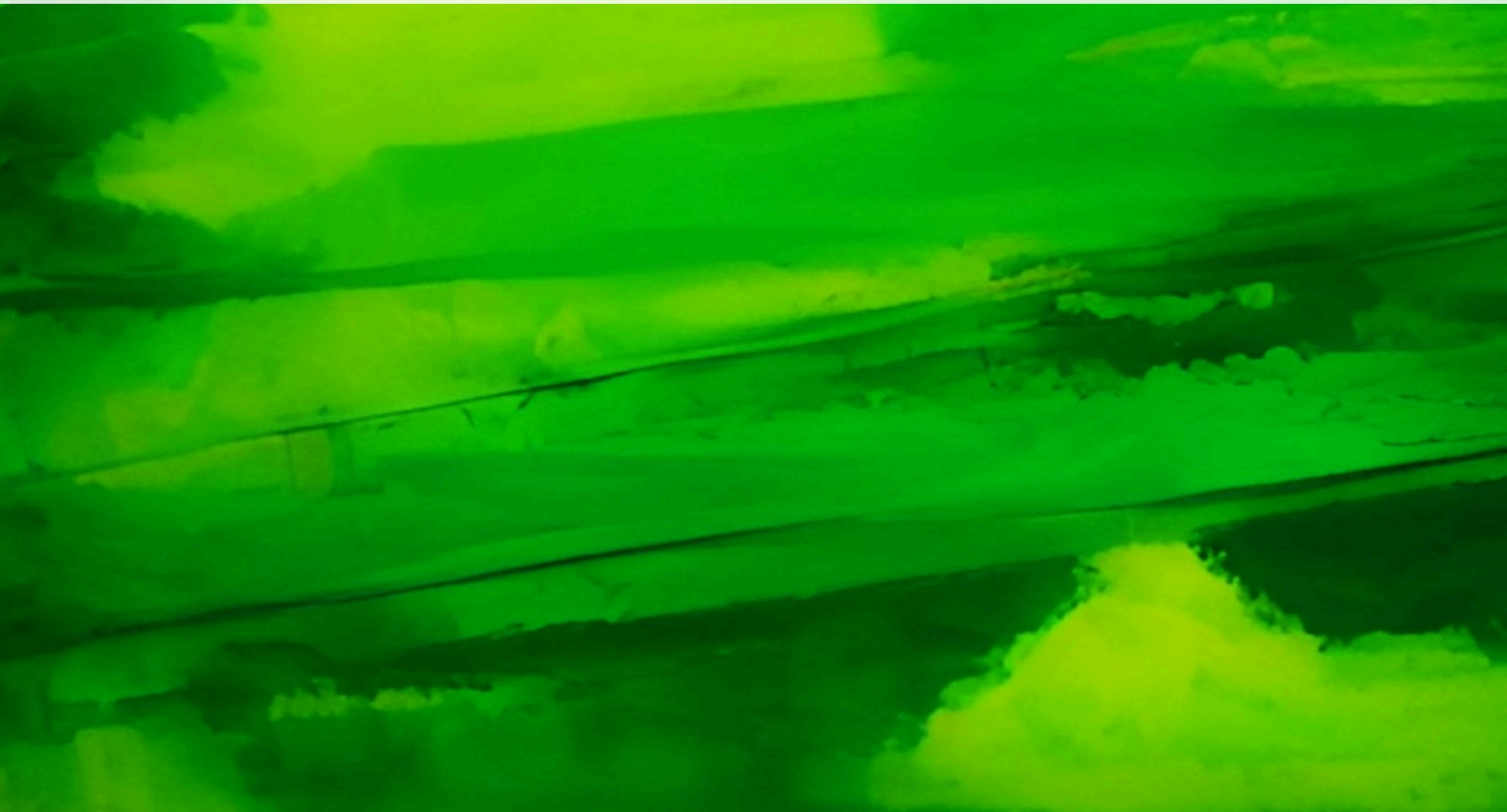




**GREEN
EDULARP**

3. Teachers Preparation



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

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

Greenedularp.lajvverkstaden.se

Project Manager: Ederi Ojasoo, Peipsi CTC ederi.ojasoo@gmail.com

Creators:



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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



Teachers Toolkit



Project material produced between 2022-2024

Part One - Teacher preparation

GreenEduLARP: Green Actions in School using Educational Live-Action RolePlaying (EduLARP)

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



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Introduction

In this section you will find comprehensive resources and guidance to effectively prepare for implementing the GreenEduLARP curriculum in your classrooms. From understanding the core principles of environmental education to incorporating interactive teaching methods.

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The aim of this Toolkit

This part of the GEL (GreenEduLARP) material aims to help you as a teacher or facilitator. This toolkit will give you the preparation and material you need to interpret the lesson plans of the Curriculum in the best way possible. It is structured in two chapters and stays in direct contact with the Curriculum of GEL, especially the lesson plans. Overall it is a material free to use as we suggest or to have as an inspiration to remix it the way you think suits your situation.

