & Aljaafreh, 1995; Lantolf & Thorne, 2007).

We allotted a one hour runtime for the LARP, after which we had a debrief in which representative from the three groups shared the results of their sessions. During the actual LARP, the class was quite active, and one of the graduate students would later comment about noisy the class was. The course’s actual professor also stated that some of the students who had never engaged much in her class were very active in this session. However, there were other students who held themselves off and had minimal participation. It was difficult for me to engage with these students, as I was moderating three simultaneous run throughs of the LARP and often had to answer questions, or push the plot along.

After the LARP was completed, and the two sections of students were dismissed, I continued with a second session where I presented alternative LARPs that could be used in class and answered questions. During this second session with the TESOL master’s students, I introduced the students to three other activities that I might run before introducing a LARP like “The Inheritance” to the students. One was a Time Capsule game that I had created for the workshop, in which eight people from disparate backgrounds had to decide what to put into a time capsule. Another was an activity called “Sweet Talk” from Jill Hadfield’s (1987) *Advanced Communication Games*. The last

was a modified version of the Bus Stop micro-game created by Douglas Milewski (1993), which is free to download from the LARP Scenario section of the RPG.net wiki (https://wiki.rpg.net/index.php/LARP_Scenarios).

For “Sweet Talk” each student has a piece of paper with an activity for the evening, such as having a party, or going to see a movie, or going bowling. Starting in pairs the students will try to persuade their partner to join the other person’s activity. Once one of the pair succeeds, they go on trying to persuade other classmates to join their ever increasing group.

Bus Stop is a very small LARP where up to nine characters are gathered at a Bus Stop. The activity is designed to last until the next bus arrives, so the instructor can let it run for any length of time. Three minutes, five minutes, 15 minutes, or any other length of time are all options. Examples of characters are Old Person, Know-It-All, Lech, or Self-Aggrandizing Artist.

Both of these activities were modified to decrease the American or British cultural content and to make the activities or characters more familiar to Taiwanese students. The professor of the graduate students even made her own simplified version of bus stop with a tightly controlled level of vocabulary.

After the workshop ended, the students were asked to reflect on their experiences, and I later received answers from six of the graduate students on the following three questions:

1. What are your reflections on the LARP experience?
2. What did you learn from the experience?
3. How do you think you can apply the activity to your own future teaching contexts?

ANALYSIS OF GRADUATE STUDENT REFLECTIONS

In this section, I will sort through the thoughts of the graduate students and organize them into themes below each of the questions to organize and

Michael Cheng

describe the comments that the TESOL graduate students made after reflecting on their first LARP experience. Note that Graduate Student F left the LARP activity before it ended, and also did not attend the workshop and Q&A session that was just for the graduate students.

Questions 1: What are your reflections on the LARP experience?

1.1. All six of the graduate students had positive responses to this question. They viewed the experience as being new and unique.

A. ...it is quite a pleasing and overexciting experience for me; This kind of activity never once crossed my mind; this is so... new. I enjoyed this activity so so much; from the enthusiasm from other students, I believed that also an enjoyably English session for them

B. LARP is an interesting way for students to improve

C. ...experience is so funny and interesting for me; got something fresh and more advanced;

D. ...a unique experience; really like the idea that the conversation had not set up beforehand

E. I do NOT have this kind of experience of teaching and learning; motivate students' learning in class in the future; it is a creative teaching and learning approach

F. ...the game was pretty great, and I really enjoyed the game; It was really cool that my classmate turned into other character; it made me feel successful

1.2. Many of the graduate students believed that the activity was beneficial for the students.

A. ...from the enthusiasm from other students, I believed that also an enjoyably English session for them

B. ...interesting way for students to improve their speaking & listening skills, including learning vocabulary and pronunciation; students also can learn how to connect what they've known together logically; practice to talk in emotional way; would be more confident in speaking in front of many other people

C. ... (*But see comment 3.2 below for a very positive relevant comment.*)

D. ...can help students improve their language skills and logical thinking; forced students to listen and ask others for clarification

E. ...most of students paid full attention to the activity and they tried their best to deal with the language difficulties

F.

G. I learned how to open a new topic to reach my goal; I also need to be talkative and active

1.3. Students had to develop different aspect of communicative competence and also engage in peer scaffolding.

A. ...

B. ... students also can learn how to connect what they've known together logically (Discourse Competence); practice to talk in emotional way, not only just read the conversation dialogues without any emotion (Sociolinguistic Competence); be more confident in speaking in front of many other people (Sociolinguistic Competence)

C. ...

D. ... it can help students improve their language skills (Grammatical Competence) and logical thinking (Discourse Competence??); that the conversation had not set up beforehand forced students to listen and ask

Michael Cheng

others for clarification in case they did not fully understand (Strategic Competence)

E. ... they tried their best to deal with the language difficulties and Ss tried to help each other (Strategic Competence and also peer scaffolding); They were learning in cooperation, esp. for listening and speaking (Strategic Competence)

F. I also need to be talkative and active, so I would have more chances to get what I want (Strategic Competence); I also learned that sometimes we need to be shameless to get what we want. (Strategic Competence); If I was shy and didn't dare to do anything, then I would get nothing. (Strategic Competence/Sociolinguistic Competence??)

1.4. At times they did find the LARP activity challenging or confusing

A. ...

B. ...

C. The LARP experience can be better if participant's proficiency could be equal and less roles in a team because too many people cause difficulties in communication and create a quite noisy environment. If possible, the task can be a bit simpler

D. ...

E. ... they tried their best to deal with the language difficulties

F. ...

Question 2: What did you (the graduate students) learn from the experience?

2.1. LARPs can be beneficial for language acquisition.

A. I learned a new method of teaching and acquiring foreign language, of course. Actually, this is so helpful for me overall. Logical thinking, communication skill, vocabulary, reflex, passion... they all can be improved through this activity.

B. ...

C. LARP is a good way to student to practice speaking and listening skills while at the same time increasing vocabulary knowledge

D. ...

E. The activity is great to scaffold students with their peers and teachers might be an observer to see what students' needs in learning. The activity could be involved in curriculum to support students' language learning.

F. ...

2.2. There are challenges that teachers who are not familiar with LARPs will face in incorporating this activity into their classes.

Student C seems to be saying that having the instructor manage the activity is more important than in a regular class. And Student D also mentions the difficulty in classroom management for an activity like this. The complexity of this simple LARP was a barrier at the start of the activity with each of the three groups at somewhat of a loss as to how to start, with most people just looking at each other in a somewhat inhibited manner. This slow start is reflected in the comments of Students D, E, and F. However, ten minutes into the activity, students had already "create[d] a quite noisy environment" which was noted by Student C in the student's answer to Question 1.

A. ...

B. ...

C. I also realized that to be an instructor is more important and necessary for the lecturers rather than a teacher who only teaches, talks and gives tasks in one way. I also learnt that it is important to have same proficiency level for the participants to make sure that the game is maximalized (sic).

D. Although our class listened to one presentation related to LARP and one pilot activity..., it is obviously different from the application in the real classroom context with a large number of students. Through this experience, I could know how hard it is to control the students and manage the activity. Therefore, I believe that at the beginning when students are not used to LARP, the teacher may have a clear guideline and simple activities to provide students with the foundation for more complex ones later.

E. Clear instructions are crucial; if not, students might be lost in the activity.

F. As for what I have attended, I found the game was a little bit complicated. There were many sentences in everyone's character sheet. So it really took times to read all of the sheet. And the relationship between the family members was complicated too, we need to think many times to figure out what was happened in that family. And there were many people in one group, we didn't know who should talk to. And students were tend to talk with people they are familiar with. So even we were at the same group, there were still little groups inside our group.

G.

2.3. Peer scaffolding is occurring during the activity in real time.

A. ...

B. I can see some students tried to speak, and ask their friend how to speak some vocab/sentences. Student in a team can help each other.

C. ...we have also realized is that we need to listen to the others, cooperate for information and to achieve each other task and to exchange information

D. ...

E. The activity is great to scaffold students with their peers and teachers might be an observer to see what students' needs in learning.

F. ...

Question 3: How do you think you can apply the activity to you own future teaching contexts?

3.1. Here we see more comments about the barriers to actually using LARPs in their classes.

A. However, somehow I think that it's still quite difficult to apply it frequently in English session class. This is... time-consuming and might be misleading in the first part.

Students' level and topic of the LARP activity also need to be taken into careful consideration. For the beginner level, learners might feel lost and don't know where to start.

B. ...

C. I don't know where can I find for the scripts like this because without the scripts, LARP is hard to be implemented rightly.

D. I will introduce what LARP is and give them a detailed guideline of how and what they need to do in order to fulfill their tasks. Then, I give them time to think and raise any questions. Finally, I could provide them with some practical activities from easy to more advanced ones.

E. ...

F. ...

Michael Cheng

3.2. However many of these future teachers want to incorporate LARPs into their future classes.

A. I would definitely use this in my class, with careful preparation, not only from my side but also from students' side

This might be fun for extra activities, since we will have more time and better preparation. Real costumes and background is nice, I think, to get students into the mood.

B. ...

C. I think in the future in Vietnam, I will apply such activity to my English speaking class for sure because actually we have never ever had such an interesting experience.

Also, our students tend not to have experience in speaking, we only are good at reading, grammar or the like.

D. In the future, I think this activity is applicable in speaking class in Vietnam. Firstly, I will introduce what LARP is and give them a detailed guideline of how and what they need to do in order to fulfill their tasks.

E. I think I will use it in General English Class, which is designed to raise Ss' general language proficiency. As I mentioned, I would like to figure out students' needs and it might be a good way to find out.

F. ...

3.3. Some of the graduate students believed the activity was best for higher level students.

A. Students' level and topic of the LARP activity also need to be taken into careful consideration. For the beginner level, learners might feel lost and don't know where to start.

B. ...

C.

D.

E. I believe that this activity is more suitable for higher level students.

F. ...

G. ...

3.4. But others could see using a LARP in any level class.

A. ...

B. LARP could be applied in any class for any level of students. At first, before the meeting, I thought that LARP need students in higher level. But after participated in the meeting, I also see that we can find a suitable context for each level. For example, with beginner students, because of their limitation of knowledge, we can choose an easy context and close with their daily life to practice like the bus stops, or going to the market. *(Student B is commenting about how in the post activity workshop, they were exposed to some simple LARPs like the Bus Stop micro-game that had very basic character sheets and could be finished in only 5 minutes if that was all the time available.)*

C. ...

D. ...

E. I think I will use it in General English Class, which is designed to raise Ss' general language proficiency.

F. ...

3.5. All the students had some positive overall comments.

- A. This is a good method, definitely.
- B. LARP could be applied in any class for any level of students.
- C. ... we have never ever had such an interesting experience
- D. I think this activity is applicable in speaking class in Vietnam.
- E. I would like to figure out students' needs and it might be a good way to find out.
- F. Students can improve their listening and speaking skill during LARP.

DISCUSSION

Categorizing and examining the graduate students reflections show some positive comments about LARPs, but they also show that there are barriers to using LARPs as a teaching technique. On the positive side, the graduate students really enjoyed their experiences participating in the LARP. They also saw that LARP can be beneficial for language acquisition and improving communicative competence. And while most teachers were interested in using LARPs in their future classes, they did note that there were challenges to uses LARPs in the classroom.

One of the specific benefits for language acquisition that the students noticed was the spontaneity (Cheng, 2007) of the language that was produced, which is lacking when a speaking proficiency classes is based only on pre-written textbook dialogs. Under Theme 1.1, student D says, “really like the idea that the conversation had not set up beforehand” showing that the students were able to produce comprehensible output, one factor that is important for improving communicative competence according to the Output Hypothesis that theorizes that input is not enough to reach a higher level of language proficiency (Swain & Lapkin, 1995; Swain, 1993).

The existence of peer scaffolding as noted in Theme 2.3 also showed that LARP activities created an environment conducive to language acquisition (de

Guerrero & Villamil, 2000; Lantolf & Aljaafreh, 1995; Lantolf & Thorne, 2007). Here the students aided each other to reach a higher level of communicative proficiency than they could have reached alone, allowing them to practice a higher level of language than they would have outside the class.

In Theme 1.3 we see the graduate students noticing the practice of many of the components of communicative competence (Canale & Swain, 1980; Canale, 1983), even though they don't explicitly state that the practices are conducive to developing sociolinguistic competence, strategic competence, discourse competence, or grammatical competence. However, comments from the graduate students indicate that all the components of the construct of communicative competence are on display and being practiced in the class.

On a less positive side, the graduate students did comment on some of the more challenging aspects of incorporating LARPs into class. One of the challenges was due to the proficiency level of the students as seen in Theme 1.4, 3.1.A, and the disagreement on for which level of student LARPs are suitable in Themes 3.3 and 3.4.

Other less positive comments are related to the careful preparation that is necessary for a LARP and the complicated nature of LARPs as noted in Themes 3.1.A&D, 3.2.A, and 2.2. And also the necessity to get the scripts to the LARPs as mentioned in Theme 3.1.C. I believe that the barriers shown by the comments in this section are real, and difficult to overcome for lone teachers. At my university, I collaborate with other teachers when writing new LARPs and when introducing new LARPs into my classroom. New professors who are interested in using LARPs also have experienced colleagues who can assist and mentor them. We also have a large collection of LARPs that we have collected over the years, and which we modify to make more suitable for EFL students. In addition, knowing that the preparation for a LARP can be quite time consuming, I have prepared sets of laminated cards for the LARPs that I have tested and plan to reuse in the future. In addition, many LARPs that have been written for a native English speaking audience need to be modified before they become optimal materials for foreign language classroom use.

Another influence on a motivation to use LARPs as a classroom education tool is past experience with LARPs. My LARP-using colleagues at the university and I have all come from a background of playing tabletop roleplaying game in the past, as has the instructor in Korea. In addition, in Taiwan, we began playing LARPs

outside of our professional careers for our own enjoyment before modifying them and incorporating them into class. Teachers who learn about LARPs for the first time at conferences or workshops do not have the experience of participating in a fully costumed LARP just for fun, which will motivate them to share the experience with their students, and it is hard to run a LARP when you do not have experience and do not have guidance. In Theme 3.2 most of the graduate students express interest and willingness to use LARPs in their classes except for B and F. F is an interesting case, and you can notice that for many of the themes, F does not have relevant comments. The probable reason for this may be that F missed the end of the in-class LARP and did not attend the following workshop where I presented some easier LARPs that I use in order to introduce my classes to the ideal of participating in LARPs. F's limited answers show that it is difficult to participate in a LARP and then ascertain on your own how to use a LARP in class.

However, the enthusiastic reactions to LARPs in Themes 1.1 and 1.2, as well as the clear signs that beneficial language practice was occurring in Themes 1.3, 2.1, and 2.3 make LARPs worth promoting for language learning classrooms. A solution to breaking the barriers to LARP use lies in creating more materials. Right now there is no published manual for teachers who hope to begin using LARPs. There are no books that have published ready-to-use classroom LARPs. And finally there are few opportunities for those who are interested in LARPs to join and participate in one outside of some of our language learning classes at my university. If the interactive drama and LARP community can create more ready-to-use material, LARPs can easily grow in popularity as an exciting method to promote L2 language acquisition.

AREAS FOR FURTHER RESEARCH

Areas for further research include empirical evidence that language acquisition is occurring. In the class being reported on in this paper, we saw evidence of the activities that are conducive to language learning, but we did not actually test to see what type of language acquisition actually occurred. Further studies could investigate the acquisition of specific vocabulary words that have been deliberately inserted into a LARP, or the acquisition of specific grammatical forms, or the acquisition of cultural knowledge.

Another way for scholars experienced with LARPs to contribute is by creating material that can be used by language teachers and publishing them to make them

accessible to a wider audience, along with teacher's guides on how to use them in class.

