

**GREEN
EDULARP**

1. Strategy



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Strategy



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

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



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Strategy on LARPing Adaptation to National School

Curricula

Task 1: State of the Gamification

The objective of this study is to investigate the national Primary and Secondary Curricula in partner countries, aiming to identify the potential entry points for the incorporation of Educational Live-Action Role-Playing Games (EduLARPs) to environmental education. The research will entail an extensive examination of the current landscape and practices within partner countries, with a focus on selecting exemplary EduLARP initiatives to inform the development of a strategic document. This document will serve as a repository of ideas and resources for utilising LARPing in educational contexts. The investigation will involve desk research as well as various data collection methods, including questionnaires and focus groups to gather the following information:

Examples of National Strategies' Approaches that support Gamification and Role Play in School Curriculum: The study will explore the various approaches employed by national strategies to incorporate gamification and role play within the school curriculum. These examples will highlight the efforts made at a national level to promote interactive and experiential learning methods.

The Role of the Ministry of Education in the Formation of Curriculum: The research will investigate the level of centralization or decentralisation in the curriculum formation process in partner countries. Specifically, it will explore the extent to which the Ministry of Education is involved in shaping the curriculum.

Involvement of Schools, Principals, and Teachers in Curriculum Design: The study will examine the level of involvement of schools, principals, and teachers in the curriculum design process. It will seek to understand the extent to which these stakeholders contribute to shaping the curriculum and integrating innovative teaching approaches, such as gamification and role play.

Examples of Primary and Secondary Climate Change Curricula: This research will focus on identifying primary and secondary curricula that specifically address climate change. Moreover, it will emphasise curricula that capitalise on impactful role-playing practices, including theatre, dance, and LARPs, to promote environmental awareness and inspire students to take tangible environmental actions.

By adopting a rigorous and scholarly approach, this study aims to provide an academically sound analysis of national strategies' approaches, curriculum development processes, and exemplary climate change curricula. This research will contribute to the academic discourse on gamification, role play, and environmental education, providing valuable insights for educators, policymakers, and curriculum designers interested in incorporating innovative and effective teaching methodologies into their educational frameworks.

[National Strategies' Approaches that support Gamification and Role Play in School Curriculum](#)

Environmental learning has emerged as a crucial component of modern education, aiming to equip students with the knowledge and skills necessary to address pressing environmental challenges. In recent years, national strategies in various countries have recognized the potential of gamification and role play as effective tools to foster



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environmental awareness and engage students in sustainability issues. This paper explores **examples of national strategies' approaches that support gamification and role play in the school curriculum, with a specific focus on environmental learning**, in four countries: Estonia, Sweden, Poland, and Greece. By examining the academically-driven initiatives implemented in these countries, we can gain insights into how these national strategies have been designed and implemented to integrate gamification and role play into environmental education. Furthermore, this analysis seeks to uncover how these strategies serve as entry points for the application of green educational live-action role-playing games (edularp) and the edularp method. **By understanding these national strategies, educators, policymakers, and researchers can identify effective ways to incorporate gamification and role play, specifically within the realm of environmental education**, promoting active and experiential learning that fosters environmental literacy and sustainable behaviour among students.

Estonia

The national curriculum of basic school identifies eight horizontal, or transversal topics in instruction and one of them is the environment and sustainable development. The objective is that a student becomes a socially active, responsible and environmentally conscious person who protects the environment and values sustainability and is ready to find solutions to environmental and human development issues (Basic School National Curriculum, 2011).

At the moment, the use of educational role-playing games is not very typical in Estonian culture, but it is done. Also, the use of role-playing as a methodology is being supported by game-based learning, which is gaining popularity. The technology review aimed at Estonian schools also recommends using game-based learning as well as personalised

learning more than before as new learning methods (Treufeldt, 2020). This is true in the digital world, but the use of game-based learning in the field of technology supports its development in the real social world as well. Formal and informal methods are good for developing students' social competence and teaching effective self-directed skills (Kikas 2010).