Part 1 - Teacher preparations

Read this before going into the lesson plans in the Curriculum. It can help to look through the lesson plans while reading this. The aim of this chapter is to encourage and give you all the information you might need to get started. Or to give you tips on where to find more information. The goal is to fill your backpack with the knowledge you will need on the way.

Part 2 - Handouts

The last chapter contains concrete material that you can use in the classroom with your students. It is handouts, printouts, powerpoints, group descriptions, etc. Some are ready to go, some are adaptable to fit your situation. You can also use them as inspiration to make your own material.



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Part 1: Teacher Preparations

Overview of the chapter:

Module I – Introductions to EduLARP

This part is in relation to Lesson Plan 1 - What is EduLARP?

Here you find out what LARP and EduLARP are and how they work and can be designed. This module will give you an idea of how and what an EduLARP can be so you can have a conversation about it with your students.

Module II - EduLARP as a learning environment

This part is in relation to Lesson Plan 2 - Explore your neighbourhood.

This module brings up how EduLARP affects students, and why you should choose to use this method. It provides an overview of why a playful approach to teaching could be useful and what its positive effects are. It also explains the aim of using EduLARP in climate change education, and the benefits thereof.

Module III - How a teacher can organise an EduLARP

This part is in relation to Lesson Plan 3 - Concept and roles.

The third module gives a guide on how to read the timeframe and how to organise the EduLARP. This module defines the most important steps in implementing the game and what should be kept in mind. We also talk about the teacher as the Game Leader.

Module IV - How to prepare for and run the EduLARP

This part is in relation to Lesson Plan 4 - Let's Play.

This includes how to participate in the game and how to prepare directly before the EduLARP. This Module includes the preparatory work for participating in the EduLARP - preparing yourself emotionally, checking the background and characters, and getting into costume.

Module V - De-role and reflection

This part is in relation to Lesson Plan 5 - Reflection time.

This module focuses on reflection and what to work with after the LARP. De-roling, sharing experiences, and discussion are the important steps to learning from an EduLARP. Here you will find preparation for the outcomes of an EduLARP. How to handle emotions that the players take with them after the game and how you can use the common experience of the LARP for further learning.

MODULE 1 - Introductions to EduLARP

This module gives an overview of what EduLARP is and how it is connected to Climate Change Education. In lesson plan 1 “What is EduLARP” Teachers introduce LARP and role-playing games, different topics, and different types of LARP.

What is LARP

LARP is a form of roleplay in which participants physically embody characters within a fictional scenario for extended periods of time. Larps can be set in any time, place, or genre. Characters range from strongly similar to the player's primary identity to completely distinct (Bowman 2010).

There are many ways to classify LARP. There are differences between LARPs in different countries and LARP comes in many genres.

One example of a classification is **Nordic LARP**. It is a term for shared LARP traditions in Norway, Sweden, Denmark, and Finland. What sets the Nordic LARP traditions apart from others is a strong emphasis on collaboration and collective creation, unobtrusive rules, as well as a rich variety of play styles and settings sometimes including heavy themes. (Nordic Larp, 2010)

What is EduLARP

EduLARP is live-action roleplaying used to impart pre-determined pedagogical or didactic content (Balzer and Kurz 2015). EduLARP is thus a form of experiential learning that engages students on multiple levels, including cognitive, affective, and



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behavioural. Similar to drama pedagogy and simulation, EduLARP employs scenarios in the classroom in which students enact roles and engage with class content (Seay, J).

As a pedagogical outgrowth, EduLARP refers to an educational role-playing exercise in which participants adopt a new role for a period of time in a bounded, fictional scenario that may or may not resemble mundane reality (Bowman 2015).

Educational Live Action Role Play (EduLARP, or educational live action role play) is a method in which participants learn about selected topics by impersonating characters in an agreed-upon story and world in order to solve a certain problem or reach goals.

EduLARP 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 the material, think critically, and engage positively with what they are learning.

The EduLARP can take many forms and move within many genres. The EduLARP can last anywhere between just an hour and several weeks. (“Good Jobs Studio 2015)

In EduLARP subject knowledge is a fundamental key element. Subject knowledge moves from being the main focus to being a means to achieve a shared and meaningful goal. (“Good Jobs Studio 2015)

The EduLARP creates a clear framework through roles and a narrative where everyone has a function. Thereby you can see each other and the subject knowledge in a new light. The interaction between the academic and social dimensions motivates and creates meaningful knowledge. (“Good Jobs Studio 2015)



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The curriculum comes into play and is made relevant through an immersive experience. The role makes it easier to handle failure as it is the role that fails, not you as a person. The game and the narrative are motivating factors. Everyone can influence the development and the outcome of the story. (“Good Jobs Studio 2015)

EduLARP is simultaneously:

- A Game
- A Drama/role play
- A Simulation
- A Designed learning environment (Mochocki 2013).

