GREEN EDULARP

1. Curriculum

GreenEdularp: Green Actions in School using Educational Live-Action RolePlaying (edu-larp)

Project Number: 2021-1-EE01-KA220-SCH-000032573

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Welcome to GreenEduLARP!

In today's world, environmental sustainability is more important than ever. We believe that education is the key to creating a greener future, and that's why we embarked on this journey to develop an innovative and engaging educational material for education.

GreenEdularp combines experiential learning with environmental education, offering students the opportunity to immerse themselves in real-world scenarios and explore the complexities of environmental issues. Through interactive activities, workshops, and outdoor experiences, students will not only learn about the environment but also develop the skills and mindset needed to become active caretakers of our planet.

We would like to express our gratitude to all the educators, students, volunteers, and partners who have supported us in bringing this project to life. Your dedication and enthusiasm have been instrumental in shaping GreenEdularp into what it is today.

We hope that this project will inspire a new generation of environmental leaders and ignite a passion for sustainability in schools and communities around the world. Together, let's work towards a brighter and greener future for all.

Sincerely,

Ederi, Helena, Erik, Evie, Maria, Beata, Aive, Kaspar, Christina, Marilin,

Project leaders and creators

2024-07-10

Curriculum

Project material produced between 2022-2024

Introduction

In the GEL curriculum **GreenComp:** The European Sustainability Competence Framework is taken as a base for sustainability and it means prioritising the needs of all life forms and of the planet by ensuring that human activity does not exceed planetary boundaries. (European Union 2022).

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GreenComp

GreenEduLARP (GEL) curriculum and materials related with it are supporting GreenComp competence areas:

- embodying sustainability values,
- embracing complexity in sustainability,
- envisioning sustainable futures and
- acting for sustainability (Bianchi et al 2022).

GEL curriculum with EduLARP tool is also supporting the **Dublin Declaration** (A Strategy Framework for Improving and Increasing Global Education in Europe to 2050)

CURRICULUM (SYLLABUS)

The GreenEduLARP (GEL) curriculum provides experiences for students to develop the necessary skills (i.e. agency, creative thinking, interpersonal skills, problem solving) that will transform them into creative and critical thinkers and progressively green changemakers.

The GEL curriculum introduces EduLARP (Educational Live Action Role Playing) as a means to act for climate change in schools. From raising awareness on environmental issues (knowledge acquired) towards concrete actions of primary and secondary education students. The GEL aspires to foster problem solving for climate change and critical thinking, creativity and teamwork competences as well as shift students' mindset towards taking action against environmental problems in their community while developing soft skills and confidence.

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AIM

The first aim of the curriculum is to **support late primary and secondary education teachers** to implement the GEL methodology into school. The material itself aims to use Larping to develop a greener changemaking attitude using scenarios to trigger behavioural shift and action. Through this Curriculum, they will have an essential tool for them and their students to be trained on Larping combined with Climate Change Education (CCE) and developing 21st century skills.

> ## Green Edu-Larp curriculum gives the basic idea on how to integrate LARP games into the classroom and the general study aim

Teaching through EduLARP provides equal support to students' mental, physical, moral, social and emotional development and satisfies their needs arising from individual particularities and personal interests. Using the green EduLARP in enhancing development of Global citizenship. EduLARP is a method to prepare youth for acting as a creative, diverse, socially mature, trustworthy and critical person who is aware of his or her goals and able to achieve them in their life.

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GEL MATERIAL - STRUCTURAL OVERVIEW

1. Curriculum

Start by familiarising yourself with the curriculum provided in the GEL material. This typically outlines the scope and sequence of the educational content.

2. Lesson Plans

Review the objectives, instructional strategies, resources needed, and assessment methods outlined in the lesson plans. Customise the lesson plans as needed to suit the needs and preferences of your students.

3. Teachers Toolkit - Teachers Preparation

Review background information, supplementary materials, and suggested teaching strategies provided in the toolkit. Familiarise yourself with our online Visual Media Hub with videos that you may use during your lessons.

4. Teachers Toolkit - Handouts

Distribute the handouts provided in the Teachers Toolkit to your students as supplementary materials. Use the handouts to reinforce key concepts, provide additional practice opportunities, or stimulate discussion. Consider adapting or customising the handouts to better align with your teaching style and the needs of your students.

COMPETENCES

Valuing sustainability and empowering sustainability

Teaching through EduLARP, helps to develop students' **sustainability competence that empower learners to embody sustainability values, and embrace complex systems, in order to take or request action that restores and maintains ecosystem health and enhances justice, generating visions for sustainable futures** (European Union 2022).

Learners competences

More concrete in a learner's level competences that are developed with using EduLARP as a method for sustainability and Global Citizenship Education are:

- **value/empathy competence** – ability to understand others peoples thoughts , feelings, needs and viewpoints, ability to evaluate human relations and activities from the standpoint of generally accepted moral norms; to sense and value one's ties to other people, nature, the cultural heritage of one's own country and nation and those of others, and events in contemporary culture;

- **social competence** – to become self-actualized, to function as an aware and conscientious citizen and to support the democratic development of society; to know and follow values and standards in society and the rules of various environments; to engage in cooperation with other people; to accept interpersonal differences and take them into account in interacting with people;

- **communication competence** – to act for change in collaboration with others, ability to clearly and relevantly express oneself, taking into account situations and partners in communication; to present and justify their positions; to read and

understand information and literature; to write different types of texts, using appropriate linguistic devices and a suitable style,

- **self-efficacy competence** – the ability to deal with complexity and uncertainty, to understand and evaluate oneself, one's weaknesses and strengths; to adhere to healthful lifestyles; to find solutions to problems related to oneself, one's mental and physical health as well as to problems arising in human relations; ability to organize the learning environment and procure the information they need for learning; to plan activities and follow the plan; to use the outcome of the learning in different contexts and for solving problems;

- **systems thinking -** ability to see the general approach in the analysing the situations, phenomenon or problems. Ability to approach a sustainability problem from all sides; to consider time, space and context in order to understand how elements interact within and between systems.

