Currently, there is rapid growth of virtual worlds aimed at young children, some with millions of registered users. However, little research explores what types of learning are found within these games. This project focuses on Club Penguin, a massively multiplayer online role playing game (MMORPG) aimed at 6 to 14 year olds. Other studies on Club Penguin and related virtual worlds have focused on literacy practices and play as learning. This study focuses on multiple types of learning available based on its game design and will provide information for a larger research project based on children’s interaction with virtual worlds. Data for this presentation stem from approximately 500 hours of participant observation on the Club Penguin website. Methods also include qualitative protocols used to document instances of play related to developing community, literacy, identity, and technology skills. Analysis shows that Club Penguin’s game design and gaming culture is an effective informal learning environment for children to exercise creativity, critical thinking, new media skills, traditional literacy skills and peer to peer learning. These findings help support the idea that virtual worlds and online environments provide important opportunities not just for play, but as alternative environments for learning. Further research can incorporate case studies of children playing in these worlds and examine how they interact with resources outside of the world to assist them in their play, such as the parents, siblings or children around them, the internet, or other forms of media that aid them.