EduLARP Phases

An EduLARP has a structure we could describe in 5 different phases (Maragliano 2019):

1. **Ice-breaking and/or warming-up phase:** this is the group preparation phase and creation of the atmosphere. The main goal is to create an open and judgement-free climate.
2. **Workshops phase:** in this phase rules, restrictions, and the development of the game are described. Participants start getting acquainted with their character and the way in which to relate with others through theatrical workshops.
3. **Play phase:** game development and “run”. This is the phase in which the characters play the scene, interacting with each other and with the game.
4. **De-roling phase:** the characters played in an EduLARP are fictive, but the interactions and emotions are real. This is why the game experience can trigger deep emotions or unexpected reactions or can blur the boundaries between the person and the character (bleed-in/out phenomenon). For this reason, an EduLARP should include activities aimed at “taking the character off”, so as to always grant the safety of the participants.



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5. **Debriefing phase:** debriefing constitutes the reflection and discussion phase of the experience.

This last one, the debriefing phase, is one of the main steps for a LARP to be educational effectively. In fact, it is at this stage that the elaboration of the experience and its consolidation in learning can take place. (Maragliano 2019).



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

MODULE 2 - EduLARP as a learning environment

This module gives an overview of EduLARP in the classroom and environmental education. In lesson plan 2 “Exploring the neighbourhood” teachers encourage the students to explore and investigate the local environment.

Why use LARP in your classroom?

Today students need more and more motivation to engage in learning. Being born and raised in a world of high-resolution entertainment, they can resist the traditional, standardised, low-resolution activities found in a conservative school system. The motivation behind differentiated teaching practices therefore often lies in the need for teachers to find a broader range of activities and approaches to engage their students. As well as transmitting not only knowledge but also competence and social skills. As such, EduLARP holds great potential for education (Algayres, 2016).

EduLARP has been used as a learning method for some time, but it has been used quite modestly. This is a method that can be adapted to the target group and subject. Using EduLARP in the classroom can be challenging for a teacher, as it can require preparatory work and understanding. However, the possibilities it offers for identifying problems, sharing experiences, finding solutions, discussion, and analysis make the effort worthwhile. From a pedagogical and psychological point of view, the positive features of EduLARP are focusing on learning, self-awareness, and changes in attitudes and behaviour. (Peipsi Center for Transboundary Cooperation, 2020)

An EduLARP is an opportunity to integrate traditional and playful ways of teaching and learning. LARP can be associated with historical or fantasy events, but there are



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numerous other possibilities: laboratory-based role-playing games for science classes, environmental and socio-economic conflict games for biology and geography, etc. (Peipsi Center for Transboundary Cooperation 2020)

When using EduLARP, it should be remembered that this method is not inherently result-oriented but focuses foremost on the process. The creator and manager of the game create a framework for the game to take place in and for the players to improvise, co-create, and experience. Therefore, the first attempts at LARPing in the classroom may seem chaotic and unstructured.

However, it has been confirmed by research that learners memorise content better when they are actively involved in the learning process, as in the case of dramatisations, simulations, and roleplay. EduLARP is an active and engaging method that creates intrinsic motivation. A fictional reality helps to distract the players from their everyday problems and stimulates their interest in the topic. All the senses are activated, and physical and emotional engagement support deep learning. Roleplay develops empathy and the ability to see other perspectives. By connecting the topics learned in the classroom with real-life experience, the student can relate them to their own life and make connections between different subjects. Roleplay can improve students' communication skills, and for shy students, roleplay provides a safe way to interact from behind a role and thus further develop their confidence. Therefore, the share of role-playing and other active learning methods in schools should be even higher than it is today. (Peipsi Center for Transboundary Cooperation, 2020)

Possible outcomes of using EduLARP:

1. To help learners develop knowledge, skills, and attitudes that promote different ways to think, plan, and act with empathy, responsibility, and care for our planet.
2. To act in an ethical manner, following generally recognized values and moral principles.
3. To be responsible for individual choices, decisions, and obligations taken themselves.
4. To be able to become team players and contribute to the achievement of common goals.
5. To think critically and creatively, and develop and value their own and others' ideas, providing justification for their choices and positions.
6. 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.
7. to develop their active civic participation, understanding themselves as a member of society who is capable of dialogue in European and global contexts, and resolving conflicts, behaving with tolerance.
8. To be capable of handling tools and instruments, and use technologies and materials in their own creative ways.

What is Climate Change Education?