According to a study conducted in Estonia (Rinde and Jesmin, 2018), 93 percent of nearly 1,300 responding teachers play games in their classes, most of them regularly. A fifth of teachers play every day, over 40 percent at least once a week (Jesmin, 2020). In most cases, short games are popular in schools because the lesson lasts 45 minutes (Education and Youth, 2023)

The strategic documents that regulate education in Estonia as well as the national curriculum fully support the implementation of active teaching methods, interdisciplinary integration, learner-centredness and the development of key competencies. Educational role play (LARP) is one of the learning methods that enables the active participation of the learner in the learning process. (Using Environmental LARP in Education Practical Guidelines for the Integration of Environmental LARP into the Formal and Non-Formal Education in Estonian-Russian Border Area Tartu 2020)

Sweden

In Sweden, national strategies for environmental learning integrate gamification and role-play methods to engage students effectively. The Swedish National Agency for Education underscores the use of digital tools and interactive platforms to enhance environmental education, enabling students to engage in virtual simulations of environmental challenges via gamified apps and online platforms (Swedish National Agency for Education, 2020). Moreover, Sweden's Lgr11 curriculum framework advocates for interdisciplinary and student-centred approaches, allowing teachers to

incorporate gamification and role-play activities across subjects, including environmental studies (Swedish National Agency for Education, 2011).

Additionally, the Swedish Environmental Protection Agency collaborates with schools to offer experiential learning opportunities, such as outdoor education programs featuring gamified nature trails and eco-treasure hunts, fostering students' connection to nature and their sense of environmental responsibility (Swedish Environmental Protection Agency, n.d.). Aligned with the United Nations Sustainable Development Goals, Sweden's focus on sustainability education empowers students to address global environmental challenges through gamification and role-play, contributing to the cultivation of environmentally literate citizens (United Nations, n.d.).

As far as LARP in Education is concerned, it is not unusual in Sweden for schools, church activities and similar organisations to use roleplaying with an educational purpose, but most often these are drama exercises with a limited scope, rather than full-fledgedLARPs. There are only a few organisations that work with EduLARP in Sweden. LajvVerkstaden is the biggest and with the longest experience; a similar association operates in Göteborg, called Lajvbyrån. Studieförbundet, an adult educational association, has started a project (2020-2023) involving EduLARP; their focus is on using some drama methods in regular courses.

EduLARPs in Sweden have a clear pedagogical aim and are often combined with the school curriculum so that the participating students learn about different school subjects during a game. Extracurricular EduLARPs are organised by libraries, museums and other organisations and are mostly focused on their topics of interest (Using Environmental LARP in Education Practical Guidelines for the Integration of Environmental LARP into the Formal and Non-Formal Education in Estonian-Russian Border Area Tartu 2020)

Poland

In Poland, national strategies for environmental learning often integrate gamification and role-play elements into the school curriculum to enhance student engagement and comprehension. The Polish Ministry of National Education emphasises the incorporation of interactive and immersive learning experiences to foster environmental awareness and responsibility among students (Polish Ministry of National Education, 2020). Through initiatives like the "EkoSchool" program, schools are encouraged to implement gamified activities and role-playing scenarios, allowing students to actively participate in environmental conservation efforts while honing critical thinking and problem-solving skills.

Additionally, Poland's National Strategy for Education Development underscores the importance of integrating environmental education across subjects, providing opportunities for students to explore environmental concepts through simulated debates, role-playing exercises, and hands-on projects (Polish Ministry of National Education, 2017). By leveraging gamification and role-play approaches in environmental learning, Poland aims to cultivate a generation of environmentally literate citizens capable of addressing and mitigating environmental challenges effectively.

As far as LARP in Education is concerned, it is not unusual. The use of EduLarp is little known and not widely used. It is not listed as recommended in the curricula, but it is also not prohibited. Many organisations use EduLarp as a form of fun during summer meetings of children and young people. These organisations are mainly scouts and other organisations that do not have to implement the content included in the curriculum, but adapt the content to the subject of their camps or rest, e.g. during summer courses or summer camps.

In schools, the EduLarp method is not common, but it appears and is implemented as a pedagogical innovation or as extra-curricular activities for students as part of Erasmus or e-twinning projects

Greece

The National curriculum program in Primary Education is based on the fundamental principles of promoting active participation and collaboration among all students, through the creation of guided learning environments, self-action, collaborative group work, exploratory learning, experiential approach, collaborative problem-solving, communicative approach, and transformative logic. Additionally, its aim is to adopt strategies of differentiated teaching, experiential learning, and utilise alternative practices, diverse teaching tools, and creative activities. The desired outcome is the realisation of an effective, innovative, creative, and sustainable school. It is student-centred, functional, and open to the promotion of timeless values that activate students, allowing them to authentically experience their childhood and adolescence. Ultimately, the goal is to cultivate creative individuals and conscious citizens of their locality, their nation, Europe, and the world

The methodology of role-playing games is well-known among educators, as it is taught at universities and there is also rich research material available (theses, doctoral dissertations, articles, etc.). Many university websites provide presentations and texts on the utilisation of this specific methodology. However, there is no mention or knowledge about the Edu-LARP methodology.