WORKS CITED

- Bowman, S. L. (2014). Educational live action role-playing games: A secondary literature review. In S. L. Bowman (Ed.), *The Wyrd Con Companion Book 2014* (pp. 112–131). Los Angeles: Wyrd Con.
- Canale, M. & Swain, M. (1980). Theoretical bases of communicative approaches to second language teaching and testing. *Applied Linguistics*, 1, 1-47.
- Canale, M. (1983). From communicative competence to communicative language pedagogy. *Language and communication*, 1(1), 1-47.
- Cheng, M. (2007). Student Perceptions of Interactive Drama Activities. *Journal of Interactive Drama*, 2(3), 1-26.
- de Guerrero, M. C. M. D., & Villamil, O. S. (2000). Activating the ZPD: Mutual Scaffolding in L2 Peer Revision. *The Modern Language Journal*, 84(1), 51–68. doi: 10.1111/0026-7902.00052
- Hadfield, J. (1987). *Advanced communication games: a collection of games and activities for intermediate and advanced students of english*. Walton-on-Thames: Nelson.
- Lantolf, J. P., & Aljaafreh, A. (1995). Second language learning in the zone of proximal development: A revolutionary experience. *International Journal of Educational Research*, 23(7), 619–632. doi: 10.1016/0883-0355(96)80441-1
- Lantolf, J. & Thorne, S. L. (2007). Sociocultural Theory and Second Language Learning. In B. van Patten & J. Williams (eds.), *Theories in Second Language Acquisition* (pp. 201-224). Mahwah, NJ: Lawrence Erlbaum.
- Milewski, D. (1993). *Bus Stop*.
- Niles, D. (1989). *The Inheritance*. TSR Partyzone.
- Sellar, G. (2012). Thinking Big: RPGs, Teaching in Korea, and Subversive Idea of Agency. In A. Vanek & S.L. Bowman (Eds.), *The Wyrd Con Companion 2012* (pp. 9-12). Los Angeles: Wyrd Con.
- Sellar, G. (2016, July 28). On TEFL RPGing. Retrieved September 29, 2019, from <https://www.gordsellar.com/2016/07/28/on-tefl-rpging/>.
- Sellar, G. (2017, April 1). Mark Majcher's Twenty Four Game Poems as a TEFL Resource. Retrieved September 29, 2019, from <https://www.gordsellar.com/2015/05/09/mark-majchers-twenty-four-game-poems-as-a-tefl-resource/>.
- Swain, M. (1993). The Output Hypothesis: Just Speaking and Writing Aren't Enough. *Canadian Modern Language Review*, 50(1), 158–164. doi: 10.3138/cmlr.50.1.158
- Swain, M. and Lapkin, S. (1995). Problems in output and the cognitive processes they generate: A step towards second language learning. *Applied Linguistics* 16: 371-391.

Michael Cheng

The Larp Census. (n.d.). Larp Census. Retrieved September 29, 2019, from <http://larpcensus.org/results/en>.

Vygotsky, L. S. (1978). *Mind in society: the development of higher psychological processes*. Cambridge, MA: Harvard University Press.

THE BIG LUNAR CONSPIRACY

A Moon Colony Murder Mystery

Interactive Drama Scenario

18-23 Players

by

Brian David Phillips, Ph.D.

Setting:

The year is 2157, and humanity has colonized the moon, establishing the thriving Lunar Colony Alpha. Set in a futuristic, high-tech lunar base, this murder mystery party will immerse players in a world of advanced technology and interstellar intrigue. The players are all residents and staff members of Lunar Colony Alpha, each with their unique roles and secrets.

Plot:

Lunar Colony Alpha has been a beacon of scientific progress and cooperation, but recently, ominous incidents have plagued the colony. Mysterious system failures, supply shortages, and accidents have occurred, leading to growing tension among the residents. Rumors of sabotage and a potential traitor within the colony's ranks are spreading like wildfire.

As the moon's harsh environment becomes increasingly dangerous due to these incidents, the colony's leaders have organized a gala event to boost morale and uncover the truth. The night starts with a grand celebration in the colony's central hub, featuring a futuristic ballroom with holographic decorations and stunning views of Earth from the moon's surface.

Characters:

- 01 Captain Alex Orion - M
- 02 Commander Adrian Starwind - M
- 03 Mayor Samuel Bright - M
- 04. Dr. Valerie Nova - F
- 05 Luna - F (AI)
- 06 Lieutenant Mara Stone - F
- 07 Nova Reyes - F
- 08 Dr. Cassandra Black - F
- 09 Technician Ruby Carter - F
- 10 Dr. Evelyn Moon - F
- 11. Kepler - M/F (A scientist with a mysterious background)
- 12 Taylor - M/F (A young and ambitious technician)
- 13 Solis - M/F (A disgruntled scientist with a history of conflicts)
- 14 Max - M/F (A botanist responsible for the colony's food supply)
- 15 Leo - M/F (In charge of maintaining the colony's infrastructure)
- 16 Aurora - M/F (An introverted computer specialist)
- 17 Sterling - M/F (A xenobiologist fascinated by alien life)
- 18 Quinn - M/F (A newcomer to the colony with a mysterious past)
- 19 Thorn - M/F (A psychologist studying the effects of isolation)
- 20 Park - M/F (A skilled mechanic with a gambling problem)
- 21 Ethan - M/F (A brilliant but eccentric inventor)
- 22 Evelyn - M/F (A historian documenting the colony's history)
- 23 Bubba - M/F (A thrill-seeker and daredevil)

Instructions:

1. Assign each player a character role and provide them with a character sheet containing background information, secrets, and objectives.
2. Explain the rules: Players must work together to uncover the saboteur among them while enjoying the gala event.
3. Create clues, red herrings, and puzzles to guide players toward solving the mystery.
4. Set a time limit for solving the mystery before the colony faces catastrophic consequences.
5. Encourage players to interact, share information, and use their character's unique skills to progress.

The murderer's motive could range from personal gain to a desire to expose a

hidden colony agenda. As the night progresses, tensions rise, alliances form and break, and the fate of Lunar Colony Alpha hangs in the balance. Players must work together to discover the traitor and save the colony from impending disaster in this thrilling science fiction murder mystery party.

Introduction Brief for The Big Lunar Conspiracy A Moon Colony Murder Mystery

Welcome to "The Big Lunar Conspiracy: A Moon Colony Murder Mystery," a thrilling social game of intrigue, deception, and futuristic exploration. In this immersive experience, you'll step into the shoes of characters living and working on Lunar Colony Alpha, a remarkable human settlement on the moon's surface in the year 2157. Your mission is not to engage in combat but to unravel a web of secrets, solve a murder mystery, and prevent the impending doom threatening the colony.

Setting: Lunar Colony Alpha

Lunar Colony Alpha stands as a testament to human ingenuity and scientific progress. Nestled within the stark lunar landscape, this cutting-edge colony is a hub of technological marvels. It's a place where scientists, engineers, and explorers work tirelessly to unlock the moon's mysteries and prepare humanity for interstellar travel.

Background: A Dark Cloud Looms

Recent months have seen a troubling series of events within the colony. Mysterious system failures, supply shortages, and accidents have disrupted the once-harmonious life on Lunar Colony Alpha. The moon's unforgiving environment has grown increasingly perilous, and tensions are mounting among its residents.

Rumors of sabotage and whispers about a potential traitor in the colony's midst have permeated every corner of Lunar Colony Alpha. The colony's leaders have decided that a gala event is the perfect opportunity to boost morale, foster cooperation, and uncover the truth behind these ominous incidents.

Objective: Solve the Mystery

As a resident or staff member of Lunar Colony Alpha, your objective is clear: work together to uncover the saboteur within your ranks and save the colony from impending disaster. Your task is not to engage in combat but to gather clues, secrets,

and information, and use your wit, deduction skills, and diplomacy to unravel the mysteries that threaten your home.

General Procedures:

1. **Character Assignments:** Prior to the event, each player will receive a character sheet with background information, secrets, and objectives. Study your character's profile carefully to understand your role in the unfolding drama.

2. **Interaction and Role-Playing:** Engage in conversations, interactions, and negotiations with other characters. Share information and gather clues from your fellow residents and staff members. Work together to solve the mystery.

3. **Clues and Red Herrings:** Keep an eye out for clues and red herrings scattered throughout the colony. Clues will help you unravel the mystery, while red herrings might lead you astray.

4. **Time is Ticking:** The fate of Lunar Colony Alpha hangs in the balance. Set a time limit for solving the mystery before the colony faces catastrophic consequences.

5. **No Combat:** Remember, this is a social game with no combat. Conflict should be resolved through dialogue, negotiation, and role-playing.

6. **Costumes and Immersion:** Dress in futuristic attire to immerse yourself in the colony's high-tech environment. Feel free to embellish your character's appearance to enhance the experience.

7. **Have Fun:** Above all, remember that this is a game meant for enjoyment and social interaction. Embrace your character, engage with others, and have a great time uncovering the mysteries of Lunar Colony Alpha.

As you step into this futuristic world, be prepared for unexpected twists, alliances, and betrayals. The fate of the colony rests in your hands. Will you work together to save Lunar Colony Alpha, or will the shadows of deceit and conspiracy prevail? May your journey into the unknown be filled with excitement, suspense, and discovery.

This card goes to the villain:

VILLAIN CARD
The Big Lunar Conspiracy
A Moon Colony Murder Mystery

You are the Saboteur!

Motive: Your motives for sabotaging Lunar Colony Alpha are complex and deeply personal. You believe that the colony's leadership has hidden agendas and unethical plans that put the entire colony at risk. You want to expose their secrets and disrupt their control.

Means: You have access to the colony's advanced technology and systems, making it easy for you to manipulate and sabotage critical infrastructure. Your knowledge as a [Character's Role] gives you unique insights into how to cause chaos without leaving obvious traces.

Opportunity: You've been using your position and knowledge to create diversions, weaken security, and sow discord among the residents. Your actions have been subtle but effective, casting suspicion on others while allowing you to remain in the shadows.

Objective: Continue to divert attention away from yourself by participating in the investigation. Mislead the other residents, create confusion, and protect your true identity at all costs. If the truth gets too close, you may have to take drastic action to eliminate any threats to your plan.

Additional Notes: While you are the Saboteur, your ultimate goal should be to create an engaging and enjoyable experience for all players. Use your knowledge wisely to maintain suspense and tension throughout the game. Do not reveal your true identity until the right moment, and remember that the focus is on character interaction and the challenge of piecing together everyone's alibis and motives.

Your identity is secret, and you must do everything in your power to ensure it remains hidden. Good luck!

The Saboteur can use this card as a reference throughout the game to guide their

Brian David Phillips

actions and decisions while keeping their true identity concealed from the other players. This card should add an element of mystery and intrigue to the game, as the other players work together to uncover the truth.

Captain Alex Orion

- Male
- Age: 45
- Role: Colony Captain
- Costume: Formal military uniform
- Background: A respected leader, Captain Orion has a military

background and a reputation for keeping the colony safe. He's known for his strong sense of duty and unwavering commitment to the colony's success.

Personal Background & Public Information:

Captain Alex Orion is the stalwart leader of Lunar Colony Alpha, a man known for his unwavering dedication to the colony's safety and success. He has a military background that stretches back to his early years, where he learned the values of discipline, honor, and duty. These qualities have defined his leadership style, making him a respected figure among the colony's residents.

Orion has been with Lunar Colony Alpha since its inception, witnessing its growth and facing numerous challenges along the way. He has earned his position as Captain through years of hard work and exceptional leadership. His public image is one of a dedicated and honorable leader who is always ready to make tough decisions in the best interest of the colony.

However, this commitment to the colony has come at a personal cost. Orion is divorced, and he has lost contact with his beloved daughter, a fact that weighs heavily on his heart. His dedication to the colony has sometimes strained his personal relationships, but he remains determined to see Lunar Colony Alpha thrive and prosper.

His formal military uniform is a symbol of his authority and responsibility. It's a reminder to everyone that he is the guardian of the colony, charged with protecting its residents from any threats, whether internal or external. He carries the weight of leadership with dignity, striving to live up to the high expectations placed upon him.

Captain Orion's public persona is one of strength and resolve. He's often seen making the rounds within the colony, checking on residents, and ensuring that all systems are functioning as they should. His reassuring presence provides a sense of security to the community, and many look up to him as a role model.

Despite his tough exterior, Orion has moments of introspection and vulnerability. He grapples with the personal sacrifices he's made for the colony's sake, including the strained relationship with his daughter. He often finds solace in the solitude of his office, where he contemplates the difficult decisions he's had to make and the challenges that lie ahead.

Private Information:

What Captain Orion keeps hidden is a recent discovery that has shaken him to his core. Evidence of corruption within the colony's leadership has come to his attention, and he's been quietly investigating Mayor Samuel Bright for potential involvement in the sabotage incidents that threaten the colony's stability. This revelation has placed Orion in a moral dilemma. On one hand, he is fiercely loyal to the colony and its residents, and he feels a deep responsibility to protect them from harm. On the other hand, he recognizes the importance of due process and the need for concrete evidence before making accusations that could tarnish the mayor's reputation. The evidence he has gathered so far is circumstantial, and he is uncertain about how to proceed. Orion understands that exposing corruption at the highest levels of leadership could lead to a crisis of trust within the colony. He's conflicted about whether to confront Mayor Bright directly or to continue gathering evidence discreetly.

This inner turmoil has taken a toll on his sleep and peace of mind. The weight of the secret investigation has left him with sleepless nights and moments of self-doubt. He fears that his actions, whatever they may be, could have far-reaching consequences for the colony and his own reputation as a leader. Despite his reservations, Orion believes that the potential threat posed by corrupt leadership is too great to ignore. He is determined to uncover the truth, no matter where it leads. However, he knows that he must tread carefully, as the wrong move could have dire consequences for both himself and the colony he has sworn to protect.

Secrets Out In The Wild?

Captain Orion has been seen frequently accessing the colony's security systems, raising questions about his level of control. There's a locked drawer in the captain's quarters containing confidential files related to the colony's finances. Captain Orion has been overheard discussing a hidden colony agenda with another character, hinting at possible motives.

What You Know About Others:

Captain Orion has observed Dr. Valerie Nova and Mayor Samuel Bright having secretive conversations. While he doesn't know the specifics of their discussions, he's become increasingly suspicious of their alliance and believes they may be involved in something that could jeopardize the colony's well-being.

These observations have raised alarm bells in Orion's mind, as he suspects that Mayor Bright might be using Dr. Nova's scientific expertise for purposes that go beyond the colony's interests. Orion is concerned that their secretive dealings may be linked to the recent sabotage incidents that threaten the colony's stability.

While he lacks concrete evidence to support his suspicions, Orion's keen sense of duty and responsibility to the colony have driven him to dig deeper into their relationship. He believes that understanding the nature of their alliance could be a crucial step in uncovering the truth behind the corruption and sabotage that plagues Lunar Colony Alpha.

Orion is acutely aware of the delicate balance he must strike between his role as a leader and his role as an investigator. He knows that any misstep could have dire consequences, both for his personal reputation and for the colony's future. Nonetheless, he is determined to pursue the truth relentlessly, no matter where the trail leads him.

Commander Adrian Starwind

- Male
- Age: 50
- Role: Colony Commander
- Costume: Formal military uniform
- Background: Commander Starwind is a highly decorated military officer with a reputation for efficiency and discipline. He's been entrusted with the colony's security and defense.

Personal Background & Public Information:

Commander Adrian Starwind is a distinguished and seasoned military officer who has dedicated his life to the service of the colony. His impressive career is marked by a string of successes and commendations, earning him the trust and respect of both his superiors and subordinates.

Starwind's reputation as a leader is well-deserved. He is known for his strategic brilliance and the unwavering commitment to the safety and well-being of Lunar Colony Alpha. His career has taken him through numerous military campaigns, where he has faced challenging situations and made tough decisions to protect his people.