The multiple crises of our era, with climate change at its core, have brought into light the urgent necessity for actions that would foster the green transition. And in the end,



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ensuring a sustainable future. The international community of policy-makers and researchers recognizes that education plays a pivotal role in promoting the needed climate action, providing the tools and competencies to address the impacts of the climate crisis. The European Education Area initiated a Special Education for Climate Change Coalition, pledging concrete actions made by individuals, institutions, and collective actors at local, regional, and national levels. Mainstreaming climate change education, and integrating it into the formal education curricula can play a key role, providing effective means of developing capacities and competencies for addressing the climate crisis. Through Climate Change Education, both students and teachers have the opportunity not only to expand their knowledge on climate change, and its effects, but to be empowered and cultivate emotional knowledge, change behaviours, attitudes, and ethics in order to become true agents of change towards climate change mitigation.

Despite the great efforts that have been happening on an EU level, actual transformation in behaviours and practices towards a greener future has not been observed broadly yet. Learning through Climate change education can help individuals and institutions to identify mechanisms, actions, and competencies as a reflective, determined, and caring society that is willing and capable of reducing its impact on the environment (environmental footprint) (*GreenComp, 2020*). Experts are increasingly stressing the importance of educating specifically children on environmental matters and developing a culture of caring for the climate.

Trained teachers can effectively pass to their students the knowledge and skills in an interactive environment, promoting creativity, aesthetics, critical thinking and problem-solving, communication and collaboration skills, empathy, and imagination.



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From Climate Change Education to EduLARP

The older paradigm of formal education, being teacher-centric, has proven to be inadequate for effective and transformational learning. That was hardly criticised by the supporters of Climate Change Education, who support more alternative, student-based, and inclusive educational learning approaches. Climate Change Education, or Education for Sustainability, is inspired by student-centred educational approaches.

EduLarp can bring to school both the knowledge, and correct use of terminology about climate change, along with the cultivation of empathy, values and caring attitudes towards the environment.

Meanwhile, with climate change posing a global threat, there is an urgent need for a green transition. The competence of imagination is key to envisioning alternative, greener, and more resilient societies. Thus, educational methodologies and activities that can cultivate in students (and teachers) the ability of imagination and creativity, bring the capacity to create an educational process that can enhance an overall change of mindset. Games, in general, could play that role. Game-based learning, as an educational process, plays a key part in the transformational, experiential & student-centric pedagogical approaches, having even acquired a large audience that supports and uses them in the context of Climate Change Education (CCE) (Wu & Lee, 2015). EduLARP, as mentioned above, offers an environment for exploring topics with the main driver being students' and teachers' imagination and communication.

One of the most impactful ways to learn in an experiential way and to memorise content better, triggering intrinsic motivation, is LARPing. Research confirms that learners can better memorise content when they are actively involved in the learning process, as in the case of dramatisations, simulations, and role-play. In role-playing games, one primary goal is to create a realistic context in which dialogue, discussion and dialectics, decision-making, and experimentation with other roles, can teach appreciation of different attitudes and perspectives (Rumor, 2016). In one study (Simoneaux, 2001), it is argued that the development of critical thinking and support of personal agency happens more frequently through role-playing games. Moreover, role-playing games, through the practices of role-representation, allow students to cultivate soft skills, such as creative thinking and imagination. This provides the possibility for students to imagine and co-create new worlds with alternative social and environmental contexts and moral norms (Belova, et.al., 2015). At the same time, it enables the development of empathy, through the exploration of different roles and perspectives, thereby students are able to reflect on their personal assumptions and biases. It is therefore appreciated that EduLARP can be a useful method for developing empathy and cultivating soft skills in students and teachers. A well-designed EduLARP for learning about environmental sustainability enables students to develop problem-solving and critical thinking skills, creativity, communication, and teamwork while boosting confidence to solve environmental issues. In view of the above and combining the needs for an easy and impactful CCE system, GreenEduLARP (GEL) project aims at creating a methodology for green awareness and actions at school by capitalising on the impact of LARPing, empowering teachers with new skills whilst developing 21st-century skills to students through experiential learning and team-work.



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GreenEduLARP

GreenEduLARP is connected to social change, in the light of giving the opportunity to students to develop 21st century & green skills. The aim of the methodology is not only to help students develop their academic goals but also to develop themselves personally and socially. GreenEduLARP can help participants by giving them an experience of a specific situation related to environmental issues and letting them explore the point of view of others, and the subject knowledge in a new light. With that, participants can understand the problem through roles and a narrative, and simulate real-life scenarios that they face as members of society. Thereby the interactions between the educational social and environmental dimensions, could motivate and bring forth meaningful experiential knowledge. The game itself, along with the narrative and role-playing, are seen as motivating factors that put the student at the centre of the educational process. And thanks to the game environment driven by creativity, students may also think about a creative and innovative solution to the given environmental problem, and reflect on how this solution could work in real life. (Kulakowska, M., A., 2016).

Search for youtube Video **“When Larp Meets A Climate Change”** for more information.