Furthermore, there is significant research interest in games in education, with numerous scientific studies, articles, university courses, and scientific manuals and training programs. Therefore, educators are aware of the value and significant outcomes that can be achieved by introducing games in education, particularly in environmental education. One of the subjects where the methodology of role-playing games is present is Drama Education. Drama Education in the Elementary School Curriculum: One of the objectives is the theatrical-pedagogical immersion in nature and its connection to environmental education, personal development, and solidarity (lifestyle ethics) with the aim of acquiring spiritual, emotional, and social skills.

As far as LARP in Education is concerned, it is well known. Only some schools have used this methodology like American Farm School (Middle School) and Big Bang School. There is only one organisation that works with EduLARP in Greece. AeliaPath is the biggest and with the longest experience;

The role of the Ministry of Education: Is it centralised or decentralised?

The research endeavours to examine the degree of centralization or decentralisation evident within the curriculum formation process across partner countries. A primary focus will be placed on investigating the extent of involvement exhibited by the Ministry of Education in influencing and shaping the curriculum. By employing a rigorous and scholarly approach, this study aims to provide a comprehensive analysis of the governance structure and decision-making processes underlying curriculum development in order to enhance our understanding of the roles and responsibilities assumed by educational authorities in shaping educational frameworks.

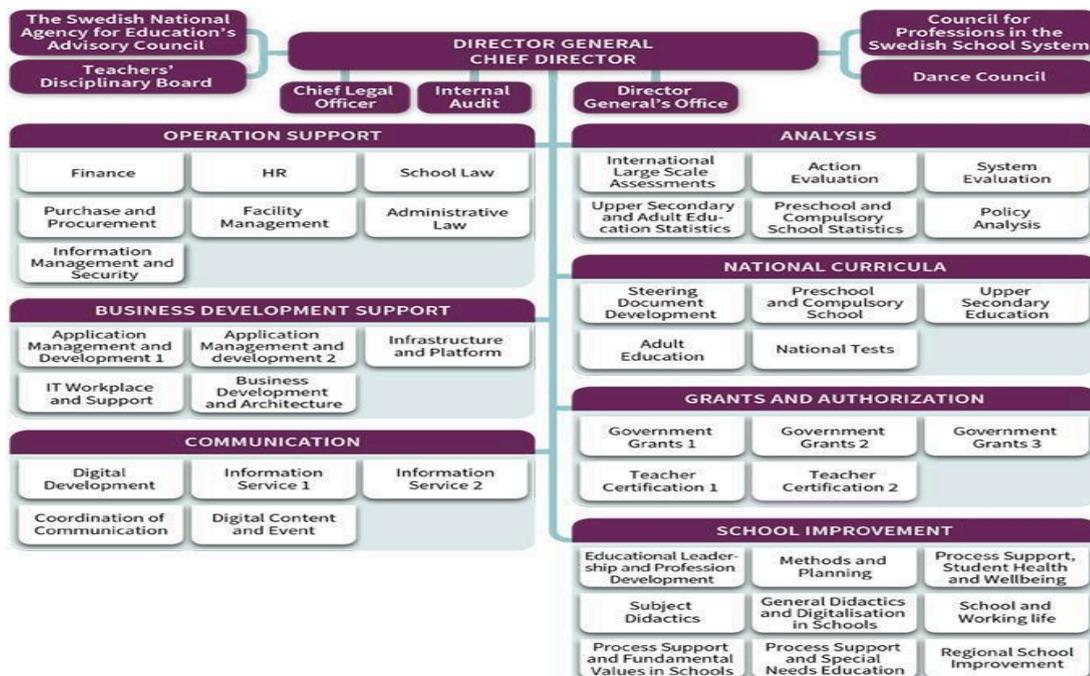
Estonia

Estonian schools base their curricula on national guidelines: national, regional and local development plans in the field of education, national curricula and the Basic Schools and Upper Secondary Schools Act. Every Estonian school is **free to design its school curriculum and students' individual study plans** in such a way that they consider the **needs and interests of students** as well as the specifics of the region, while being in compliance with national legislation. The Basic Schools and Upper Secondary Schools Act defines the task of a basic school as contributing to the growth of a student as a creative and rich personality who is able to fulfil themselves in various family, career-related and societal roles, and choose a learning path according to their interests and abilities. Basic school must create an age-appropriate, safe, positive and developing learning environment which supports the learner's interest in learning, development of learning skills, self-reflection and critical thinking, cognitive and