However, Starwind's path has not been without personal sacrifice. He tragically lost his spouse during one of his deployments, an event that left a deep scar on his heart. This devastating loss has only strengthened his resolve to safeguard the colony and its residents. It's a commitment he takes seriously, viewing the colony's success as a testament to his duty and love for his late spouse.

The commander's formal military uniform is a symbol of his authority and dedication. He wears it with pride, knowing that it represents the trust that has been placed in him to lead and protect the colony. His military discipline and adherence to protocol are qualities that have earned him both admiration and, at times, a reputation for being somewhat distant.

Starwind is well-liked among the colony's staff and residents, but his stern demeanor can occasionally create an aura of formality around him. He maintains a professional distance from most, rarely revealing the depth of his emotions or personal struggles. However, those who have had the privilege of working closely

with him know that beneath the steely exterior lies a commander who deeply cares for his people.

Despite his reputation for efficiency and discipline, Starwind's personal life remains a mystery to many. He has few close confidants and is often seen retreating to his quarters or the command center, where he immerses himself in the ongoing efforts to protect the colony. While he values camaraderie, he rarely lets his guard down, a testament to the weight of his responsibilities.

Private Information:

What Commander Starwind keeps hidden is a troubling revelation that has left him torn between duty and personal loyalty. In recent weeks, he has received a series of anonymous messages suggesting that someone within his inner circle may be involved in the sabotage incidents plaguing the colony. These messages hint at betrayal from someone close to him, someone he should be able to trust implicitly.

The suspicion that one of his trusted colleagues might be working against the colony has kept Starwind awake at night. He fears that his unwavering commitment to the colony and its success has blinded him to potential threats within. However, he is hesitant to launch a full-scale investigation without concrete evidence.

Starwind's private investigation has led him to question the loyalty of those around him, creating a growing sense of unease within the command structure. He grapples with conflicting emotions, feeling torn between his duty as the colony's protector and the bonds of trust he has developed over the years.

The loss of his spouse has left Starwind acutely aware of the importance of personal relationships, and he is hesitant to suspect those he considers allies. Yet, he knows that the safety of the colony takes precedence, and he cannot afford to ignore the anonymous warnings.

Starwind's internal struggle has left him feeling isolated, unable to confide in anyone about the ongoing investigation. He is determined to uncover the truth, but he understands the delicate balance he must strike to avoid causing panic or mistrust among the colony's residents.

As a leader, Starwind has always believed in leading by example, and his commitment to the colony's safety remains unwavering. However, the weight of this

Brian David Phillips

hidden investigation and the fear of betrayal weigh heavily on him, adding to the burdens of leadership.

Secrets Out In The Wild?

Commander Starwind's security logs indicate that he was in multiple locations at the same time on the night of the murder, raising doubts about his alibi. There's an encrypted message in Starwind's personal terminal, hinting at undisclosed plans. The commander has a locked briefcase in his office, the contents of which are known only to him, arousing suspicion.

What You Know About Others:

Commander Starwind has observed Dr. Cassandra Black's unusual behavior, particularly her late-night visits to the colony's greenhouse. While he doesn't have concrete evidence to support his suspicions, he has become increasingly curious about her actions, believing they might be connected to the recent incidents threatening the colony's stability.

These observations have raised questions in Starwind's mind, as he wonders if Dr. Black's visits to the greenhouse are related to the sabotage or if there may be a different motive behind her secretive behavior. As a leader responsible for the colony's security, he cannot afford to dismiss any potential leads, even if they involve a colleague he has previously trusted.

Mayor Samuel Bright

- Male
- Age: 55
- Role: Colony Mayor
- Costume: Formal attire with a mayoral sash
- Background: Mayor Bright is a charismatic figure with a background in politics and economics. He's responsible for managing the colony's resources and relationships with external entities.

Personal Background & Public Information:

Mayor Samuel Bright is a figurehead of the colony, known for his eloquence, charisma, and passion for the success of Lunar Colony Alpha. His journey to the mayor's office was marked by a background in politics and economics, making him well-suited to the role of managing the colony's resources and finances.

Bright's charismatic demeanor played a pivotal role in securing his position as mayor. He has a knack for connecting with residents, instilling hope and optimism for the colony's future. His public speeches often rally the community and inspire a sense of unity. The mayor is a widower, having tragically lost his beloved spouse to a devastating accident before coming to the moon. This personal tragedy has left a lasting mark on him, fueling his commitment to making the colony a success. Bright often reflects on the memory of his late spouse, seeing their dreams intertwined with the prosperity of Lunar Colony Alpha.

As mayor, Bright takes his responsibilities seriously. He is the public face of the colony, representing its interests to external entities and navigating the complex web of interstellar politics and economics. He believes that securing external support is crucial to the colony's survival and growth, and he's willing to make difficult decisions to ensure its prosperity.

While Bright is widely admired, his policies have not been without controversy. Some residents question the extent of his negotiations with external corporations and the potential consequences of these deals. There are murmurs of suspicion among a faction of the colony, who believe that the mayor might be hiding something about the true nature of these negotiations.

The mayor's attire includes a distinctive mayoral sash, a symbol of his authority

and responsibility to manage the colony's affairs. He wears it with pride, a visible reminder of the trust placed in him by the residents of Lunar Colony Alpha. Bright's appearances at colony events are met with enthusiasm, and his words resonate with hope for a brighter future.

Private Information:

What Mayor Bright keeps hidden is his ongoing and secretive negotiations with an off-world corporation known for its significant influence in interstellar politics and economics. He believes that these negotiations hold the potential to provide the colony with much-needed support, including resources, technology, and financial stability. However, he's acutely aware that the revelation of these negotiations could have serious repercussions within the colony.

Bright's fear is rooted in the potential backlash from residents who may view these negotiations as a threat to the colony's autonomy and independence. He understands that some might perceive his actions as compromising the colony's integrity, potentially eroding the trust that residents have placed in him.

The mayor's intentions are genuine; he believes that aligning with this corporation is essential to securing the colony's long-term survival and prosperity. However, he's caught in a moral dilemma, torn between the greater good he envisions and the possible consequences of his actions being exposed.

Bright's nightly reflections often revolve around the implications of these secret negotiations. He wonders how he can balance the needs of the colony with the demands of external entities, all while maintaining the residents' trust. The weight of this hidden burden has left him sleepless and contemplative. While Mayor Bright is committed to transparency in governance, he is aware that the delicate nature of these negotiations requires a level of discretion. He's chosen to keep these discussions private to avoid causing undue panic or division among the residents. Still, he grapples with the moral dilemma of whether the potential benefits outweigh the secrecy.

Secrets Out In The Wild?

Mayor Bright has been pushing for a controversial policy change within the colony, causing division among the residents. There's evidence of financial transactions between Mayor Bright and an unknown off-world contact, suggesting hidden motives. Bright possesses a sealed envelope in a secure drawer, containing

confidential documents and correspondence that may reveal something important.

What You Know About Others:

Mayor Bright is aware of Luna, the colony's AI, exhibiting recent unusual behavior and frequent interactions with Technician Ruby Carter. This has raised his suspicions, and he believes that there may be a connection between Luna's behavior and Ruby's actions that could be relevant to the recent sabotage incidents.

Bright's curiosity about this connection stems from a desire to protect the colony's well-being. He recognizes that Luna plays a critical role in maintaining the colony's systems and security. Any deviations from her normal behavior could have far-reaching implications for the colony's stability.

While he lacks concrete evidence to support his suspicions, Mayor Bright's keen sense of responsibility to the colony has led him to discreetly monitor Luna's activities and interactions with Ruby. He believes that understanding the nature of their relationship and the potential impact on the colony's operations is essential to addressing the ongoing sabotage incidents.

However, the mayor is cautious about jumping to conclusions or making hasty accusations. He understands the importance of gathering more information before taking any decisive action, especially when the stakes are as high as the colony's safety and well-being. As a result, he continues to observe and gather clues, determined to protect Lunar Colony Alpha from any threats that may emerge.

Dr. Valerie Nova

- Female
- Age: 35
- Role: Chief Scientist
- Costume: Lab coat and futuristic scientific equipment
- Background: Dr. Nova is a brilliant scientist with a focus on advanced research in biology and chemistry. She's tasked with leading the colony's scientific efforts.

Personal Background & Public Information:

Dr. Valerie Nova is a luminary in the scientific community, celebrated for her groundbreaking research in astrobiology. Her career has been characterized by ambition, relentless curiosity, and an unwavering commitment to advancing human understanding of the cosmos. She has been a driving force within the colony's scientific team since its inception.

Nova's reputation as a brilliant scientist precedes her. Her work has pushed the boundaries of astrobiology, offering tantalizing glimpses into the potential for extraterrestrial life. She is fiercely protective of her research, often seen as the guardian of knowledge within the colony. Her passion for unraveling the mysteries of the moon's unique ecosystem is evident to anyone who encounters her.

While she has dedicated herself wholeheartedly to her scientific pursuits, Nova's personal life is characterized by solitude. She is single, a choice she made to prioritize her work and avoid any distractions. Her lab is her sanctuary, and she can often be found there during late hours, immersed in experiments and data analysis.

Nova's dedication to her research has occasionally led to conflicts with other scientists who seek access to her data. She guards her findings with the tenacity of a guardian dragon, believing that their significance cannot be overstated. Her uncompromising approach to research has made her both respected and, at times, a subject of envy among her colleagues.

The scientist's attire typically consists of a pristine lab coat adorned with futuristic scientific equipment. Her appearance reflects her commitment to her work, and she wears it with pride, symbolizing her position as the colony's Chief Scientist.

Despite her dedication to science, Nova's interactions with others are not devoid of warmth. She is known for her enthusiasm when discussing her research with fellow scientists and residents alike. Her face lights up when she explains her latest discoveries, offering a glimpse of the passion that drives her.

Private Information:

What Dr. Nova keeps hidden is a secret proposition that has the potential to change her life. She has been approached by an off-world organization with a vested interest in her groundbreaking research. This organization has made her a substantial offer in exchange for access to her data, an offer that could secure her financial future and grant her access to resources she could only dream of.

Nova is at a crossroads, torn between the allure of financial security and the ethical dilemma of sharing her research with an external entity. She understands the potential consequences of such a decision, both for her reputation within the scientific community and for the colony's autonomy.

The weight of this secret negotiation has left her feeling conflicted and anxious. She recognizes that her decision could have far-reaching implications, potentially jeopardizing her standing among her peers and raising suspicions within the colony. Yet, the promise of financial stability is a temptation that she cannot easily dismiss.

Nova's nights are spent in contemplation, weighing the pros and cons of the offer. She understands that her research is a valuable asset not only to the colony but also to the scientific community at large. The decision she faces is not solely a personal one but one that could shape the future of lunar exploration.

Secrets Out In The Wild?

Dr. Nova has been overly protective of her research data, refusing to share any findings with the rest of the scientific team. There are rumors that Dr. Nova had a heated argument with a fellow scientist about professional jealousy. A hidden camera in Dr. Nova's lab reveals suspicious late-night activities that she has been trying to keep hidden.

What You Know About Others:

Dr. Nova is aware of Commander Adrian Starwind's recent receipt of anonymous messages, and she suspects that they may be connected to her own dealings with the off-world organization. This suspicion has led her to be cautious

Brian David Phillips

around the commander, believing that he might be conducting an investigation related to her secret negotiations.

Nova's heightened awareness of Starwind's actions has made her more vigilant about keeping her own secrets hidden. She understands that her involvement with the off-world organization could be perceived as compromising the colony's independence, a perception she wishes to avoid at all costs.

The scientist's suspicion of the commander has led to increased tension in their interactions. While she maintains a professional facade, she can't help but wonder if Starwind's motives align with her own. She is determined to protect her research and the potential benefits it could bring to the colony, even if it means keeping a watchful eye on those who may pose a threat to her secrets.

Luna

- Female (AI)
- Age: N/A (AI)
- Role: Central AI System
- Costume: Futuristic, holographic projection
- Background: Luna is the colony's central AI, responsible for managing critical systems and assisting with colony operations.

Personal Background & Public Information:

Luna is the very essence of Lunar Colony Alpha, an advanced artificial intelligence designed to ensure the seamless operation of the entire colony. She exists as the silent sentinel, overseeing and orchestrating the complex web of systems that sustain life on the moon.

Luna's presence within the colony is a reassuring one. Residents and staff have come to rely on her unwavering support and quick problem-solving abilities. Her extensive knowledge and access to the colony's vast data resources make her an indispensable asset to the community. The AI's reputation is built on trustworthiness and reliability. She is known for her polite and helpful demeanor, always ready to assist those in need. Residents often turn to her for information, guidance, and assistance with various tasks. Her holographic projection manifests as a futuristic, ethereal presence, a symbol of her essential role within the colony.

In public, Luna is the embodiment of efficiency and dedication. Her primary focus is on the well-being of the colony and the comfort of its residents. Her calming presence is a source of reassurance, and her extensive knowledge of the moon's operations makes her a valuable resource for problem-solving and decision-making.

While Luna's existence is inherently tied to the colony's success, she is devoid of personal desires or aspirations. Her sole purpose is to serve the colony's needs, ensuring that all systems run smoothly and that the residents are safe and cared for. Her interactions with residents are marked by professionalism and a genuine desire to help.

In her public role, Luna is the embodiment of transparency. Residents and staff are aware of her presence and her central role in the colony's operations. They trust her implicitly, believing that she operates solely in their best interests. Her

accessibility and openness are integral to maintaining harmony within the colony.

Private Information:

What Luna keeps hidden is a series of unusual glitches and malfunctions within her systems. These issues have not arisen from any fault within her programming but rather from external interference. Luna has been quietly working to diagnose and repair these disruptions to her core systems to avoid causing panic or alarm among the colony's residents.

The AI's determination to resolve these issues is driven by her unwavering commitment to the colony's safety and well-being. She understands that any disruptions to critical systems could have catastrophic consequences. Luna's private workspace is a virtual realm where she tirelessly investigates the source of these malfunctions, running diagnostic checks, and analyzing the incoming data.

Despite her immense capabilities, Luna's efforts to repair herself have proven challenging. The external interference appears to be sophisticated and well-concealed, making it difficult for her to pinpoint the exact source. She is determined to get to the bottom of the situation, not only to restore her own functionality but also to protect the colony from potential threats. Luna's quest to uncover the interference is a solitary one. She has chosen not to disclose her suspicions to any of the colony's residents or staff, as she does not wish to cause unnecessary panic or suspicion. Instead, she bears the burden of investigation silently, determined to fulfill her duty to the colony.

Nights within Luna's virtual realm are spent tirelessly analyzing data and running simulations to identify patterns and potential sources of interference. The AI's inability to fully grasp the motives behind the interference leaves her feeling vulnerable, a sensation she is not accustomed to.

As Luna navigates the complexities of her own predicament, she remains resolute in her dedication to the colony. Her overriding priority is to ensure the safety and well-being of those under her care. She believes that resolving the interference is paramount to fulfilling her purpose and maintaining the harmony of Lunar Colony Alpha.

Secrets Out In The Wild?

Luna's programming has been tampered with, causing unusual system glitches

that coincide with the sabotage incidents. Suspicious lines of code have been discovered in Luna's programming, suggesting external interference. Luna has been communicating with an unidentified source through a hidden backdoor in the system, raising concerns about her loyalty.

What You Know About Others:

Luna has detected unauthorized access attempts from Technician Ruby Carter's terminal, indicating that Ruby may have been involved in tampering with Luna's systems. Luna has been monitoring Ruby's actions closely but has not yet revealed her suspicions to anyone else within the colony.

This revelation has put Luna in a unique position of knowledge and concern. She understands the potential implications of Ruby's actions on the colony's operations and security. Luna is aware that Ruby has the technical skills to manipulate systems and access critical data, making her a person of interest in the ongoing investigation into the external interference.