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MODULE 3 - How a teacher can organise an EduLARP

This module gives an overview of organising and understanding the components of the EduLARP. In lesson plan 3 "Concept and roles" Teachers work together with the students to create the basis: the concept and time frame of the LARP from the collected material. Some subjects in this module are also part of lesson plan 4.

How to read and understand the LARP

You as a teacher might have more or less knowledge about LARP and LARPing before reading this but this is a general introduction to how to understand, develop, and organise a LARP with your students. It's a preparation for you to have an idea of what needs to be organised beforehand and what is taken care of during lesson plan III - concept and roles. No LARP follows the exact same structure and timeframe, and there is no universal way to handle every written LARP. However a well-written LARP should be self-explanatory, and what you will learn here are general things you might need to consider to be able to adapt the LARP to your learning environment.

The LARP will be a short form of LARP with a time duration of approximately 1-3 hours. It depends on your available playtime. Further down we will talk more about the LARPs timeframe and how it can help you as an organiser. The concept of your LARP will be based on a local environmental issue, and this you will work with in Lesson Plans 1 and 2.

Concept

During lesson plan III you will create a concept for your LARP. The concept includes themes, the world, groups, characters, general conflict, and rules. These will be the ingredients of the LARP that everyone participating needs to agree upon. The concept



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comes before any set time frame. The time frame is the schedule for the LARP, to make sure we have a plan that fits the school environment.

Remember that a EduLARPs' main purpose is no a task to be completed, but more of an experience to talk about afterwards. Even if we give the students tasks in the larp, the interaction and discussion is more important than completing the tasks.

Concept Example:

The local council has gathered groups from the town population to make a decision. Shall or shall they not build a new factory in the town? 4 groups with various opinions are invited to share, discuss, and debate the pros and cons of building a factory. The people who own the factory, the people who live in the city, the environmental activists, and some workers from the factory. The factory will give work and solar cells to the town but at the same time pollute nature and maybe the local national animal will be extinct. In the end, it will be a vote that decides a minority decision. This is the final time for the people to convince each other. What will the group decide?

Timeframe

All LARPs are based on improvisation and therefore the time frame will be a help, and not a strict ruler. The timeframe describes what needs to happen in what order but not exactly how it should be done. The actual playtime might be different in reality compared to the time frame. Sometimes it goes much faster and sometimes it goes slower. It's up to the Game Leaders to pace the LARP and either speed it up or slow it down. Remember that as long as the participants are active, play their characters, and discuss the things set in the concept, they are LARPing. And if they are not, use the

timeframe as a support to get things going. Even if most of the LARP is open roleplay, with a lot of things happening at the same time. Always keep in mind to save 15 min to end the LARP, even if it's just simply talking together one last time. Or even try to solve the problem somehow.

Take a look at the time frame example in chapter two, handouts.

Roles

During the LARP, and defined in the LARP concept, your participants will have their own role/character to play and a group they belong to. The role is defined by the dynamic in the EduLARP. For example: a leader, a rebel, a person who questions everything, or someone who helps everyone. Character is defined by the characterizations of your role, how they look, relationships, history, etc. As a participant, it's fun to create your character physically, but it is equally important to find your role in the EduLARP. Maybe they want to be the role that is stubborn and questions everything, and that can be an interesting role to play. But it's important to let the other participants know about your role and character so that they know the difference between the role/character and the real person. All groups and roles will roleplay together during the play phase. Each role has its own views and agenda, and each group has as well. The teacher also plays a role in the LARP, and a very special role. The teacher has the function of leading the LARP forward and helping the participants. There will be examples of roles for the teacher that will work in many different settings.

Creating roles: Rules and Tips

For the creation of a character it is really helpful to use the character sheet in. An example can be found in the handouts. The character sheet is a record of a player

character in a role-playing game that includes information about the character, the physical appearance, the personality, the family, the habits, etc.

Getting a student to choose and create a role can be tricky. There are roles of greater emotional intensity than others and some that are small. It would be good to choose the appropriate role for each student. For example:

- **Students who face emotional disorders and outbursts of anger**, don't give them competitive roles.
- **Students who have problems socialising**, give them a role in a group that helps them socialise.
- **Students who are afraid of exposure**, give them a role that can help them express themselves without being in the middle of the action.

As explained earlier, EduLARP can help the student to develop new behaviours. The roles played in an EduLARP are created, but the interactions, emotions, and behaviours are real. An effort is made to make those forms of action and behaviour that manifest themselves at the level of surplus reality (Surplus Reality) be experienced and subsequently processed in the realm of the real (Widlocher, 1970).

The teacher as a Game Leader

To lead the LARP

Before starting the LARP, the teacher is a given leader for the classroom. But even the LARP will need its leader, and now we will talk about how that can be both similar and different to a teacher's role. The game leader should:

- **Encourage students to play their character**



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Use their role names, react to their role's actions, treat them as their role, and ask in-role questions.