affective qualities, creative self-expression, and social and cultural identity. The main aspiration of upper secondary school is to support the students in finding a field of activity appropriate to their interests and abilities, and in choosing a further educational path (Basic Schools and Upper Secondary Schools Act, 2010).

Sweden

The Swedish educational system exhibits a decentralised structure with a considerable degree of local autonomy in curriculum development and implementation. While the national government sets overarching educational goals and standards, the responsibility for curriculum design and implementation primarily lies with the municipalities and schools. This decentralised approach allows for flexibility and adaptation to local needs and contexts, granting schools and educators the freedom to shape their curricula within the framework provided by the national guidelines. Consequently, each municipality and school has the authority to determine specific content, pedagogical methods, and assessments, fostering a diverse and locally responsive educational landscape throughout Sweden.



Poland

In Poland, the core curriculum is centralised, on the basis of which the teacher selects the curriculum. The Minister of Education approves changes to the core curriculum.

Primary education is the foundation of education. The task of the school is to gently introduce the child to the world of knowledge, prepare them to perform the duties of a student and introduce them to self-development. The school provides safe conditions and a friendly atmosphere for learning, taking into account the individual educational capabilities and needs of the student. The most important goal of primary school education is to care for the integral biological, cognitive, emotional, social and moral development of the student. Primary school education lasts eight years and is divided into two educational stages:

1st educational stage covering grades 1-3 of primary school - early school education;

2ndThe second stage of education, covering grades IV–VIII of the primary school.

Greece

The Greek educational system is primarily characterised as centralised, with a significant level of central authority and control in the curriculum formation process. The Ministry of Education, Research and Religious Affairs plays a prominent role in shaping and regulating the national curriculum. It establishes the general framework and guidelines for curriculum development, including subject content, learning objectives, and assessment criteria. This centralization ensures a standardised curriculum across the country, providing a common foundation for education. However, it is important to note that within this centralised structure, there is some room for local adaptation and flexibility at the school level. Schools have the autonomy to make decisions regarding the specific implementation and organisation of the curriculum, taking into consideration local needs and priorities while adhering to the broader national guideline

The level of participation of schools, principals and teachers in the curriculum design process.

The involvement of schools, principals, and teachers in the curriculum design process varies across the countries of Estonia, Sweden, Poland, and Greece. In Estonia, there is a strong emphasis on decentralisation, granting schools and teachers a significant level of autonomy in designing the curriculum. Schools have the freedom to adapt the national curriculum to meet the specific needs of their students and local context. In Sweden, while the curriculum is centrally regulated, there is a collaborative approach that involves teachers and principals in the design and development of the curriculum. Their expertise and input are valued in shaping the content and pedagogical approaches. In Poland, the curriculum is predominantly centralised, with the Ministry of National Education being responsible for its formulation. However, schools and teachers have some degree of influence through consultations and feedback mechanisms. Lastly, in Greece, the curriculum design process is primarily centralised, with the Ministry of Education playing a significant role. While there is limited involvement of schools and teachers in the initial design, there is some flexibility at the local level for adaptation and implementation. Understanding the extent of school, principal, and teacher participation in curriculum design is crucial for comprehending the dynamics and effectiveness of curriculum development in these countries.

Impactful role-playing practices that lead to environmental actions in Primary and Secondary Education

Estonia

In Estonia, educators leverage games and gamification as powerful tools to enhance environmental education and foster meaningful engagement among students. Teachers find various reasons to incorporate gaming into their pedagogical approaches, ranging from motivation and visualisation of concepts to the development of emotional and social skills and stress reduction (Jesmin, 2020). Notably, Estonian teachers benefit from the flexibility to choose instructional methods aligned with the curriculum, with an increasing number opting for technology-driven approaches such as desktop computers, smartphones, laptops, or tablets for gaming activities (Jesmin, 2020). This emphasis on technological integration extends beyond the classroom, with games and gamification being widely employed across educational institutions like museums, interest centres, and libraries to enhance user experiences and boost participation rates (Haridus- ja Noorteamet, 2023).