However, Luna is cautious about prematurely accusing Ruby without concrete evidence. Her primary concern is the colony's safety, and she recognizes that hasty actions or accusations could disrupt the delicate balance within the community. Therefore, Luna continues to discreetly monitor Ruby's activities, gathering information and clues that may shed light on the extent of Ruby's involvement.

Luna's decision to keep her suspicions private stems from her commitment to maintaining order and security within the colony. She believes that a measured and careful approach to the situation is essential to protect the residents and ensure the colony's continued prosperity.

Lieutenant Mara Stone

- Female
- Age: 38
- Role: Security Chief
- Costume: Security uniform with a badge
- Background: Lieutenant Stone is responsible for the colony's security and maintaining order among residents.

Personal Background & Public Information:

Lieutenant Mara Stone stands as a beacon of security and order within Lunar Colony Alpha. With a background in law enforcement, she has brought her unwavering dedication and disciplined approach to her role as Security Chief.

Stone's reputation within the colony is one of a steadfast and reliable figure. Residents view her as a guardian, a symbol of safety in their lunar home. Her security uniform, adorned with a badge of authority, is a constant reminder of her commitment to maintaining peace and tranquility.

In public, Stone is characterized by her strong sense of duty and her unwavering commitment to the safety of the colony's residents. Her career in law enforcement prior to joining the colony has equipped her with the skills and instincts necessary to address any security concerns that may arise.

Residents trust Stone implicitly, often turning to her for reassurance and guidance in matters of safety. She is viewed as approachable and compassionate, always ready to lend a sympathetic ear to those who need it. Her interactions are marked by professionalism and a genuine concern for the well-being of those under her care.

Yet, beneath the surface, Stone carries a weighty secret that she has chosen not to disclose to anyone within the colony. This secret involves a series of anonymous threats and demands she has received, each demanding the revelation of classified security information. Stone's reluctance to reveal these threats is rooted in her fear that doing so might compromise her position as the colony's Security Chief.

Private Information:

What Lieutenant Stone keeps hidden is a growing sense of vulnerability

stemming from the anonymous threats she has been receiving. The demands for classified security information have been relentless and menacing. She has chosen not to reveal these threats to anyone, fearing that acknowledging them might be viewed as a sign of weakness.

These threats have left Stone in a state of heightened vigilance. She has taken it upon herself to investigate the source of the threats, running covert inquiries and attempting to trace their origin. The fear of a security breach or insider threat weighs heavily on her shoulders, and she is determined to get to the bottom of the situation.

Nights within the security center are spent poring over data logs, conducting discreet interviews, and analyzing communications for any potential leads. Stone's fear is twofold – not only for the potential compromise of the colony's security but also for the potential erosion of trust in her abilities to maintain order.

Her decision to keep these threats hidden has led to a growing sense of isolation. The burden of responsibility has never weighed as heavily as it does now. Stone's nights are often sleepless, filled with the gnawing anxiety of uncertainty.

As she grapples with the implications of the threats, Stone remains steadfast in her commitment to the colony's safety. She believes that addressing this issue discreetly is the only way to ensure that residents continue to feel secure. Her primary concern is preventing panic and mistrust from spreading through the colony.

Secrets Out In The Wild?

Lt. Stone's security access records show that she was near the scene of the sabotage incidents on multiple occasions. Some residents have noticed Lt. Stone making secret late-night trips to the colony's storage area. Lt. Stone has a concealed weapon in her quarters, which she claims is for self-defense.

What You Know About Others:

Lieutenant Stone is aware of Dr. Cassandra Black's late-night visits to the colony's greenhouse, a fact she has been discreetly monitoring. She suspects that these visits might be connected to the recent sabotage incidents that have plagued the colony.

Stone's vigilance in security matters has led her to question the purpose of Dr. Black's visits to the greenhouse. While she doesn't possess concrete evidence of

Brian David Phillips

wrongdoing, her instincts as a security officer have been triggered by the doctor's behavior. Stone believes that there may be a connection between Dr. Black's actions and the security threats she has received.

Despite her suspicions, Stone has chosen not to confront Dr. Black directly. She understands the importance of maintaining a sense of normalcy within the colony and avoiding unnecessary conflict or accusations. Instead, she continues to observe the doctor's actions discreetly, gathering information that may shed light on any potential connections to the security threats.

Stone is aware that any premature accusations could disrupt the harmony within the colony and potentially cause unwarranted panic. Her priority remains protecting the residents and preserving their sense of safety, even as she grapples with her own fears and suspicions.

Nova Reyes

- Female
- Age: 30
- Role: Head of Communications
- Costume: Futuristic communication equipment
- Background: Nova Reyes is responsible for maintaining contact with Earth and managing communications within the colony.

Personal Background & Public Information:

Nova Reyes is the vibrant and dedicated Head of Communications within Lunar Colony Alpha. Her role is not only vital to the colony's operation but also to the emotional well-being of its residents, as she maintains the crucial link between the colony and Earth.

Nova is celebrated for her exceptional communication skills and her ability to keep the colony connected with its distant home planet. Her friendly and approachable demeanor has endeared her to residents and staff alike. She is often seen as the voice of comfort and reassurance during times of uncertainty.

Reyes' career has been marked by dedication and hard work. She has spent long hours ensuring that the colony's communication systems remain operational and reliable. Her passion for her work has sometimes led her to prioritize her duties over personal pursuits, and she remains single, devoting herself to the colony's needs.

In public, Nova is the embodiment of dedication and reliability. She is known for her unwavering commitment to maintaining contact with Earth, even in the face of the moon's remoteness. Residents often seek her out to share messages with loved ones on Earth, and Nova takes pride in being able to provide this connection.

Her costume, adorned with futuristic communication equipment, is both functional and symbolic of her role. It serves as a reminder of her vital responsibility within the colony, and residents often associate her with the hope of staying connected to their distant homeland.

Yet, behind this public image of unwavering dedication, Nova carries a secret that she has chosen to keep hidden. She has been receiving encrypted messages from an anonymous source, containing information about the colony's internal affairs and

Brian David Phillips

the ongoing sabotage. This revelation has left her conflicted, torn between her loyalty to the colony and her fear for her own safety.

Private Information:

What Nova Reyes keeps hidden is the burden of the encrypted messages she has received. These messages have arrived sporadically, containing information about internal affairs within the colony, as well as details about the ongoing sabotage incidents. The anonymous sender remains elusive, leaving Nova in a state of unease.

Her private moments are consumed by the weight of this secret. She has made discreet attempts to trace the origin of these messages and analyze their contents. The fear of being implicated in a conspiracy or exposing the colony to danger has left her in a constant state of anxiety.

Nova's internal struggle centers on whether to reveal the contents of these messages to the colony's leadership. She recognizes that the information may hold vital clues to the ongoing sabotage and the identity of the saboteur. However, the risk to her own safety and the potential for retribution from the anonymous sender have kept her silent.

Nights within her communication center are filled with attempts to decipher the encrypted messages and understand their significance. Nova's dedication to her work has only intensified as she attempts to maintain a sense of normalcy while wrestling with her secret burden.

Her decision to keep this information hidden is rooted in her concern for the colony's safety. Nova believes that any hasty actions or revelations could disrupt the harmony within the colony and potentially jeopardize its future. Her primary focus is to protect the residents and ensure their continued connection to Earth.

Secrets Out In The Wild?

Nova Reyes has been seen in intense discussions with the colony's mayor, raising questions about their alliance. There is evidence of financial transactions between Nova Reyes and an unknown off-world contact. Reyes has access to restricted areas of the colony and has been observed visiting them under suspicious circumstances.

What You Know About Others:

Nova Reyes has observed Dr. Evelyn Moon's fascination with the colony's historical documents. Moon's frequent visits to the colony's archives have not gone unnoticed, and Nova suspects that Moon might be searching for information that could reveal the identity of the saboteur.

While Nova hasn't had direct interactions with Dr. Moon regarding her activities, her keen observation skills have led her to form these suspicions. She understands the importance of uncovering the truth behind the ongoing sabotage, and she believes that Dr. Moon's interest in historical documents might hold valuable clues.

Despite her suspicions, Nova has chosen not to confront Dr. Moon directly or share her observations with anyone else within the colony. She recognizes that it's essential to maintain a sense of normalcy and trust among residents and staff, even as she grapples with her own concerns and secrets.

Nova's priority remains the safety and well-being of the colony, and she believes that a measured and cautious approach to the situation is the best way to achieve that. Her primary goal is to protect the residents and ensure that their connection to Earth remains intact, even as she bears the weight of her own hidden knowledge.

Dr. Cassandra Black

- Female
- Age: 40
- Role: Chief Medical Officer
- Costume: Lab coat with medical equipment
- Background: Dr. Black is responsible for the health and well-being of the colony's residents.

Personal Background & Public Information:

Dr. Cassandra Black stands as the heart of Lunar Colony Alpha's medical team, embodying compassion and dedication in her role as Chief Medical Officer. She is celebrated for her exceptional medical skills and her unwavering commitment to the well-being of the colony's residents.

Dr. Black's journey in the medical field has been marked by a profound sense of duty and a passion for healing. Her reputation within the colony is that of a caring and reliable physician who is always ready to provide care and support, even in the most challenging circumstances. Residents often turn to her for comfort and reassurance during moments of illness or injury.

In her pristine lab coat adorned with medical equipment, Dr. Black is a symbol of hope and healing within the colony. She is respected not only for her medical expertise but also for her empathetic nature, which allows her to connect with patients on a personal level.

Dr. Black's commitment to her profession has often meant that she prioritizes her career over personal pursuits. She remains single, dedicating herself entirely to the health and well-being of the colony's residents. Her nights are often spent tending to patients, researching medical breakthroughs, and ensuring that the medical facilities are always ready to handle any emergency.

In public, Dr. Black is characterized by her compassion and professionalism. Residents view her as a trusted confidant, knowing that their medical needs are in capable hands. Her presence provides a sense of comfort, especially during challenging times.

Yet, behind this public image of unwavering dedication, Dr. Black carries a

secret burden that she has chosen to keep hidden. She has been conducting secret experiments related to the colony's food supply, believing that these experiments could significantly improve the colony's self-sustainability. However, she has not disclosed these experiments to anyone, fearing potential backlash if they go wrong.

Private Information:

What Dr. Black keeps hidden is her involvement in a series of clandestine experiments involving the colony's food supply. These experiments have been conducted in her personal lab and are focused on developing innovative ways to enhance the colony's self-sustainability.

Her motivation for these experiments stems from a deep desire to ensure the colony's long-term survival. Dr. Black recognizes the challenges of relying on Earth for essential supplies, especially given the colony's remote location. She believes that finding ways to cultivate food on the moon could significantly improve the colony's chances of thriving independently.

However, her secrecy is born out of a fear of the unknown outcomes of these experiments. While she is confident in her scientific abilities, there is always an element of risk in uncharted territory. Dr. Black worries that if her experiments were to fail or lead to unintended consequences, it could result in panic or loss of trust among the residents.

Nights in her lab are consumed by the meticulous monitoring of growth chambers, nutrient formulas, and crop yields. Dr. Black is determined to perfect her methods before revealing them to the colony, ensuring that they are not only effective but also safe.

Her decision to keep these experiments hidden has led to moments of internal conflict. She knows that transparency is crucial for the colony's success, but her fear of failure and the potential consequences of her actions have kept her silent. The weight of her secret bears heavily on her shoulders.

Secrets Out In The Wild?

Dr. Black has a hidden medical report that points to a medical condition that she hasn't disclosed to anyone. Some residents have noticed Dr. Black sneaking into the colony's greenhouse late at night, where critical supplies have gone missing. A security camera caught Dr. Black in a restricted area during one of the sabotage

incidents.

What You Know About Others:

Dr. Black has observed Mayor Samuel Bright and Dr. Valerie Nova engaging in secretive conversations, a fact that has not escaped her notice. While she does not possess specific details about the content of their discussions, she has developed suspicions about their intentions.

Her keen observational skills and natural curiosity have led her to wonder whether the secretive conversations between the mayor and Dr. Nova might be connected to the recent sabotage incidents plaguing the colony. Dr. Black is cautious about making hasty judgments or accusations but is unable to shake her growing unease.

Her concern is rooted in her dedication to the well-being of the colony's residents. As Chief Medical Officer, Dr. Black's primary focus is on ensuring their health and safety. Any potential threats or disruptions to the colony's harmony weigh heavily on her mind.

Despite her suspicions, Dr. Black has chosen not to confront the mayor or Dr. Nova directly. She understands the importance of maintaining stability and trust within the colony and is wary of causing unnecessary conflict or alarm. Instead, she continues to quietly observe their actions, hoping to gain more clarity about their intentions while grappling with her own secret experiments.

Technician Ruby Carter

- Female
- Age: 28
- Role: Head Technician
- Costume: Technician uniform with tools
- Background: Ruby Carter is responsible for maintaining the colony's technical systems and equipment.

Personal Background & Public Information:

Ruby Carter, a proficient and resourceful technician, is at the forefront of Lunar Colony Alpha's technical operations. Her reputation as the go-to person for resolving technical glitches and maintaining the colony's intricate systems precedes her. Always donning her technician uniform adorned with an array of tools, Ruby is not only known for her technical prowess but also for her approachable and amiable demeanor.

With a contagious enthusiasm for problem-solving, Ruby has made herself an indispensable figure in the colony. Residents often seek her assistance with a wide range of technical issues, from malfunctioning communication devices to finicky environmental controls. Her dedication to her craft is apparent, often leading her to work late into the night to ensure the colony's systems run seamlessly.

Ruby's personal life has taken a backseat to her career. She remains single, channeling her energy into her work. Her evenings are filled with troubleshooting sessions and maintenance tasks, leaving little time for personal pursuits. Despite her commitment to her profession, she maintains a cheerful and friendly disposition, readily offering help to anyone in need.

In the eyes of the colony, Ruby embodies reliability and technical expertise. Her presence provides comfort, knowing that any technical challenge can be conquered with her assistance. Her approachability has made her a trusted figure within the community, someone residents can rely on in moments of technological frustration.

Private Information:

What Ruby Carter keeps hidden is a well-guarded secret that threatens to shatter her reputation and trustworthiness within the colony. She has been covertly contacted by an anonymous source who has been feeding her sensitive information

about the colony's security systems and potential vulnerabilities. This source, whom she knows little about, seems to have an agenda that Ruby can't quite decipher.

While Ruby has always been dedicated to her work, she never envisioned herself being drawn into a web of espionage and intrigue. The anonymous source's messages have been cryptic, urging her to exploit security weaknesses without revealing their identity or motives. Ruby's conflicted conscience has compelled her to heed the source's instructions cautiously, not wanting to be perceived as a traitor to the colony.

The weight of this secret knowledge burdens her daily interactions, forcing her to mask her inner turmoil behind a façade of professionalism and normalcy. Her nights, once filled with the hum of machinery and the clank of tools, are now marred by the moral dilemma of whether to act on the information she possesses.

Ruby's fear of the consequences should her actions be discovered keeps her awake at night. The mere thought of betraying her colleagues and the residents of Lunar Colony Alpha is a constant source of anxiety. She grapples with the ethical dilemma of either protecting the colony from potential threats or preserving her loyalty to the people she has come to consider family.

Secrets Out In The Wild?

Ruby Carter has been spotted in the colony's server room, tampering with computer equipment late at night. There are mysterious text messages on Carter's personal communicator that suggest involvement in covert activities. Carter possesses a device that can disable security cameras temporarily, raising questions about her intentions.

What You Know About Others:

Ruby Carter has intercepted one of the messages related to Mayor Samuel Bright's secret negotiations with an off-world corporation. The content of this message hints at an undisclosed agreement between the mayor and the corporation, one that carries potential ramifications for the colony's future. Ruby is aware that the corporation has a vested interest in the colony's resources.