- **entrepreneurial competence** – ability to create ideas and implement them, using the acquired knowledge and skills in different walks of life; to see problems and the opportunities that lie within them; to set goals and carry them out; to organize joint activities, show initiative and take responsibility for results; to react flexibly to changes and to take judicious risks.

- **valuing sustainability** - to reflect on personal values; identify and explain how values vary among people and over time, while critically evaluating how they align with sustainability values.

GOALS - statements of educational intention

EduLARP using as a method goals

Students will learn:

- what EduLARP is and how it works;

- to be responsible for individual choices, decisions and obligations taken by themselves;

- to develop an ethical and holistic worldview that understands the nature of contemporary natural sciences, to be aware of global issues, to take co-responsibility for resolving them, to value and adhere to the principles of sustainable development;

- to grasp educational material better, think critically and creatively, and engage positively with what they are learning;

- how to create an interesting concept based on a frame;

- how to use the information gathered in method II into something usable in an EduLARP;

- how to create a role, and how to connect that role to the concept;

- how to develop the play phases of LARP;

- how to play the character and how to interact with the other characters;

- how to experience the environmental issue of their neighbourhood with all their senses.

- how to develop problem-solving, communicational and co operational skills.

- how to develop empathy.

- foster an open, trusting, supportive culture amongst students.

Sustainability goals:

Students will be able (depending on the scenario that are used at classroom):

- develop knowledge, skills and attitudes that promote ways to think, plan and act with empathy, responsibility, and care for our planet and for public health;

- identify and explain how values vary among people are different;

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- critically evaluate and notice sustainability values;

- acknowledge that humans are part of nature; and respect the needs and rights of other species and of nature itself in order to restore and regenerate healthy and resilient ecosystems;

- understand that sustainability problems have different sides; consider time, space and context in order to understand how elements interact within and between systems;

- formulate current or potential challenges as a sustainability;

- identify and suggest suitable approaches to anticipating and preventing problems and to mitigating and adapting to already existing problems;

- envisioning alternative sustainable futures by imagining and developing alternative scenarios;

- to actively contribute to improving prospects for the community and the planet.

Teaching through EduLARP we achieve the educational goals,

which can inspire the student:

- to act in an ethical manner, following generally recognized values and moral principles;

- to be responsible for individual choices, decisions and obligations taken themselves, honours other people and their own freedom, is a sovereign person;

- to be able to become a team player and contribute to the achievement of common goals;

- to understand, values and honours the cultural traditions of one's own nation and of other nations;

- to use language correctly and expressively, is capable to use supporting evidence in debate;

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- to think critically and creatively, develops and values their own and others' ideas, providing justification for their choices and positions;
- to develop an ethical and holistic worldview that understands the nature of contemporary natural sciences, is aware of global issues, takes co-responsibility for resolving them, values and adheres to the principles of sustainable development;
- to use contemporary technology in a goal-oriented and responsible manner, evaluates the impact of technological applications on everyday life;
- to develop their active civic participation, understanding themselves as a member of society who is capable of dialogue in European and global context, and resolving conflicts, behaving with tolerance;
- to be capable of handling tools and instruments, and use technologies and materials in their own creative ways;
- to lead a healthy lifestyle, is capable of preserving and restoring, if necessary, his or her mental and physical condition.

METHODOLOGY

The students of today will most likely start working in occupations that do not exist yet. The need to constantly adapt and solve emerging problems has put educators, teachers and learners in a new situation, where they need to constantly review and change their practices. In addition to subject knowledge and skills, there is a need to develop general competencies which enable learners to solve the complex issues they will face.

Edu-LARP is an exemplary form of experiential learning, since it allows students to experience the subject that they are studying in a way that is relevant and engaging to them.

It is a powerful educational tool to help students better grasp material, think critically, and engage positively with what they are learning. Most of all, EduLARP can help engage students from a variety of learning styles and so address the needs of the increasingly diverse student body that we teach today.

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What is EduLARP?

LARP, Live Action Roleplay, is a form of controlled play in which participants physically embody characters within a fictional scenario for extended periods of time. Designers can set larps in any time, place, or genre. Characters range from strongly similar to the player's primary identity to completely distinct. As a pedagogical outgrowth, EduLARP refers to an educational role-playing exercise in which participants adopt a new role for a long period of time in a bounded, fictional scenario that may or may not resemble mundane reality. Some EduLARP scenarios contain rules or win conditions, but not all (Bowman 2010).

Edu-L.A.R.P: Distinct Features

Everybody present is in a character

Setting characters and goals

Pre-set and learning goals

Preparation and reflection

Long role-playing phase

Look at our Visual Hub on Youtube, with more videos on Green EduLARP. Search for "GREEN EDULARP".

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