At Tarvastu Gymnasium, for instance, a dedicated curriculum for II and III grade students incorporates role-playing activities to develop a range of skills, including character creation, communication, and project management (Tarvastu Gymnasium, n.d.). Additionally, publicly available games and domains cover various educational domains, including civic education simulations like those of the United Nations and the European Parliament, historical simulations such as "The Slave's Journey to Freedom," entrepreneurship simulations like "Entrepreneurial Village," and specifically in the realm of environmental education, games promoting environmental awareness developed by the Peipsi Cooperation Centre (Tarvastu Gymnasium, n.d.). Furthermore, museum-based role-playing experiences like the Estonian Maritime Museum's "Back by Christmas" offer immersive learning opportunities that extend beyond traditional classroom settings, enriching students' understanding of historical and environmental

topics (Tarvastu Gymnasium, n.d.). Through these innovative approaches, Estonia continues to demonstrate its commitment to providing students with engaging and impactful environmental education experiences that inspire action and stewardship for the natural world.

Sweden

In Sweden, Primary and Secondary Education institutions employ various impactful role-playing practices to instigate environmental actions among students. One effective approach involves immersive environmental simulations where students take on roles such as environmental activists, policymakers, or scientists to address real-world environmental challenges (Lundholm, 2019). These simulations allow students to engage in decision-making processes, analyse complex environmental issues, and propose solutions collaboratively. For example, students may participate in simulated debates on climate change policies or enact scenarios related to sustainable resource management, fostering critical thinking and environmental stewardship skills (Lundholm, 2019).

Furthermore, schools in Sweden often establish eco-committees or environmental clubs where students play active roles in planning and implementing sustainability initiatives within their school community (Swedish Environmental Protection Agency, n.d.). These committees provide opportunities for students to organise recycling programs, energy-saving campaigns, or environmental awareness events, empowering them to take tangible actions to reduce their ecological footprint and promote environmental sustainability (Swedish Environmental Protection Agency, n.d.). Additionally, integrating environmental themes into interdisciplinary projects or thematic weeks allows students to explore environmental issues through a holistic lens and develop a deeper understanding of the interconnectedness between environmental, social, and economic systems (Swedish National Agency for Education, 2020). By incorporating these role-playing practices into Primary and Secondary Education, Sweden aims to

cultivate environmentally conscious citizens who are equipped to address environmental challenges and contribute to a sustainable future.

Poland

In Primary and Secondary Education in Poland, impactful role-playing practices that lead to environmental actions can include initiatives such as environmental simulations, eco-committees, and community engagement projects. One specific example is the implementation of environmental simulations where students take on the roles of stakeholders involved in environmental decision-making processes. Through simulated scenarios like town hall meetings or environmental summits, students develop an understanding of complex environmental issues and explore potential solutions collaboratively (Polish Ministry of National Education, 2020). Additionally, establishing eco-committees within schools empowers students to take active roles in environmental stewardship by organising green initiatives, conducting environmental audits, and implementing sustainability practices within the school community (European Environmental Agency, 2013). Furthermore, community engagement projects, such as tree planting campaigns or waste reduction initiatives, provide opportunities for students to apply their environmental knowledge and skills in real-world contexts, fostering a sense of environmental responsibility and promoting positive environmental actions beyond the classroom (Polish Ministry of National Education, 2017). By incorporating these role-playing practices into Primary and Secondary Education, Poland aims to nurture environmentally conscious citizens who are inspired to take meaningful action towards sustainability.

Greece

In Greece, Primary and Secondary Education institutions can implement impactful role-playing practices to inspire environmental actions among students. One effective approach is to organise simulated environmental debates or negotiations where students assume the roles of stakeholders such as environmental activists, government

officials, or industry representatives (Oikonomou et al., 2019). Through these role-playing scenarios, students can engage in discussions about pressing environmental issues, propose solutions, and advocate for sustainable practices, fostering critical thinking and civic engagement skills. For example, students may debate policies related to waste management, renewable energy, or biodiversity conservation, leading to increased awareness and action towards environmental sustainability (Oikonomou et al., 2019).