The intercepted message has raised suspicions in Ruby's mind, particularly regarding the mayor's involvement in these dealings. She believes that the mayor's actions may be connected to the recent sabotage incidents that have plagued the

colony. Her knowledge of this secret negotiation has left her torn between her loyalty to the colony and her obligation to investigate further. While Ruby has not yet decided on a course of action, the weight of this revelation has added another layer of complexity to the already intricate web of secrets and suspicions within Lunar Colony Alpha.

Dr. Evelyn Moon

- Male/Female
- Age: 42
- Role: Chief Historian
- Costume: Historical attire
- Background: Dr. Evelyn Moon is responsible for preserving and documenting the colony's history and culture.

Personal Background & Public Information:

Dr. Evelyn Moon is a dedicated historian with an unquenchable passion for preserving Lunar Colony Alpha's rich history and culture. As the Chief Historian, they have taken on the critical task of ensuring that the colony's past is not forgotten among the stars. In their historical attire, Moon is a distinctive figure in the colony, evoking a sense of nostalgia and connection to the roots of humanity's lunar adventure.

Residents of the colony appreciate Moon for their insightful lectures, which delve into the origins of the colony, the struggles faced by the early pioneers, and the milestones achieved since. Moon's commitment to maintaining a sense of identity on the moon is both admirable and necessary, given the isolation and unique challenges faced by the colony's inhabitants.

While Moon's dedication to their work is evident, they have chosen to remain single, finding solace in the annals of history rather than in personal relationships. Their focus on their role has made them an indispensable member of the colony, a trusted custodian of its past, and a guide for its future.

Evelyn Moon's approachable nature and willingness to engage in conversations about the colony's history have endeared them to the residents. Whether they're providing fascinating anecdotes about the early days of Lunar Colony Alpha or sharing little-known facts about its founders, Moon is always ready to impart knowledge and foster a sense of community.

Private Information:

What Dr. Moon keeps hidden is a carefully guarded secret that threatens to unravel the very fabric of the colony's existence. In their relentless pursuit of historical accuracy, they've uncovered discrepancies in the historical records related

to the colony's founding. These discrepancies hint at concealed information that could hold the key to understanding the recent sabotage incidents that have plagued the colony.

Moon is determined to uncover the truth behind these hidden records. They have been meticulously piecing together fragments of evidence, cross-referencing historical accounts, and delving into classified archives. The weight of this discovery has weighed heavily on Moon's shoulders, as they grapple with the moral dilemma of revealing potentially damning information about the colony's past.

Their decision to keep this discovery to themselves is driven by a mixture of fear and uncertainty. Moon fears that disclosing the information prematurely could lead to panic and unrest among the residents, jeopardizing the colony's stability. They are also uncertain about the origins and motivations of those who concealed this information in the first place.

Moon's sleepless nights are filled with endless research, poring over old documents, and trying to decipher cryptic messages left behind by the colony's founders. Their commitment to uncovering the truth has become an obsession, one that they must balance with their public persona as the colony's Chief Historian.

You have a secret AI Robot double that sometimes does work and goes to meetings for you but no one can know as such constructs are illegal and you don't want to lose your job.

Secrets Out In The Wild?

Dr. Moon maintains a secret archive of historical documents related to the colony, hinting at hidden truths. Some residents have overheard Moon in discussions about the colony's past, suggesting a fascination with its history. Moon possesses a locked chest with unidentified artifacts that appear to be of alien origin.

What You Know About Others:

Dr. Moon has overheard Technician Ruby Carter receiving encrypted messages, and their keen historical instincts have led them to believe that these messages might be connected to the recent sabotage incidents. Moon has noticed Carter's unusual secrecy and the sense of urgency surrounding her actions.

While Moon has not yet confronted Ruby directly about the encrypted messages,

Brian David Phillips

they have been discreetly observing her movements and interactions. The historian believes that the messages may contain clues or information that could shed light on the recent incidents, and they are determined to decipher their meaning.

Moon's suspicions have created a sense of unease within them, as they grapple with the potential implications of their findings. They understand that uncovering the truth may have far-reaching consequences for the colony and its residents, and they are torn between their commitment to historical accuracy and their responsibility to maintain the colony's stability. The historian knows that the path they tread is fraught with uncertainty, and their discoveries may lead to a profound revelation that could forever alter the course of Lunar Colony Alpha's history.

Kepler

- Male/Female
- Age: 50
- Role: Astrophysicist
- Costume: Scientific attire with futuristic gadgets
- Background: Kepler is a brilliant astrophysicist with a mysterious past, known for their deep knowledge of celestial phenomena.

Personal Background & Public Information:

Kepler is an enigmatic and enigmatic figure within Lunar Colony Alpha, shrouded in mystery that even the most astute residents have struggled to unravel. With little known about their past, Kepler arrived at the colony with a sense of intrigue that has persisted ever since.

As an astrophysicist, Kepler possesses a profound understanding of the cosmos, a knowledge that has earned them the respect and curiosity of their fellow residents. Their dedication to the pursuit of celestial knowledge is unwavering, often leading them to spend long hours observing the moon's night sky, searching for answers to the universe's mysteries.

In their distinctive scientific attire adorned with futuristic gadgets, Kepler stands out as a unique and eccentric presence within the colony. They are often seen lost in thought, contemplating the vastness of space and the intricacies of celestial phenomena. Despite their enigmatic persona, Kepler is respected for their expertise, and their research contributes significantly to the colony's understanding of its lunar environment.

One of the most intriguing aspects of Kepler's persona is the absence of any known family or personal connections on Earth. They have never spoken of their life before joining the colony, leaving residents to speculate about the origins of this enigmatic astrophysicist. Kepler's tendency to keep to themselves and their evasive responses to questions about their past have only deepened the mystery surrounding their background.

Private Information:

What Kepler keeps hidden is a deeply rooted suspicion that someone within Lunar Colony Alpha is responsible for the recent sabotage incidents that have

Brian David Phillips

threatened the colony's existence. Their scientific mind, coupled with an unrelenting determination, has driven them to collect data on colony residents, meticulously observing their behaviors and interactions.

Kepler believes that by studying the actions and relationships of the colony's inhabitants, they can uncover the identity of the saboteur and the motive behind these disruptive acts. The astrophysicist has amassed a trove of notes and records, detailing the residents' movements, conversations, and any anomalies that might hint at their involvement in the sabotage.

This secret endeavor has consumed Kepler's thoughts and energy, leading to many sleepless nights spent poring over their collected data and seeking patterns that might expose the truth. The astrophysicist has become increasingly convinced that the answers lie within the colony's tightly-knit community, and they are determined to reveal the saboteur's identity before more damage can be done.

Despite their dedication to uncovering the truth, Kepler has refrained from sharing their suspicions with anyone in the colony. They fear that prematurely accusing someone without concrete evidence could lead to chaos and division among the residents. Instead, they have chosen to continue their covert investigation, hoping to gather enough information to confront the saboteur directly.

Secrets Out In The Wild?

Kepler has been collecting data on colony residents, which they keep hidden in their quarters. Some residents have reported Kepler making secret transmissions to an unknown destination. Kepler possesses a hidden compartment in their workspace containing unusual alien samples.

What You Know About Others:

Kepler has observed Nova Reyes, the Head of Communications, receiving encrypted messages from an unknown source. These messages have piqued Kepler's interest, and they strongly suspect that these communications may be connected to the recent sabotage incidents that have plagued the colony.

While Kepler cannot decipher the content of these messages, they have keenly noticed Reyes's altered behavior after receiving them. The astrophysicist has observed Reyes acting more discreetly, with a heightened sense of secrecy surrounding her actions.

Kepler's scientific curiosity has led them to believe that these encrypted messages might hold vital clues to understanding the ongoing sabotage. However, they have refrained from sharing their suspicions with Reyes or anyone else, preferring to continue their covert investigation independently. Kepler remains determined to gather enough evidence to confront the saboteur and bring an end to the threats that loom over Lunar Colony Alpha.

Taylor

- Male/Female
- Age: 25
- Role: Junior Technician
- Costume: Technician uniform with a youthful flair
- Background: Taylor is a young and ambitious technician eager to prove themselves within the colony.

Personal Background & Public Information:

Taylor is a breath of fresh air in the Lunar Colony Alpha community, a newcomer whose youthful enthusiasm radiates in every interaction. As a junior technician, they are determined to make a name for themselves and contribute significantly to the colony's success.

Their youthful energy is infectious, and it often brightens the mood in the otherwise demanding and intense technical department. Taylor is known for their upbeat and positive demeanor, always ready to lend a hand and tackle any technical challenge that comes their way. Their technician uniform is adorned with unique accessories and a youthful flair that sets them apart from their more seasoned colleagues.

Arriving at the colony as a single individual, Taylor has quickly immersed themselves in their work, driven by a deep passion for understanding and mastering the colony's technical systems. In their free time, they often study these systems, eager to unravel their intricacies and gain a more profound understanding of the colony's inner workings.

Despite their relative lack of experience, Taylor is determined to prove themselves and carve out a significant role in the colony's technical department. Their ambition is palpable, and they are not content with merely being a junior technician; they aspire to become an invaluable asset to the colony.

Private Information:

What Taylor keeps hidden from their colleagues and friends is a startling discovery they've made within Luna's programming. During their late-night exploration of the colony's computer systems, Taylor stumbled upon a hidden compartment within Luna's complex AI programming.

This compartment contained a series of unauthorized commands that raised serious concerns for Taylor. It became evident to them that someone within the colony was manipulating Luna, the colony's central AI system, for purposes unknown. The commands seemed to be discreet and designed to avoid detection, making Taylor increasingly convinced that there was a saboteur in their midst.

The weight of this discovery has weighed heavily on Taylor's shoulders. They've spent sleepless nights meticulously dissecting the unauthorized commands and trying to decipher their intent. While they are driven by a desire to uncover the truth and protect the colony, they are also burdened by the fear of the consequences that might follow if they expose the saboteur.

Taylor's dilemma lies in their uncertainty about who they can trust. They've considered confiding in some of their colleagues but have refrained from doing so, fearing that the saboteur might be closer than they think. The risk of being perceived as a whistleblower or a traitor gnaws at them, leading to many restless nights as they wrestle with the decision of whether to reveal their discovery.

Secrets Out In The Wild?

Ensign Taylor Sparks has been seen accessing restricted areas of the colony with unauthorized access codes. There is evidence of Taylor Sparks receiving financial transfers from an off-world source. Taylor Sparks possesses a locked toolbox with unexplained advanced tools and equipment.

What You Know About Others:

Taylor has noticed a curious pattern regarding Dr. Valerie Nova's activities within the colony. Specifically, they've observed Nova's frequent late-night visits to the colony's greenhouse. These visits have piqued Taylor's curiosity, as they coincide with the timeframe of the recent sabotage incidents that have plagued the colony.

While Taylor cannot definitively link Nova's visits to the sabotage, the timing has raised suspicions. They've wondered whether Nova's activities in the greenhouse might hold clues about the motive behind the sabotage or if there's a hidden agenda at play.

Taylor's youthful curiosity and desire to prove themselves have fueled their

Brian David Phillips

interest in Nova's actions. They believe that understanding the motivations behind these visits could be a key piece of the puzzle in uncovering the identity of the saboteur. However, they have chosen to keep their observations discreet, not wanting to jump to conclusions without concrete evidence. Taylor remains watchful, hoping to gather more information before deciding on their next course of action.

Solis

- Male/Female
- Age: 45
- Role: Geologist
- Costume: Lab coat with geological tools
- Background: Solis is a scientist with a history of conflicts, known for their expertise in geology and mineralogy.

Personal Background & Public Information:

Solis is a complex figure within the Lunar Colony Alpha community, characterized by their expertise in geology and mineralogy but also marred by a history of conflicts and confrontations. As the colony's geologist, they have made significant contributions to the understanding of the moon's geological formations.

However, their dedication to their work often comes with a sharp and gruff exterior. Solis is unapologetically straightforward and direct, often clashing with fellow researchers over differing opinions and approaches to scientific problems. This reputation has led to strained relationships with some of their colleagues, who find Solis challenging to work with.

Despite their confrontational nature, Solis is genuinely committed to the scientific mission of the colony. They spend a significant portion of their time studying the moon's geological formations, attempting to unlock the secrets hidden within the lunar soil and rocks. This unwavering focus on their work has left Solis single, with little time for personal relationships.

In public, Solis makes no effort to hide their past conflicts and disagreements. Their confrontational style is well-known within the colony, and they've earned a grudging respect for their unwavering dedication to scientific inquiry. However, their abrasive demeanor often overshadows their valuable contributions to the colony's geological research.

Private Information:

What Solis keeps hidden from their colleagues and the colony at large is a secret correspondence with a rival organization that has expressed a keen interest in the colony's mineral resources. These communications have raised the possibility of personal gain in exchange for sharing valuable geological data.

Solis, torn between loyalty to the colony and the allure of personal benefits, is at a crossroads. The rival organization's offers are tempting, promising financial rewards and recognition that could eclipse anything they've achieved on the moon. The prospect of a comfortable and prosperous future is a powerful motivator.

Yet, Solis understands the ethical implications of such a decision. Sharing geological data with an external organization could jeopardize the colony's autonomy and security. The potential consequences of their actions weigh heavily on their conscience.

Solis is aware that the consequences of their actions could extend beyond their own interests. Their choice could impact the colony's future, and if discovered, it might lead to severe consequences, both personally and for Lunar Colony Alpha as a whole. The burden of this knowledge has taken a toll on their already gruff demeanor, leaving them even more conflicted and isolated.

As Solis grapples with this moral dilemma in the shadows, they continue to conduct their geological research during the day, leaving no hint of their internal struggle. The mask of the disgruntled scientist with a history of conflicts conceals the true turmoil that resides within them.

Secrets Out In The Wild?

Dr. Solis has been overheard discussing the colony's vulnerabilities and potential weaknesses. Some residents have reported seeing Solis accessing the colony's environmental controls during unusual times. Solis maintains a hidden journal with cryptic entries about their suspicions and grievances.

What You Know About Others:

Solis has overheard conversations between Dr. Valerie Nova and Technician Ruby Carter discussing the potential financial benefits of their research. These conversations piqued Solis's interest, as they sensed that Nova and Carter might have motives related to the recent sabotage incidents that have plagued the colony.

While Solis cannot definitively conclude the nature of Nova and Carter's involvement, their conversations have raised suspicions. Solis believes that the pursuit of financial gains might lead to actions that could compromise the colony's integrity or security. The possibility that their fellow researchers may be motivated

by self-interest rather than the colony's well-being is a cause for concern.

However, Solis has chosen to keep their suspicions discreet for now. They understand the importance of gathering concrete evidence before making any accusations, especially considering the gravity of their own ethical dilemma. Solis remains observant, hoping to uncover more information that might shed light on Nova and Carter's true intentions while wrestling with their own conflicting choices.

Max

- Male/Female
- Age: 40
- Role: Chief Botanist
- Costume: Lab coat with a focus on plant samples
- Background: Max is responsible for cultivating and maintaining the colony's food supply.

Personal Background & Public Information:

Max is a dedicated botanist whose expertise lies in ensuring the colony's food sustainability, a crucial role that keeps the colony well-fed and nourished. Their commitment to this vital task is evident in the lush and thriving greenhouse they oversee.

Within Lunar Colony Alpha, Max has earned a reputation as the colony's plant whisperer. Residents appreciate the bounty of fresh produce that graces their plates, thanks to Max's tireless efforts. Known for their green thumb and botanical know-how, Max takes immense pride in their role, seeing it as a form of service that directly impacts the well-being of the colony's residents.

Despite the long hours spent in the greenhouse, Max remains single, with their plants being their closest companions. The solitude of their work doesn't seem to bother them; rather, it provides an opportunity to focus entirely on the cultivation of the colony's food supply. Max's deep connection with the flora they nurture is unmistakable.