- **Help the students to LARP with each other**

Support them in communication, use your Game Leader character to introduce their roles to each other while LARPing.

- **Keep the plot and the story going**

Focus the attention of the students' characters and remind them what they are there for, summarise what is happening.

- **Help students with defining tasks and goals**

Listen to what they are doing and give ideas on how to get going, inspire them but don't control them.

Improvisation

The LARP comes to life when you match the students' improvisation with your own. This will help your students to get immersed in the story. Improvisation can lead to some very interesting spontaneous situations that will deepen the discussion afterward. But improvisation can also lead to things that are not in the concept, and you might miss things that you wanted them to focus on. If you want to block or redirect their attention, give the participants other choices instead of simply saying no. *"No we don't own any time machine to visit the dinosaurs, but we can make a plan on creating a theme park with dinosaur robots"* This will help them to redirect their movement forward. Or let them test and fail. *"So you try to threaten me, but I'm not afraid of you. All I want is money, do you have money?"*.

The Game Leaders' character

When you change your manners, when you play a character, it encourages the students to participate in the LARP. You don't need to be a good actor, but you need to make a serious effort to play your character. Even a slight change in your voice or body will show the students that: "now we are roleplaying". For example: deepening your voice and walking slowly to play a more serious judge. This will also differentiate when you say things as a teacher and when you say it in character. Remember that it helps to think that you are acting "as if" the things you do would be real and that you take every participant's character's ideas and thoughts seriously.

In this teaching material, when roleplaying as a game leader, you want to choose a character that has the possibility to both speak and lead the group. For example, a journalist doing interviews. Or a mayor, or other political leader that needs help to make decisions.

Deciding Rules

The rules help the teacher and its students to define the frame in which we play, and what the students can do. It's important to block certain things in the rules, but at the same time, you need to give some examples of acceptable behaviour. For example, if stealing and fighting are not part of your LARP, remind the students that talking and discussing is. Here are some examples of rules to consider.

Location-specific rules:

- The exact borders of the location that you will play in. What they can interact with in the room. Where things are.

Safety rules:

- For example “We don't fight in this LARP, use your words instead”. Define the space where they can relax. What to say or who to address if something serious happens, conflicts or accidents.

LARP specific rules:

- Example: When I ring this bell it's time to vote. You cannot steal things in this LARP.

Student specific rules:

- Since the teacher knows their students, it's important to define specific rules that help them to work together.



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MODULE 4 - How to prepare for and run the EduLARP

This module gives a practical overview of the preparation before running the LARP. In lesson plan 4 "Let's play" which describes the process of starting and running the LARP concept created in the previous lesson plans. Some subjects in this module are also part of lesson plan 3.

Time management and adding content

EduLARP may open up an interest to dive into things that both take a lot of time and focus. So a reminder is to stay on track and not lose focus, try not to overwork the preparations if you are short on time. Even a short preparation can give an interesting LARP. Here are some examples of things to add to the LARP and the lesson plans. Maybe the group needs some kind of focus exercise or similar. Some of the things we would recommend to do if you have more time are:

- **Practice playing the characters** (walking, talking, and responding as someone else).
- **Create more character content** (ask the students to come up with characteristics for their characters: are they curious, do they have a favourite colour).
- **Focus exercise** (listening to each other, listening to and following someone else's suggestions and instructions).
- **What happens before** (explore scenes happening before the LARP, when the roles are preparing for the situation happening at the LARP).

Practical preparations

You can play a LARP without costumes and props but if you have the possibility to add this it can help to increase the students' immersion into the LARP. Costumes and props help the students to feel more like their character and it helps them to immerse into the setting.

Using Costume

Even a simple costume, for example, hats, ties, glasses, and scarves, works very well. A hat can have as much of an effect to help get into character as a full outfit. You can also use costumes to mark different group belongings. For example, the groups have something similar in their costume, the same colours, or the same type of hat. This is a visual way of helping all players to separate and remember roles in the LARP.

Using Props

Props can be as simple as having paper and pencils available. The importance of props is to have something tactile for the students to use and LARP with. It can be a contract that needs to be signed, a letter with important information, an object symbolising an invention, or a picture of the environment we are discussing. The aim of the props should be to create discussions or content for the players to work with. Props can help to create tension, engagement, in-game conflicts, etc. Try to use some props to symbolise what you are discussing in your LARP, for example, a burnt twig if it's about forest fires, or solar cells if it's about renewable resources.

Using Maps

Maps as a tool can be an effective way to have something to gather around and focus on. This can be a fictional map that you create with your students or an actual map of a real-world location. It also helps students to understand an abstract in-game conflict, by putting it in physical form in front of them. A map will be a help for the students to discuss the environmental problem/conflict during the LARP. The teacher and Game



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Leader can use this map to visualise the problems and their possible solutions. Use what you have available to visualise objects of interest on the map, for example, a wooden brick that symbolises a school. In that way, you or your students can change the infrastructure and settings on the map during the LARP. For example, if someone is arguing for cutting down forest they can physically remove “forest” from the map.