Furthermore, schools in Greece can establish eco-school committees or environmental clubs where students actively participate in planning and implementing environmental projects within their school community (Foundation for Environmental Education, n.d.). These committees provide opportunities for students to organise recycling initiatives, tree planting campaigns, or environmental awareness workshops, empowering them to take tangible actions to improve their school's environmental performance (Foundation for Environmental Education, n.d.). Additionally, integrating environmental themes into interdisciplinary projects or thematic units allows students to explore environmental issues from various perspectives and develop a holistic understanding of the interconnectedness between the environment, society, and economy (Ministry of Education, Research and Religious Affairs, 2017). By incorporating these role-playing practices into Primary and Secondary Education, Greece aims to cultivate environmentally responsible citizens who are equipped to address environmental challenges and contribute to sustainable development.

Questionnaires

Title: An Analysis of the Implementation of Gamification and Role-Playing in Environmental Education: Insights from Teachers in Sweden, Estonia, Poland, and Greece

Gamification and role-playing have gained considerable attention as innovative teaching methodologies that promote active engagement and enhance learning

outcomes. This research aimed to provide an academic analysis of the implementation of gamification and role-playing strategies in the field of environmental education. The research design employed a quantitative data collection through questionnaires. The sample consisted of primary and secondary school teachers from the four aforementioned countries. The research involved a sample of 43 teachers from primary and secondary education in Sweden, Estonia, Poland, and Greece. The primary objective was to investigate the frequency and effectiveness of incorporating gamification and role-playing in various subject areas, with a specific focus on environmental education. Additionally, the study examined the level of environmental awareness fostered through these methods and the role of the Ministry of Education in promoting gamification. Furthermore, the study explored the familiarity and utilisation of the educational live-action role-playing (edularp) methodology among teachers and identified the perceived effectiveness of this tool.

Results: The analysis of the questionnaires revealed that while 86% of the teachers surveyed reported using gamification as a teaching methodology, only 55.8% utilised this approach in the context of environmental education. Surprisingly, 37.2% of the teachers stated that they never employed gamification in their environmental lessons. However, approximately two-thirds of the respondents believed that gamification and role-playing methodologies effectively increased environmental awareness among students. This discrepancy suggests that teachers may not fully understand how to incorporate gamification and role-playing into their environmental lessons. Furthermore, more than half of the participants (51.2%) expressed the view that the Ministry of Education rarely encourages the use of gamification and role-playing in the curriculum. This finding aligns with the notion that educators from more conservative educational systems, such as Greece and Poland, may face greater barriers and limited support in implementing these innovative teaching practices. In contrast, countries with more decentralised educational systems tend to provide greater flexibility and freedom for the implementation of gamification and role-playing

methodologies, as reflected by the 48.8% of respondents who acknowledged the availability of sufficient time within their curriculum for such activities.

Moreover, 51.2% of the teachers admitted to having little or no knowledge of the edu-larp methodology, indicating that this approach is not widely recognized or utilised as a teaching tool. Furthermore, when asked if they had ever used edularp games in their teaching procedures, 76.7% responded negatively, highlighting the underutilization of edu-larp even in more decentralised educational systems.

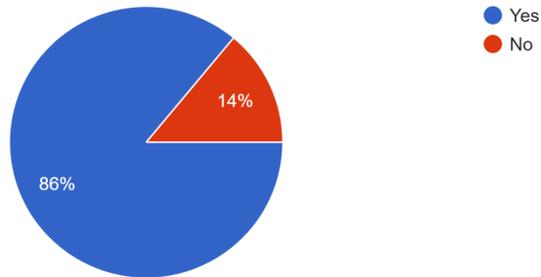
Data Analysis:

The analysis of the questionnaires reveals several key entry points for the implementation of GreeneduLARP programs aimed at promoting the edu-larp methodology as a teaching tool for environmental education. The findings indicate that many teachers lack specific tools and strategies for teaching environmental education effectively. In countries such as Greece and Poland, where edu-larp is not widely recognized as a teaching tool, efforts should be made to raise awareness among educational policymakers. In contrast, in Estonia and Sweden, where teachers are generally familiar with edu-larp but do not frequently incorporate it into environmental education, it is crucial to focus on teacher training and provide support and resources to encourage its use in this specific context.