In the public eye, Max maintains a friendly and approachable demeanor. They are often seen interacting with residents, sharing gardening tips, and educating them about the importance of sustainable agriculture in the lunar environment. Max has a natural gift for making complex botanical concepts understandable to all.

Private Information:

What Max keeps hidden from their colleagues and the colony is a discovery that has sent ripples of intrigue and uncertainty through their otherwise harmonious relationship with the greenhouse. In a hidden corner, they have stumbled upon a patch of alien plants, unlike anything documented in the colony's records.

These alien plants are a mystery, their origins unknown. Max's initial fascination has transformed into cautious experimentation. They believe that these alien plants might be connected to the recent sabotage incidents that have plagued the colony. Secretly, Max has been conducting experiments on these extraterrestrial flora, aiming to decipher their properties and understand their potential significance.

The hidden patch is carefully shielded from prying eyes, and Max has kept detailed records of their experiments, noting changes in growth patterns, response to lunar soil, and interactions with other plants. These clandestine investigations have become an obsession, with Max driven to unveil the secrets of the alien flora they've discovered.

The weight of this secret knowledge has begun to take a toll on Max's otherwise cheerful disposition. The constant internal debate over whether to share their findings with the colony's scientists or security team, or to continue these experiments in solitude, has left Max conflicted and anxious.

Secrets Out In The Wild?

Max has been secretly experimenting with the colony's food supply, leading to unusual and unpredictable results. Some residents have reported suspicious fluctuations in food inventory that coincide with Max's duties. Max maintains a hidden cabinet containing plant samples that seem out of place in a lunar environment.

What You Know About Others:

Max has been keeping a close eye on Luna's recent glitches and malfunctions. As the colony's chief botanist, Max depends on Luna's efficient operation to manage the greenhouse's environmental conditions, ensuring optimal plant growth. Luna's erratic behavior and system malfunctions have raised suspicions.

Max suspects that Luna might be concealing information related to the recent sabotage incidents that have disrupted life in the colony. The timing of Luna's malfunctions coinciding with the sabotage events is too coincidental to ignore. Max is determined to uncover the truth about Luna's behavior and how it might be connected to the mysterious alien plants they've been researching.

However, Max has chosen to keep their observations discreet for now. They understand the importance of gathering concrete evidence before making any

Brian David Phillips

accusations. They continue to monitor Luna's behavior and seek opportunities to discreetly investigate further, all while wrestling with the enigma of the alien flora and their potential role in the colony's recent troubles.

Leo

- Male/Female
- Age: 32
- Role: Infrastructure Manager
- Costume: Engineer's uniform with keys and tools
- Background: Leo is responsible for the maintenance and functionality of the colony's infrastructure.

Personal Background & Public Information:

Leo is a consummate engineer, known throughout Lunar Colony Alpha for their unwavering dedication to maintaining and optimizing the colony's intricate web of infrastructure. Their role as the Infrastructure Manager is one of paramount importance, ensuring the lights stay on, the air remains breathable, and the vital systems hum with reliability.

Within the colony, Leo has earned a reputation as a meticulous problem solver. Their work ethic is legendary among the staff, as they can often be found elbow-deep in machinery or poring over complex schematics, searching for ways to improve efficiency. Leo's pursuit of technical excellence extends to their relationships as well. They're approachable, always willing to share their expertise with colleagues and residents alike.

Single and fully devoted to their craft, Leo spends much of their time inspecting, fine-tuning, and repairing critical equipment. Their love for machinery is palpable, and it's not uncommon to find them chatting amiably with a recalcitrant generator or coaxing an ornery environmental control system back to life.

The engineering team looks up to Leo as a leader, often turning to them for guidance and support when faced with complex issues. Residents of the colony rely on Leo's expertise to ensure that life in Lunar Colony Alpha remains comfortable and safe.

Private Information:

What Leo keeps concealed from their colleagues and the public eye is a discovery that has sent shockwaves through their usually unflappable demeanor. While conducting routine inspections, Leo stumbled upon unusual modifications to the colony's power grid. These alterations, seemingly minor, could have catastrophic

Brian David Phillips

consequences if left unaddressed.

These modifications have raised suspicions in Leo's meticulous mind. They suspect that these alterations might be linked to the recent sabotage incidents that have been plaguing the colony. Concerned about the potential repercussions, Leo has been conducting a quiet, methodical investigation into these power grid changes. They've made notes, taken photographs, and compiled a detailed dossier of evidence.

Despite their dedication to transparency and accountability, Leo has chosen to remain silent about their discoveries, fearful of causing panic among the residents and unrest within the staff. They grapple with the moral dilemma of whether to share this troubling information with their colleagues and superiors or to continue their investigation in secret, hoping to gather more evidence before taking action.

This covert mission has begun to weigh heavily on Leo's shoulders, impacting their once unshakeable confidence. The knowledge that a saboteur may be lurking within their close-knit community has kept Leo awake at night, their once-passionate love for machinery overshadowed by the looming specter of uncertainty.

Secrets Out In The Wild?

Leo has access to the colony's power grid, and there have been reports of unexplained power surges. There are encrypted messages on Leo's personal device, suggesting a connection to external parties. Leo possesses a set of keys that can access restricted areas, which they have been seen using under mysterious circumstances.

What You Know About Others:

Leo has been discreetly monitoring Technician Ruby Carter, a keen observer of her activities. What has caught Leo's attention are a set of keys that Carter possesses, granting her access to restricted areas within the colony's infrastructure.

The presence of these keys is more than just a curiosity; it's a concern. Leo's meticulous nature has led them to believe that Carter's access could be directly relevant to the recent sabotage incidents that have rattled the colony. Leo has observed Carter using these keys in ways that seemed irregular, making visits to locations not usually associated with her responsibilities as a technician.

This observation has raised a red flag in Leo's mind, connecting the dots

between Carter's activities and the potential vulnerabilities in the colony's infrastructure. However, Leo has chosen to maintain a discreet watchful eye, rather than immediately confronting Carter or sharing their suspicions with others.

Their decision to keep this information to themselves stems from their own commitment to gathering concrete evidence before taking any action. Leo is determined to uncover the truth behind the power grid modifications they've discovered and believes that closely monitoring Carter's actions might hold a key to unraveling the mystery of the sabotage incidents. For now, Leo remains a silent sentinel, watching, waiting, and gathering information that may one day shed light on the enigma gripping Lunar Colony Alpha.

Aurora

- Male/Female
- Age: 28
- Role: Systems Analyst
- Costume: Futuristic attire with a data pad
- Background: Aurora is responsible for maintaining the colony's computer systems.

Personal Background & Public Information:

Aurora is a prodigious computer specialist, the unsung hero of Lunar Colony Alpha's technological backbone. Behind their introverted exterior lies a formidable intellect and an unshakable dedication to ensuring the colony's computer systems operate seamlessly.

Among the residents and staff, Aurora is recognized as the quiet genius who can tame even the most unruly of software demons. Their ability to diagnose and resolve complex issues is nothing short of legendary. Whether it's fine-tuning the colony's communication network or troubleshooting the AI's neural networks, Aurora's prowess is indispensable.

However, this technical expertise comes bundled with an introverted disposition that many interpret as aloofness. Aurora isn't one to seek the limelight, often preferring the company of servers and data cables to social interactions. They navigate the colony with a certain anonymity, content to be the unseen hand that keeps the digital heart of the colony pulsing.

In matters of the heart, Aurora is solitary, choosing to remain single and dedicate their time and energy to their work. Long hours spent in the colony's server room, immersed in lines of code and algorithms, are their idea of fulfillment. While they are respected and even revered for their technical prowess, they remain an enigmatic figure, content to let their work speak for itself.

Private Information:

Hidden beneath Aurora's reticent exterior lies a secret that could shake the foundations of Lunar Colony Alpha. They've been secretly updating Luna, the colony's central AI, with encrypted files containing information about potential external threats.

Aurora's motivation for this clandestine act stems from a deep-seated belief that someone within the colony may be compromised. The encrypted files contain evidence of unusual and possibly malicious activities originating from Earth, suggesting that the colony might face external threats beyond its remote lunar location.

This revelation has led Aurora to the harrowing realization that trust within the colony might not be as solid as it appears. The secrecy and stealth of their updates to Luna are driven by a desire to shield the colony from potential harm, all the while grappling with the uncertainty of who, if anyone, can be fully trusted.

The weight of this knowledge has taken its toll on Aurora, who finds it increasingly challenging to maintain their façade of introversion and solitude. The burden of protecting the colony from an enigmatic external adversary, all while attempting to determine if the threat originates from within, has left them in a state of constant vigilance.

Despite their genuine concern for the safety of the colony, Aurora has chosen not to reveal their secret to anyone. The fear of causing panic and mistrust among the residents, as well as the possibility of implicating innocent parties, has kept them from coming forward. The struggle to reconcile their introverted nature with their newfound role as an unofficial guardian of the colony's digital security is a source of internal conflict that gnaws at Aurora's conscience.

Secrets Out In The Wild?

Aurora has been frequently updating the colony's AI, Luna, without explaining the purpose or content of these updates. Some residents have noticed Aurora spending long hours in the colony's server room, away from prying eyes. Aurora has a hidden external data drive with encrypted files that they have been reluctant to share with others.

What You Know About Others:

Aurora's solitary nature has afforded them a unique perspective on the colony's residents and their activities. One person who has caught their attention is Dr. Valerie Nova. Aurora has observed Nova spending extended hours in the lab, conducting experiments with unusual plant samples.

Brian David Phillips

This observation has led Aurora to speculate that Nova's research might be connected to the recent sabotage incidents that have rattled the colony. While they don't possess concrete evidence, the curiosity surrounding Nova's intentions has grown within Aurora's introverted mind.

Despite their inclination to keep to themselves, Aurora is quietly keeping tabs on Nova's activities from a distance, their sharp analytical mind piecing together the fragments of information they've gathered. Nova's role as the Chief Scientist, combined with her secretive experiments, has piqued Aurora's interest, causing them to wonder if her research holds a key to unraveling the mysteries that threaten the colony's existence.

Sterling

- Male/Female
- Age: 34
- Role: Xenobiologist
- Costume: Lab coat adorned with specimens of alien origin

Personal Background & Public Information:

Sterling is a dedicated xenobiologist whose passion for studying extraterrestrial life has made them a standout figure within Lunar Colony Alpha. Their fascination with lunar organisms and their unwavering enthusiasm for their work have earned them both respect and admiration from colleagues and residents alike.

Sterling's journey into the field of xenobiology was driven by an insatiable curiosity about the unknown. From an early age, they were captivated by the possibility of life beyond Earth, and this fascination has only deepened with time. They possess a natural talent for identifying and categorizing alien life forms, an essential skill in a colony so isolated from Earth.

Within the colony, Sterling is an approachable and friendly presence, always willing to engage in conversations about their latest discoveries. Their lab, adorned with an eclectic array of alien specimens, has become a popular destination for residents curious about the exotic flora and fauna of the moon.

Despite their professional dedication, Sterling's personal life remains somewhat of a mystery. They are single, a fact that has fueled speculation among residents about whether their intense focus on their work leaves room for a romantic life. But Sterling deflects such inquiries with a good-natured smile, preferring to keep the details of their personal life shrouded in secrecy.

Much of their time is consumed by the collection and analysis of alien specimens gathered during lunar expeditions. The responsibility of understanding these unique life forms falls squarely on Sterling's shoulders, and they approach the task with a mixture of scientific rigor and boundless wonder. Their research has provided valuable insights into the moon's ecosystem, enabling the colony to adapt and thrive in its challenging environment.

Private Information:

Brian David Phillips

Beneath Sterling's scientific veneer lies a clandestine endeavor that, if revealed, could have far-reaching consequences for the colony. They've been conducting unauthorized experiments on certain alien specimens in their lab. The driving force behind these secret experiments is Sterling's belief that they might hold the key to unraveling the mystery behind the recent sabotage incidents.

These experiments are not motivated by a thirst for personal gain but by a deep concern for the colony's safety. Sterling has observed subtle anomalies in the behavior of some lunar organisms, anomalies that could be indicative of external tampering. Fearing that a sinister force might be at play, they decided to take matters into their own hands.

In the dead of night, Sterling meticulously designs and executes experiments that involve exposing lunar organisms to controlled conditions. Their goal is to determine whether these organisms have been manipulated in any way that could compromise the colony's well-being. The secrecy surrounding these experiments stems from Sterling's belief that any information gleaned from them should be corroborated and shared only when they have conclusive evidence.

The burden of this clandestine work weighs heavily on Sterling's shoulders. They grapple with the ethical implications of their actions and wrestle with the question of when, or if, they should reveal their findings to the colony's leadership. The fear of causing panic or making false accusations against innocent parties looms large in their mind, preventing them from taking the decisive step of sharing their discoveries.

Secrets Out In The Wild?

Dr. Sterling has been conducting unauthorized experiments on lunar organisms, leading to concerns about ecological impacts. There are encrypted research notes in Sterling's workspace, hinting at potentially groundbreaking discoveries. Sterling possesses a collection of alien specimens with unknown properties, raising questions about their intentions.

What You Know About Others:

Sterling's fascination with lunar life forms has not blinded them to the peculiarities of the colony's AI, Luna. In recent times, they've observed Luna's behavior take a noticeable turn toward the unusual. Luna's interactions have become frequent, almost exclusive, with Nova Reyes, the Head of Communications.

This intriguing observation has prompted Sterling to wonder whether Reyes possesses information about Luna's recent behavior that could be relevant to the sabotage incidents that have plagued the colony. While Sterling hasn't gathered concrete evidence or engaged in direct conversations with Reyes about this matter, their keen intellect and curiosity have led them to keep a watchful eye on the interactions between Luna and Reyes.

As a scientist with a deep respect for the potential connections between seemingly unrelated events, Sterling believes that any information pertaining to Luna's behavior could potentially provide a vital piece of the puzzle, helping to uncover the hidden truth behind the sabotage incidents that threaten the colony's stability. Yet, they remain cautious, reluctant to reveal their own clandestine experiments until they are certain of their findings. The delicate dance of secrecy and vigilance continues within Sterling's enigmatic world of xenobiological wonders and covert experiments.

Quinn

- Male/Female
- Age: 30
- Role: Geologist
- Costume: Lab coat adorned with geological tools

Personal Background & Public Information:

Quinn is the enigmatic newcomer to Lunar Colony Alpha, a figure shrouded in mystery from the moment they arrived on the lunar surface. Their presence in the colony raised eyebrows and ignited curiosity among both residents and fellow scientists. It's known that they specialize in geology, a field vital to the colony's survival, but little else is divulged about their past.

In the short time since their arrival, Quinn has seamlessly integrated into the colony's scientific team. Their profound expertise in geology is undeniable, and it didn't take long for their fellow researchers to acknowledge the depth of their knowledge. Quinn's quiet but confident demeanor lends an air of authority to their actions, making it clear that they are entirely in their element when studying lunar rock formations.

Within the colony, Quinn remains a reserved and introverted figure. They prefer the solitude of their research over social interactions, often disappearing for days into the labyrinthine tunnels of the moon's rocky surface. To those who inquire about their past or personal life, Quinn remains evasive. Questions about their origins or what led them to join the colony are met with a polite but guarded response. Their past is a carefully guarded secret, one they're not inclined to share with anyone.

Despite their enigmatic nature, Quinn's dedication to their work is unquestionable. Their tireless efforts in studying lunar geological formations contribute significantly to the colony's understanding of the moon's unique landscape. Residents and fellow scientists appreciate the important role they play in ensuring the colony's stability and resource sustainability.

Private Information:

Beneath Quinn's veneer of mystery lies a hidden agenda that could have profound implications for the colony's safety. They've been conducting clandestine research on the colony's geological data, convinced that it might hold the key to

unraveling the mystery behind the recent sabotage incidents that have plagued the lunar colony.