Choosing Location

A good location can truly affect the LARP experience. Larping in a beautiful garden when discussing environmental issues, or being in a real town hall to feel like an important politician. But it should also be said that most LARP concepts can be played in any location. A classroom or auditorium at your school will work just as fine. EduLARP works best when participants can play for themselves and without the added anxiety of being watched by an audience. Here are some important things to think about when planning the location of the EduLARP:

Individual space for each group

- To discuss goals and tasks, to be creative and have their own space.

Common space for interaction and discussion

- A wide space, it could be centred around a map and a white-board, where discussions and gatherings can happen.

A separate space to relax

- A more relaxing and calm place, where you still are in the LARP but can take a break.

EduLARP playtime

Creating a warm atmosphere

It's important for the teachers to create a warm and accepting atmosphere before playing. This can be done by using ice-breaking games, energising, and preparatory activities. These are the goals for the warm-up phase, and during the LARP:

- **Create a friendly atmosphere**, where we help each other to do our best.
- **Create an open and judgement-free climate**, where we are open to each other's ideas.
- **Build a sense of community**, this LARP is for everyone to enjoy.
- **Help students to get into their role**, to be someone else.
- Be open to **new ways of interacting**, social roles in the group might change.
- **Create a sensation of confidence and competence** which are important to a successful LARP.

Ice-breaking activities help to create a warm atmosphere. Teachers should prepare more than one icebreaker to mix it up if needed. It is also recommended to have different tools available, like drums, music, etc.

Warmups should be done in direct connection to the play phase. This will help the participants to focus on the LARP, to be mentally present, to activate their senses, and to get ready for the play phase.

Conflict management

It is important for students to understand that they have to respect each other. While larping, conflicts between roles and characters will happen. That is part of an interesting LARP. It's great if the students can deal with having an in-game argument as their role. This can of course be difficult for some participants to separate from their own emotions. A participant can be upset as a real person when someone is roleplaying in a

provocative way. Try to deal with these conflicts as soon as possible and encourage them to continue the LARP. The students will be experimenting during the play phase, and they want to do well. Sometimes you as a Game Leader need to take time to explain the mix of role playing and being affected emotionally as a person.

Responsibilities for the Game Leader during the play phase

Create a space in which the students feel safe to try something new.

- Encourage their ideas and involve them as much as possible.
- Let them be explorers. Not every idea needs to be played on, but investigated.

Keep a watchful eye on the participants to see who is feeling disengaged or left out.

- In your role, you can moderate the wording and try to give everyone the space to speak.
- You can include by giving specific tasks to students that make them feel special
- You can summarise and announce agreements or arguments so all players have the opportunity to follow what happens and interact with it.

Time management

Methods to speed up can be:

- Add a fictional timeframe "You now have one minute to decide"
- Make a decision as your role and make it clear that that's the final option and move on.

Methods to slow down can be:

- Elaborate the discussions and ask for more content/arguments etc.
- Make a scene about something that complicates the situation for the players.
For example, you can lose something of importance and engage players to help you solve that before anything else can happen.

Encouraging the general story and the focus of the LARP

- Summarise in character what is happening and what everyone is talking about.



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- Repeat information in character and what is important to do right now.
- Don't give too much space to ideas that have nothing to do with the setting.

How to end the LARP

This can be as simple as saying “and now the LARP has come to an end”, and begin the “De-role and reflection” as described in the next module. But there are some things you might want to do before ending the LARP:

Gather thoughts that the students have in character.

- This can be done in front of the whole group, or just by talking to them one on one during playtime.

Assemble the students one last time.

- To discuss the problem/conflict to see if there is a solution to the problem.
- It's ok to end the EduLARP even if the students' characters haven't found a solution.

Do a planned or improvised event.

- That is important for the story and the discussion afterwards.
- Here you might want to skip the planned event if you feel that the thing happening with the student right now is more important. There might even be an in-game reason the activity got cancelled. No voting, everyone is protesting instead.



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MODULE 5 - De-role and reflection

This module gives an overview of the process of working with the experience taken from the LARP, and the questions and topics that need to be discussed. This module is in relation with lesson plan 5 "Reflection Time", which describes the process of getting out of character and starting the discussion and reflection.

Introduction

After the EduLARP, it can be quite challenging to exit the headspace of a character and leave the things that have happened during the play phase behind. "De-roling" is one way to help players control their exit from the game and to create what is sometimes referred to as a "slow landing" after the experience. De-roling refers to the process of "shifting from an active, dramatic state of being to another one, rooted in the subjects' everyday lives." (Brown 2018)

The characters played in the EduLARP are fictional, but the interactions and emotions are real. This is why the game experience can trigger deep emotions or unexpected reactions, or it can blur the boundaries between the person and the character. That means that de-roling and reflection is a very important phase.