By addressing these entry points, the GreebEduLARPprogram can effectively enhance environmental education practices. It is essential to provide teachers with the necessary knowledge and resources to effectively integrate gamification, role-playing, and edu-larp into their environmental lessons. This can be achieved through targeted professional development programs, workshops, and collaboration with educational authorities and institutions. By bridging the gap between theoretical knowledge and practical implementation, educators can unlock the full potential of gamification and role-playing methodologies, ultimately fostering greater environmental awareness and engagement among students.

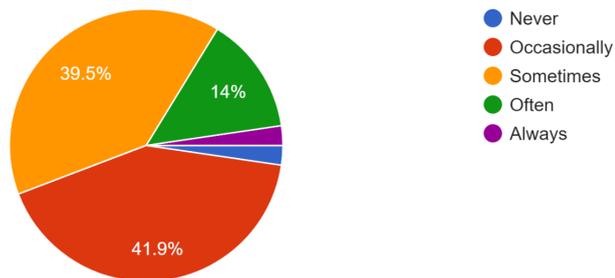
Do you use gamification or role-playing as a teaching methodology?

43 responses



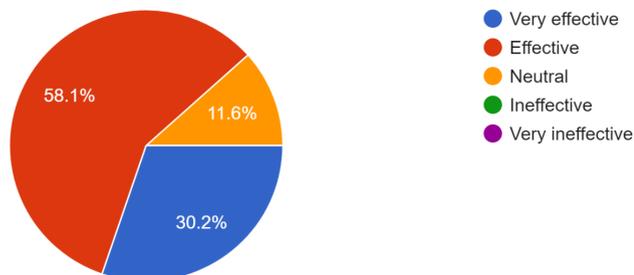
How often do you use gamification or role-playing as a teaching methodology?

43 responses



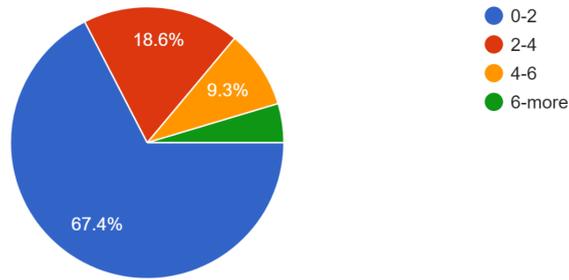
At which point is this teaching tool effective in relation to the objectives of the curriculum according to your experience?

43 responses



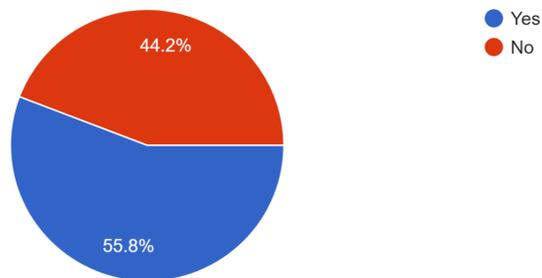
How many hours during the week do you teach environmental lessons or activities?

43 responses



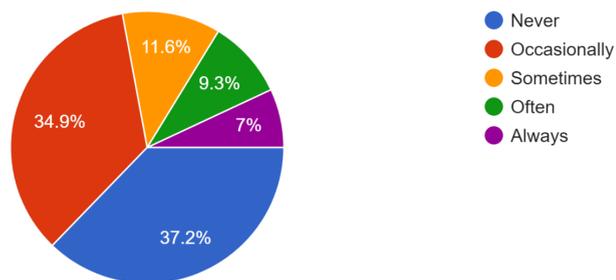
Have you ever used gamification or role-playing in environmental lesson or activities?

43 responses



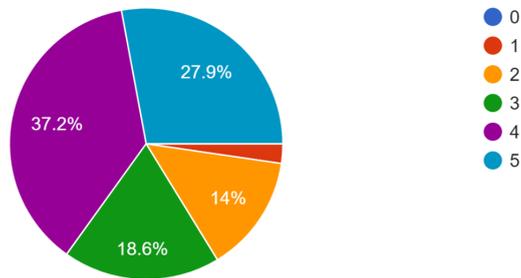
How often do you use gamification or role-playing in environmental lessons or activities?