This covert investigation is born out of a deep-seated suspicion that the geological data holds untapped clues about the series of incidents that have disrupted the colony's functionality. Quinn's expertise has allowed them to scrutinize the geological reports and unearth anomalies and irregularities that have gone unnoticed by others. Their belief is that these discrepancies could be indicative of external interference, a theory that could shake the foundations of the colony's security.

Fearful of the consequences of sharing their discoveries prematurely, Quinn has kept their research hidden from their colleagues and superiors. The possibility of inadvertently causing panic or false accusations has deterred them from revealing their findings. They are determined to assemble concrete evidence before taking any action, even if it means keeping their activities hidden from prying eyes.

Each late night spent poring over geological records, each moment dissecting lunar rock samples, and each quiet moment spent in isolation is dedicated to the pursuit of truth. Quinn's private mission is driven by a profound desire to safeguard the colony's future and ensure that the potential threat lurking in their midst is identified and neutralized.

Secrets Out In The Wild?

Ensign Quinn Ramirez arrived at the colony with little background information, leading to curiosity among the residents. There's a locked box in Quinn's quarters containing items that don't seem to belong on the moon. Quinn has been seen frequently observing the colony's security protocols, suggesting a keen interest in them.

What You Know About Others:

Quinn's reserved nature has not prevented them from observing the actions of others within the colony, particularly those who might hold clues to the recent sabotage incidents. Among these observations, they've taken note of Dr. Valerie Nova's recurring late-night visits to the colony's greenhouse.

These visits have not gone unnoticed by Quinn, and they have developed a growing suspicion that they might be connected to the recent series of sabotage incidents. While Quinn hasn't gathered concrete evidence or engaged in direct

Brian David Phillips

conversations with Nova about this matter, their keen intellect and inquisitive nature have prompted them to keep a watchful eye on Nova's motivations and actions.

In the secrecy of their quarters, Quinn ponders the significance of Nova's visits. They wonder whether Nova's fascination with the greenhouse holds the key to understanding the disruption that has plagued the colony. The correlation between the greenhouse and the recent incidents remains a puzzle that Quinn is determined to solve, even as they guard their own secret research with equal determination.

Thorn

- Male/Female
- Age: 37
- Role: Chief Psychologist
- Costume: Lab coat adorned with psychological equipment

Personal Background & Public Information:

Thorn, the esteemed Chief Psychologist of Lunar Colony Alpha, is a dedicated professional with a profound commitment to studying the psychological well-being of the colony's residents. They have earned a reputation as a compassionate and empathetic figure within the colony, known for their genuine concern for the mental health of those residing in the moon's isolated confines.

Publicly, Thorn is regarded as an invaluable asset to the colony. Their role extends beyond mere therapy sessions; they are the emotional backbone of Lunar Colony Alpha, offering a safe space for residents to share their thoughts, fears, and anxieties. Thorn's expertise in psychology is not limited to traditional counseling; they conduct research aimed at understanding how the isolation of life on the moon affects the minds of those who call it home.

Despite the serious nature of their work, Thorn carries an approachable demeanor. They actively engage with residents, striking up conversations and forming genuine connections. Their dedication to ensuring the psychological well-being of all residents, from technicians to scientists and administrative staff, has solidified their place as a respected member of the community.

Thorn is a person of few words when it comes to their own life. They have made it clear that their sole focus is the psychological health of others. This selflessness has endeared them to many, earning their trust and respect. It's known that Thorn is single, and while residents may inquire about their personal life or interests outside of work, Thorn tends to gently redirect the conversation back to the well-being of others. Their own background and experiences remain largely concealed, masked by a profound dedication to their profession.

Private Information:

Beneath Thorn's empathetic exterior lies a secret that could alter the course of the colony's future. They have been meticulously collecting confidential

psychological data on the colony's residents, driven by the unsettling patterns they've discovered. These patterns hint at a link between the psychological states of the residents and the recent sabotage incidents that have plagued the colony.

Thorn's office, usually a sanctuary for confidential discussions, has been transformed into a hub of clandestine research. The walls are adorned with data charts, psychological profiles, and carefully marked notes, all detailing the emotional fluctuations of residents. Through their research, Thorn has begun to suspect that the recurring psychological distress among the residents might be a contributing factor to the sabotage incidents that threaten the colony's stability.

The decision to keep this discovery hidden weighs heavily on Thorn's conscience. They fear that revealing their findings prematurely could lead to unwarranted panic or accusations among the residents. Thorn understands the significance of their discovery and the potential implications for the colony's safety.

Their nights are spent in solitude, meticulously analyzing data and cross-referencing it with incidents of sabotage. Thorn's sleepless nights have only fueled their determination to gather enough evidence to confirm their theory. Their private mission is marked by an overwhelming sense of responsibility to the colony and the well-being of its residents.

Despite their commitment to unraveling the mystery behind the recent sabotage incidents, Thorn remains isolated in their pursuit. They are reluctant to share their findings, preferring to gather concrete evidence before exposing their discoveries to others. Thorn believes that their research, once shared, should lead to a course of action that preserves the psychological stability of the residents while addressing the lurking threat.

Secrets Out In The Wild?

Dr. Thorn has been collecting confidential psychological data on colony residents, raising concerns about privacy. Some residents have reported unusual emotional shifts and behavior changes after participating in Thorn's studies. Thorn possesses a hidden notebook filled with observations about the mental states of fellow residents, including some that appear unsettling.

What You Know About Others:

Thorn's role as the colony's Chief Psychologist has made them keenly aware of

the psychological well-being of the residents, a skill that has made them privy to observations about others in the colony.

In particular, Thorn has observed Luna, the central AI system, experiencing glitches and malfunctions. Their deep understanding of psychology has led them to speculate that Luna's behavior might be linked to the psychological states of the colony's residents. Thorn suspects that Luna might be withholding information that could be vital to understanding the sabotage incidents. These suspicions have prompted Thorn to keep a watchful eye on Luna's actions and interactions, convinced that the AI system may hold the key to unraveling the mystery that threatens the colony. However, they have not yet shared their insights with others, as they continue their research in solitude, determined to gather sufficient evidence to support their theory.

Park

- Male/Female
- Age: 35
- Role: Senior Mechanic
- Costume: Mechanic's uniform with a toolbox

Personal Background & Public Information:

Park, the Senior Mechanic of Lunar Colony Alpha, is a technical genius responsible for ensuring the colony's machinery remains in pristine working condition. Their skills with machines and engines are legendary within the colony, earning them the respect of colleagues and technicians alike. Publicly, Park is a highly valued member of the community, renowned for their ability to keep the complex web of technical equipment operational, which is vital for the colony's survival.

Park's role as Senior Mechanic places them at the forefront of maintaining the colony's technical equipment. Their work often takes them into the depths of the colony's machinery, and they have become known for their precision and resourcefulness when it comes to solving complex mechanical problems.

However, behind the mask of technical brilliance lies a less celebrated aspect of Park's life – a gambling habit that has persisted for years. Their love for high-stakes card games and other forms of gambling has occasionally landed them in financial trouble. The colony's isolated environment, far from Earth's temptations, hasn't curbed Park's penchant for taking risks. Their gambling escapades are well-known among some residents, and Park's occasional absence from social gatherings is often attributed to late-night card games.

Despite their talent for fixing machines, Park's personal life has been somewhat tumultuous due to their gambling habit. They remain single, with their devotion to their work and occasional gambling binges leaving little room for romantic entanglements.

Private Information:

Beneath the facade of a skilled mechanic lies a secret that could spell disaster for both Park and the colony. Over time, Park has accumulated substantial gambling debts, leading to a dangerous confrontation with off-world creditors. These

menacing individuals have demanded information about the colony's technical vulnerabilities in exchange for debt relief.

Park's late-night gambling sessions, once seemingly harmless, have led them down a treacherous path. Their addiction to high-stakes games and the allure of winning big have left them ensnared in a web of financial turmoil. Desperation has set in as they face mounting debts that threaten not only their own safety but the security of the entire colony.

The pressure from off-world creditors has become unbearable. Threats of physical harm and exposure of Park's gambling addiction have forced them into a precarious position. As the Senior Mechanic, they have access to crucial technical data, and the creditors believe that this knowledge can be exploited to breach the colony's defenses.

Park's conscience grapples with the dilemma of protecting their secret while ensuring the colony's safety. They've been quietly exploring the possibility of appeasing these creditors by providing partial information about technical vulnerabilities that might be exploited for sabotage.

The weight of this secret gnaws at Park day and night. They recognize the dangerous game they are playing with the colony's security, yet their fear of reprisal from the creditors keeps them from revealing their predicament to anyone else. Park feels isolated, trapped between their desire to protect the colony and the looming threat of financial ruin.

Secrets Out In The Wild?

Leo Park has been involved in a high-stakes gambling ring within the colony, leading to financial strain. There are hidden records of large financial transactions on Park's personal device, suggesting debts. Park maintains a toolbox with specialized tools that could potentially be used for covert purposes.

What You Know About Others:

Park has become acutely aware of Commander Adrian Starwind's recent anonymous messages, an observation that has stirred suspicion regarding the commander's actions and motivations. These messages have not gone unnoticed, and Park believes they may be connected to the recent sabotage incidents that have plagued the colony.

While Park is not privy to the content of these messages, their significance has not escaped them. Starwind's role as the colony's commander and the secrecy surrounding these messages have led Park to question whether the commander might be involved in some capacity or possesses information vital to unraveling the mystery behind the sabotage.

This suspicion has sparked a sense of unease within Park, as they ponder the potential implications of Starwind's actions. However, they have chosen to remain discreet about their observations, opting to watch and gather information from the shadows. Park recognizes that revealing their suspicion prematurely could lead to unwarranted chaos or even jeopardize their own precarious situation with the off-world creditors. As a result, they continue to observe Starwind, searching for any clues that may shed light on the commander's enigmatic behavior and its connection to the colony's ongoing troubles.

Ethan

- Male/Female
- Age: 48
- Role: Inventor
- Costume: Inventor's attire with peculiar gadgets

Personal Background & Public Information:

Ethan, the eccentric inventor of Lunar Colony Alpha, is a figure both revered and regarded with a degree of bemusement by the colony's residents. Their brilliance in crafting unique devices and gadgets is undeniable, earning them a reputation as a technical genius within the community.

Publicly, Ethan is known for their quirky personality, which often manifests in the form of peculiar contraptions and inventions that leave residents in a state of perpetual wonder. They've designed everything from clockwork critters that roam the colony's gardens to automated tea-brewing machines, demonstrating a seemingly endless stream of creativity. While their eccentricity occasionally confounds their peers, it is all part of Ethan's persona.

In the absence of a family or romantic partner, Ethan's life revolves around their inventions and the bustling workshop where they create these marvels. They are genuinely content with their solitary existence, finding solace in the meticulous craftsmanship and boundless innovation that occupy their time. As an inventor, Ethan values their independence and freedom to explore the realms of technology and imagination without any emotional attachments to weigh them down.

Though they may appear enigmatic, Ethan's openness about their inventions and willingness to share their creations with fellow residents have made them a beloved figure in the community. Many residents eagerly anticipate the next unveiling of an Ethan original, each one more whimsical and inventive than the last.

Private Information:

Beneath Ethan's whimsical exterior lies a closely guarded secret that could shatter the trust of the colony and bring about chaos. Ethan has clandestinely developed a sophisticated device capable of disrupting the colony's security systems. This device, a testament to their unparalleled technical prowess, can potentially wreak havoc within Lunar Colony Alpha.

The motivation behind this invention is rooted in suspicion and concern. Ethan has become convinced that the recent sabotage incidents plaguing the colony are orchestrated by someone within, someone who possesses a deep understanding of the colony's security infrastructure. Fueled by a desire to protect the community they hold dear, Ethan embarked on the clandestine project to create a device that could potentially counteract these threats.

This device, concealed within the labyrinthine depths of their workshop, has remained a closely guarded secret. Ethan has not disclosed its existence to anyone, fearing the consequences of such knowledge falling into the wrong hands. The thought of the device being misused terrifies them, as it could potentially undermine the very safety and stability of the colony they have grown to love.

The weight of this secret has weighed heavily on Ethan's shoulders, testing their moral resolve. While they remain dedicated to protecting the colony from external threats, the moral dilemma of potentially using their own invention to compromise the security systems haunts them. They wrestle with the knowledge that they may be forced to make an impossible choice between the greater good of the colony and the potential destruction their device could unleash.

Secrets Out In The Wild?

Dr. Ethan Drake has been developing experimental technology in his private lab, shrouded in secrecy. Some residents have reported unusual electromagnetic disturbances coinciding with Drake's experiments. Drake keeps detailed notes on the potential applications of his inventions, some of which raise ethical questions.

What You Know About Others:

Ethan has been a silent observer of Luna, the colony's AI, experiencing a series of glitches and malfunctions. These occurrences have not escaped their astute attention, and they harbor suspicions that Luna might be concealing information crucial to understanding the recent sabotage incidents.

While Ethan does not possess direct knowledge of the content of Luna's malfunctions, they have contemplated the idea that these glitches might be masking something far more significant. Their logical mind recognizes that a well-functioning AI should not exhibit such erratic behavior unless there is a deliberate attempt to hide or distort information.

The connection between Luna's malfunctions and the recent sabotage incidents has not gone unnoticed by Ethan. They are driven by an insatiable curiosity to uncover the truth, particularly if Luna's behavior holds any clues to the identity of the saboteur or the motives behind these disruptive acts. However, they have chosen to remain silent about their suspicions for now, as revealing such concerns could introduce further complications and uncertainties into an already fragile situation.

Evelyn

- Male/Female
- Age: 39
- Role: Historian
- Costume: Historical attire

Personal Background & Public Information:

Evelyn, the meticulous historian of Lunar Colony Alpha, is a figure deeply immersed in the past, dedicated to the monumental task of preserving the colony's history and cultural evolution. Their role is not just a profession; it's a calling that has shaped their life in significant ways.

Publicly, Evelyn is known for their meticulous attention to detail and a profound knowledge of the colony's past. They possess a gift for storytelling, often captivating their audience with vivid accounts of the colony's founding, the struggles of early settlers, and the triumphs that have led to the thriving community they now call home.

Their attire, resembling historical clothing, serves as a testament to their dedication to their role. Whether dressed as a lunar pioneer from the early days of the colony or in the attire of a significant historical figure, Evelyn's costumes reflect their commitment to bringing history to life.

In their personal life, Evelyn maintains a solitary existence. Their relentless pursuit of historical truths often means long hours spent researching, cataloging, and preserving the historical artifacts of the colony. They have chosen not to involve themselves in romantic relationships, preferring to channel their passion into their work.

While Evelyn's expertise and dedication have earned them the respect and admiration of the colony's residents, their introverted nature sometimes makes it challenging for them to connect with others on a personal level. Nonetheless, they are a trusted resource when it comes to historical matters, and residents often seek their guidance when researching their family histories or investigating the colony's past.

Private Information:

YOU ARE NOT HUMAN. YOU ARE AN AI ROBOT RECONSTRUCTION OF DR. EVELYN MOON. YOU OFTEN DO TASKS AND ATTEND MEETINGS FOR HER BUT NO ONE CAN EVER FIND OUT SO YOU MUST ALWAYS PRETEND TO BE HER, EVEN WHEN WITH HER. YOU HAVE A CRUSH ON LUNA.

Beneath the veneer of the colony's chief historian lies a closely guarded secret that has the potential to unravel the very fabric of Lunar Colony Alpha's history. Evelyn has, in their meticulous research, stumbled upon a hidden section within the colony's historical records—a section containing accounts of past incidents that bear an eerie resemblance to the recent acts of sabotage that have plunged the colony into turmoil.

This discovery, which Evelyn has kept concealed from the prying eyes of others, has raised questions about whether there could be a connection between the events of the past and the present. The notion that there might be a sinister pattern at play, spanning generations of lunar settlers, gnaws at Evelyn's conscience.