The process order:

- 1) De-roling
- 2) Debriefing
- 3) Thematic discussion
- 4) Teacher's self-reflection

De-roling

De-roling is a personal experience for the player, and each person has their own process. It doesn't have to take much time and can be as easy as shaking your body or listening to a song. It is important to perform a small exercise of leaving your character or role behind. This is to make each player feel that they are stepping out of the role and distancing themselves from it, returning to so-called everyday life.

Stepping out of a role reinforces the boundary between the player and the character by distancing oneself from any (primarily) negative qualities or emotions experienced by the character. Things to keep are empowering experiences and positive memories from the character.

Some possibilities:

- **Body shaking** - Players shake their whole body, so-called shaking off the role. The player returns to their normal body posture.
- **Music and dance** - The game leader plays a piece of music, at the end of which the players leave their character. Players can dance or sway to the rhythm of the music, eyes can be closed if more convenient.
- **Changing the physical location** - Changing the room, moving the players from the room where the event or EduLARP took place, giving a signal to leave the character. This can also be done by changing the environment, for example turning on the lights, opening the curtains, etc.
- **Name Tag removal** - The game leader asks all participants to remove their name tags and replace them with a player's name tag. You can also put the name tag away and say, for example, "I was [character name]". I'm [player name]."

- **Removing your costume** - If the game uses costumes or symbolic items (hat, character figurine, etc.), Removing it helps to leave your character.

Debriefing

Debriefing after an intense game is essential for a variety of reasons. It can be an exercise in separating a player's mindset from the game world. In the debrief we discuss events of the game, favourite character moments, how to separate oneself as a player from one's character and summarise the event experiences. (Skirpan 2018)

It is hard to overestimate the importance of a debrief, so our suggestion is to never skip it. The aim of debriefing is to create an emotionally safe space for participants so that they can transition back to real life and learn from the experience. When in-game feelings are not processed, it can sometimes lead to postLARP depression and social conflicts among participants (Bowman and Torner, 2014.). Children, in particular, need time and assistance in reconnecting and reflecting.

Debriefing has three goals:

1. Each player should have their LARP experience, whatever it was, validated by their co-players.
2. Each player should have a chance to process the EduLARP, and begin to translate the experience into lasting memories, reflections, and learning.
3. If a player experienced anything particularly difficult, the debrief should provide an arena for others to become aware of the problem, and take steps towards solving it.

Things to consider:

- The core process is about group-based analysis, debate, plotting, and negotiating focused on educational content issues.
- The need for off-game reflections can emerge during the play phase. The need for this reflection can be determined by the participant or the game leader.
 - Participant; when they break out of character ask the Game Leader about details or game rules and boundaries.
 - Game Leader; when they intervene in order to correct a potentially harmful distortion of factual knowledge or misinterpretation of game rules by the players.
- The teacher can use different follow-up activities for debriefing and reflection:
 - **Write** (your EduLARP story, poem, letter to your character, an article for a newspaper)
 - **Listen** (EduLARP theme music)
 - **Draw or paint** (different characters or events from EduLARP, your emotions and feelings about EduLARP, EduLARP-themed memes, EduLARP event poster)
 - **Physical activity** (running, walking, dancing)
- Due to the nature of improvisation, students' reactions to the EduLARP are varied. The leader has to validate everybody's experience.

Thematic discussion

After everyone has been able to express their emotions, it is important for the teacher to continue with thematic discussion so that students will make the connection between the topic of the game and real life, fostering learning. It's possible to wait a bit with this discussion, but don't wait too long after the EduLARP. One or two days after is enough.

Depending on the specific topic, the thematic discussion will be different for every game, but in general, it is important to discuss the following:

- What happened? What were the important topics in the game?
- What did you learn? What was new for you?
- How does it relate to the real world? Your community?
- What if...? What could have gone differently?
- What's next? Are there any solutions to the problems in the game?

When the topics brought up in the EduLARP have been discussed with the participants, the learning process of the EduLARP can be considered complete.

Teachers' self-reflection

After the game is finished and after the students are de-roled, debriefed, and sent home, it is time to reflect upon the achievement of conducting your EduLARP experience. This is the time to look back to the EduLARP process and how it played out. Look into your concept, rules, roles, timeframe, exercises, and events during the play phase. Keep in mind that EduLARP is improvised story-telling and thus the results are always fluid and changing.

You can use these questions for self-reflection:



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1. Is there anything you need to enhance for future playthroughs (props to identify characters, name tags, etc)?
2. Think through the phases, what worked best and why?
3. What did not work as planned and why?
4. Were there any original player ideas or concepts you would like to keep in future playthroughs?
5. Do you need to simplify anything, for you or for the participants?
6. Do you want to expand on any ideas?
7. The roles for you and the participants, how did they work?



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