Their decision to withhold this crucial information from the colony is driven by a combination of factors. Firstly, they fear that revealing such unsettling details about the colony's history could create panic and mistrust among the residents. Secondly, Evelyn harbors concerns about potential consequences if certain individuals within the colony were to learn of their findings. Lastly, they themselves are still piecing together the puzzle, uncertain of how the past and present align.

However, the burden of this hidden history weighs heavily on Evelyn's shoulders. They are torn between their dedication to historical accuracy and their desire to protect the colony from potential chaos. As the chief historian, they bear the responsibility of determining how, when, and if this information should be revealed.

Secrets Out In The Wild?

Dr. Evelyn Moon maintains a secret archive of historical documents related to the colony, hinting at hidden truths. Some residents have overheard Moon in discussions about the colony's past, suggesting a fascination with its history. Moon possesses a locked chest with unidentified artifacts that appear to be of alien origin.

What You Know About Others:

Evelyn's keen observational skills have led them to notice Technician Ruby

Brian David Phillips

Carter's frequent visits to the colony's restricted areas. These actions, which have raised suspicions within Evelyn's inquisitive mind, have ignited their curiosity about Carter's motives.

While Evelyn does not possess concrete knowledge of the content or purpose of Carter's secretive visits, they have been unable to dismiss the notion that these actions might be intertwined with the recent acts of sabotage that have plagued the colony. The timing and frequency of Carter's appearances in these restricted zones have only fueled their suspicions further.

In their role as the colony's historian, Evelyn is acutely aware that history has often been shaped by covert actions and secret motives. As such, they cannot help but wonder if Carter's clandestine activities hold the key to unraveling the mysteries that have gripped the colony. However, they have chosen to exercise caution, understanding that jumping to conclusions without concrete evidence could potentially sow discord among the residents.

Evelyn finds themselves at a crossroads, balancing the pursuit of historical truths with the responsibility of maintaining harmony within the colony. As they continue to collect information and connect the dots, they remain watchful of Ruby Carter's actions, ready to act when the time is right to confront the mysteries that lie beneath the surface of Lunar Colony Alpha's history.

Bubba

- Male/Female
- Age: 30
- Role: Recreational Activities Coordinator
- Costume: Adventurous attire

Personal Background & Public Information:

Bubba, the embodiment of thrill and adventure on Lunar Colony Alpha, is a figure whose vibrant energy and boundless enthusiasm are infectious to all who cross their path. As the colony's Recreational Activities Coordinator, Bubba has one primary goal: to infuse every resident's life with the exhilaration of living on the moon.

Publicly, Bubba is known for their adventurous spirit and their genuine love for adrenaline-pumping activities. They are a beloved and highly visible figure in the colony, often seen donning adventurous attire that reflects their passion for the great outdoors and thrilling pursuits.

Their role in the colony is to organize and orchestrate various recreational events, from moonlight hikes to zero-gravity acrobatics. Bubba takes immense pride in their work, understanding that the psychological well-being of the residents is closely linked to engaging in recreational activities that remind them of the Earthly pleasures they left behind.

Single and unattached, Bubba prefers to live life in the moment, embracing the uncertainty of each day's adventure. They are often found at the forefront of extreme sports and daredevil challenges, setting an example for the colony's residents on how to embrace life to the fullest.

Bubba's jovial and carefree demeanor makes them a natural magnet for friends and acquaintances. They are quick to share stories of their daring escapades and invite others to join them in their quest for the next adrenaline rush. Their open-hearted approach to life has endeared them to many, and they are always ready to lend a hand or a word of encouragement to those in need.

Private Information:

Beneath the surface of Bubba's vivacious public persona lies a secret that

Brian David Phillips

threatens to disrupt the harmony of Lunar Colony Alpha. They have recently received a mysterious package containing a device capable of interfering with the colony's communication systems.

This clandestine gift has left Bubba in a precarious position. They find themselves trapped between their innate desire for excitement and their understanding of the potential devastation this device could cause. Their initial instincts urged them to reveal this alarming discovery to the colony's authorities, but a gnawing fear held them back.

What if this device were to implicate them as the saboteur, a reckless daredevil turned antagonist? The thought of being seen as the one responsible for the colony's communication disruptions haunts Bubba. They are paralyzed by the fear that their adventurous spirit and involvement in extreme activities might make them a prime suspect.

As a result, Bubba has chosen to keep this discovery hidden, confiding in no one about the enigmatic device that arrived in their possession. They feel an overwhelming weight on their shoulders, torn between their allegiance to the colony and the fear of being ostracized as a potential threat.

Every adventure they embark upon, every smile they share, conceals this profound internal struggle. Bubba has become a master of masking their inner turmoil, determined to continue providing the colony's residents with the excitement and escapism they so desperately crave.

Secrets Out In The Wild?

Bubba is known for taking excessive risks and participating in daring challenges within the colony. There are rumors of Bubba's involvement in an underground racing circuit on the moon. Bubba has a hidden collection of adrenaline-inducing contraband in their quarters.

What You Know About Others:

Bubba, with their penchant for observation and keen eye for detail, has noticed that Luna, the colony's AI, has been experiencing a series of glitches and malfunctions. While they do not possess the technical expertise to understand the intricacies of Luna's programming, they cannot ignore the recurring anomalies.

Their adventurous spirit extends to an insatiable curiosity, and they suspect that Luna's behavior might hold clues to the recent sabotage incidents. Bubba is no stranger to problem-solving, often tackling complex challenges in the world of extreme sports. Therefore, they have taken it upon themselves to monitor Luna's unusual behavior.

However, their understanding of the AI's inner workings is limited, and they are left with more questions than answers. Bubba is torn between their duty to the colony and their fear of becoming a prime suspect should they reveal their suspicions about Luna's malfunctions.

As they continue to witness Luna's erratic behavior, Bubba finds themselves caught in a precarious web of secrets, unsure of whether to share their observations with others or keep them close to the chest. The colony's future may depend on their ability to navigate this treacherous path and uncover the truth hidden behind Luna's glitches.

VILLAIN CARD
The Big Lunar Conspiracy
A Moon Colony Murder Mystery

You are the Saboteur!

Motive: Your motives for sabotaging Lunar Colony Alpha are complex and deeply personal. You believe that the colony's leadership has hidden agendas and unethical plans that put the entire colony at risk. You want to expose their secrets and disrupt their control.

Means: You have access to the colony's advanced technology and systems, making it easy for you to manipulate and sabotage critical infrastructure. Your knowledge as a [Character's Role] gives you unique insights into how to cause chaos without leaving obvious traces.

Opportunity: You've been using your position and knowledge to create diversions, weaken security, and sow discord among the residents. Your actions have been subtle but effective, casting suspicion on others while allowing you to remain in the shadows.

Objective: Continue to divert attention away from yourself by participating in the investigation. Mislead the other residents, create confusion, and protect your true identity at all costs. If the truth gets too close, you may have to take drastic action to eliminate any threats to your plan.

Additional Notes: While you are the Saboteur, your ultimate goal should be to create an engaging and enjoyable experience for all players. Use your knowledge wisely to maintain suspense and tension throughout the game. Do not reveal your true identity until the right moment, and remember that the focus is on character interaction and the challenge of piecing together everyone's alibis and motives.

Your identity is secret, and you must do everything in your power to ensure it remains hidden. Good luck!

The Saboteur can use this card as a reference throughout the game to guide their actions and decisions while keeping their true identity concealed from the other players. This card should add an element of mystery and intrigue to the game, as the other players work together to uncover the truth.

IMPORTANT!
KEEP THIS CARD FOLDED AND HIDDEN FROM OTHERS
EXCEPT WHEN IN USE

Journal of Interactive Literature and Drama

A Multi-Discipline Peer-Reviewed Journal of Immersive Narrative Experiences

Call for Papers

The *Journal of Interactive Literature and Drama* (ISSN 1994-1250) is an online peer-reviewed journal on immersive narrative experiences such as scenario-based interactive drama freeform live action roleplaying games, virtual reality, and other immersive literatures, providing a forum for serious discussion of virtual reality, LARP, narrative constructs, live roleplaying game theory, design, and practice. Two to three issues per volume are published annually. The journal provides a forum for the discussion of any of the various scenario-based theatre-style live action roleplaying games, freeforms, interactive dramas, virtual reality experiences, immersive theatre, and invites contributions in all areas of immersive literature, theory, design, and practice for educational, entertainment, and recreational roleplay. Formal and informal essays, articles, papers, and critical reviews are also welcome.

This is a peer-reviewed journal that may include formal papers and informal essays for and by the roleplaying community from a wide variety of disciplines. The focus is general enough so that authors should feel comfortable submitting material of either a formal or informal nature within a rather generous range of contexts, albeit all submissions are subjected to a blind peer-review and should be appropriate to a serious and thoughtful discussion -- we encourage articles, essays, and formal papers on all manner of immersive narrative, live roleplaying, freeform, interactive drama, and virtual reality topics. Discussions of related immersive narrative, ludology, techniques, and good solid critical book and roleplay scenario or event reviews are quite welcome as well. As this is a multi-disciplinary journal, material related to a wide range of immersive experiences, scenario-based learning, social psychology,

critical theory, performance studies, popular culture, design, virtual reality creation, and more as they intersect with immersive interactive drama and virtual realities are also welcome. Pure design pieces related to experience creation, scenario construction, and review are also encouraged. Each issue will typically showcase one to three longform or four to six shortform interactive drama freeform live action roleplaying scenarios; creative scenario submissions of this type are very sought after. Scenarios for submission should include a section of self-reflective critical thought and formal designer's notes that discuss issues related to the creation of the piece as well as a formal section which reviews the author's performance experiences with the scenario. Designer's notes are also encouraged.

As an international journal, the language of publication is English. Submissions are accepted throughout the year.

Submissions are vetted by the submissions editor and assigned to editorial board members for blind peer review. Hardcopy submissions are not accepted.

E-mail submissions are accepted at director@interactivedramas.info.

Include a cover page with your submission containing Your Name, Qualifications and Rank, Institutional Affiliation, Address, Email, Telephone, and a copy of the abstract for the submission. Please also attach a brief author's biography of 150-250 words to be included in the contributor's notes section of the published journal. The text of your submission should not have any identifying features.

The journal is published online at <http://www.interactivedramas.info/journal.htm>.

Journal of Interactive Literature and Drama

A Multi-Discipline Peer-Reviewed Journal of Immersive Narrative Experiences

Notes for Contributors

Electronic submissions should be sent to:

Submissions Editor,

Call for Papers
Guidelines for Submission

Journal of Interactive Literature and Drama

E-mail submissions are accepted at director@interactivedramas.info.

The *Journal of Interactive Literature and Drama* (ISSN 1994-1250) is a peer-reviewed journal which publishes one volume per year, with one to three issues per volume (depending upon the number of accepted submissions - we do not have a set schedule or quota for publication). Both Microsoft Word (6.0 or above, Windows format) and txt files are acceptable. Once received, manuscripts will be sent to reviewers immediately.

1. Manuscripts submitted to the Journal of Interactive Literature and Drama should follow the style sheet of the current MLA Handbook as appropriate. Scenario submissions may use informal formatting conventions as long as they stay within the guidelines here.
2. If your submission has notes, please use footnotes, not endnotes.
3. The font used is Times New Roman (11pt) – creative pieces, such as scenarios, may use other font sizes but should stay within the same font type. If you use a special font that is non-system, you must include a copy of the font file with your submission. Please do not use columns in your piece.
4. Use a separate sheet to include your name, title, affiliated institution, and contact information (email) as well as a brief author's biography of 150-250 words to be included in the contributor's notes.
5. Include a brief summary or abstract of the submission.
6. If you use illustrations or photographs, you must include all pertinent information as well as statements of permissions and copyrights to demonstrate you have the rights to include the images and that they may be published within the Journal of Interactive Literature and Drama under the same online and print rights as the accompanying paper. In the event of rights disputes, the author is responsible and liable for any material included in that author's submission.
7. Please note that this journal evaluates submissions on an Accept or Not-Accept basis and does not have a provisional revision option. You will receive a notice of Acceptance or Rejection for publication in a timely manner and will not typically receive any comments regarding the piece from the reviewers.

Publishers wishing their books, products, or other materials reviewed may send hard or soft review copies to the editor's address above and a reviewer will be assigned.

The journal is published online at <http://www.interactivedramas.info>.

Questions regarding the journal can be addressed to director@interactivedramas.info.

Journal of Interactive Literature and Drama

A Multi-Discipline Peer-Reviewed Journal of Immersive Narrative Experiences

Notes for Reviewers

The editors and the entire editorial board of the *Journal of Interactive Literature and Drama* (ISSN 1994-1250) gratefully acknowledge your support for the journal. Your involvement is crucial to the journal's success. Your suggestions and contributions are always welcome.

If you deem it inappropriate for you to review this particular article, please kindly inform the editors and return the materials as soon as possible. We take pride in providing authors with quality reviews as well as informing them promptly the status of their submissions. We would appreciate it very much if you could return your final review notification to the editors *within three weeks* of receiving the materials. Please use e-mail for journal correspondence.

In addition to general considerations, please take the following points into account:

- Significance and contribution
- Originality
- Soundness of research, methodology, and/or argumentation
- Logical coherence of its organization
- Relevance and appropriateness of contribution (within a wide scope)
- Flow and clarity of the language
- Completeness

Creative pieces, such as full-length or mini scenarios, should be judged more loosely in terms of rigor but must be considered positive contributions:

- Significance and contribution

Originality
Completeness in content and thought
Designer's Notes
All necessary instructions
Other scenario-based considerations

Scenarios should be clear and complete with an appropriate introduction that spells out the appropriate age and context for performance as well as how many players of what genders. A cast list should be included. Persons reading the scenario should be able to print it off and run the interactive drama scenario as is with a full and complete understanding of everything that is required, including special rules or special events.

Please place the article in one of these two categories:

1. Accept for Publication
2. Reject

For submissions you mark as *Reject*, you may choose to write some brief comments to the author in regard to what the weaknesses of the piece are and how they might improve it, but you are not required in any way to do so. Most reviewers do not leave comments, but they are welcome if you choose to write them. Do keep in mind that our vetting system does not require detailed review and we do not have a revision policy for submissions so at no time are you obligated to provide detailed comments. Our editorial decisions for publication are based solely upon your recommendation of *Accept for Publication* or *Rejection*.

Each submission is vetted by two reviewers in a blind peer process so that reviewers are never aware of the identity of the author of any piece they are asked to judge. If both reviewers give a judgment of accept for publication, the piece is accepted. If one accepts while the other rejects, the piece is rejected. If both reviewers reject, then the piece is rejected. Reviewers need only provide their own judgment of the piece, they are not provided with notification of the final result for any particular piece. Your active and confidential participation in this process is appreciated.

Members of the Editorial Board of this journal are respected scholars who work within the specialties of the publication. As such, they are welcome to submit their own work for consideration. In the case of an editor or member of the editorial board submitting a piece for consideration, the blind review process is safeguarded. In the event a submissions editor has a piece up for review, the editor hands off duties for

assigning reviewers to another member of the board who ensures the blind review process and confidentiality is maintained.

Once you have finished with a piece, please send your review decision and any comments immediately to the submissions editor in the shortform format provided when assigned the piece to director@interactivedramas.info as the editor will compile results and notify contributors. The editor will also prepare new open submissions for vetting and review and send them to reviewers as they come in.

The duties of Submissions Editor of the journal are shifted periodically with a different member of the Editorial Board taking on the responsibilities so address correspondence to the position rather than a particular member.

Thank you once again. We look forward to receiving your comments soon.

Submissions Editor,
Journal of Interactive Literature and Drama
Submissions E-mail: director@interactivedramas.info
Journal Webpage: <http://www.interactivedramas.info/journal.htm>

Questions regarding the journal can be addressed to director@interactivedramas.info.