43 responses



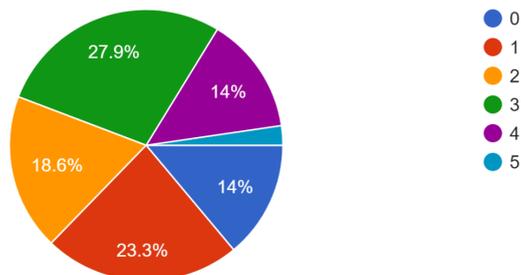
At which point do you believe that gamification or role-playing as a teaching methodology is increasing environmental awareness? *point definition where 5 represent strogly agree

43 responses



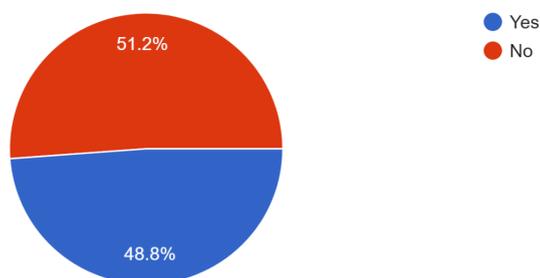
At which point do you believe that the Ministry of Education encourages the use of those practices in schools? *point definition where 5 represents strongly agree

43 responses



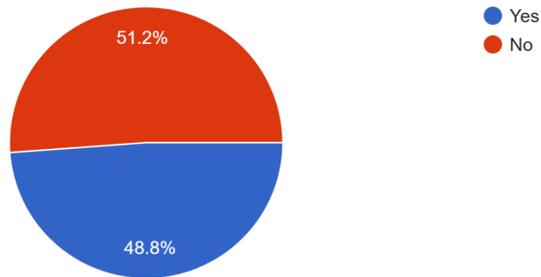
According to the curriculum is there enough time to implement activities using gamification or role-playing as a teaching tool for environmental awareness?

43 responses



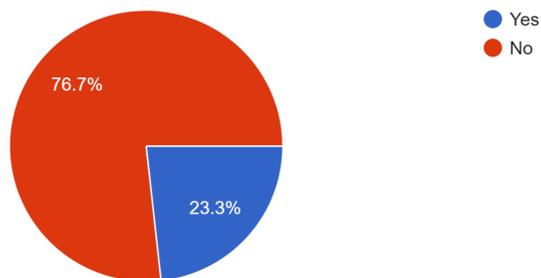
Do you know the EduLARP (Educational Live Action Role Playing) methodology?

43 responses



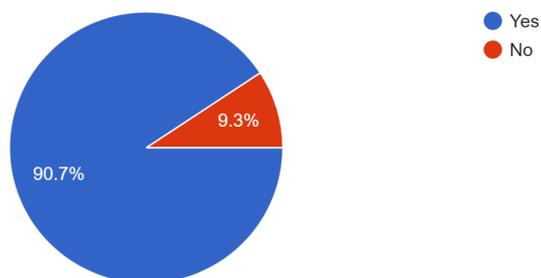
Have you ever use EduLARP games in the teaching procedure?

43 responses



EduLARP is undoubtedly an impactful and innovative teaching tool according to research. Would you like to learn more about EduLARP methodology?

43 responses



Focus groups Discussions

During the training program in Poland, a series of focus group discussions were conducted with teachers from each participating country's national team. The purpose of these discussions was to engage educators in an academic dialogue regarding the most effective strategies for disseminating the use of edu-larp (Educational Live Action Role-Playing) in schools. The focus groups provided a platform for teachers to collectively reflect upon and exchange ideas on how to promote and integrate edu-larp into their respective educational systems. Through these academic conversations, participants aimed to identify and discuss the best approaches for introducing and implementing edu-larp as an innovative teaching methodology within their schools. The insights gathered from these discussions hold significant value in informing the development of effective dissemination strategies and fostering the widespread adoption of edu-larp in educational settings.

Estonia

Estonian teachers' opinion is that the best way to spread the edu-larp is similar to what happened during the pilot training. It is necessary to gather interested teachers from different schools, provide them with necessary knowledge and tools, and awaken interest to use it in their classrooms.

At the same time, teachers who use EduLarp in their work should use every opportunity to introduce this teaching method in their circle, involving friends, colleagues, and parents. In many Estonian schools, the "From Colleague to Colleague" teaching method is used, where educators who have attended training introduce the information to all school teachers. This is a valuable platform for the initial introduction of EduLarp. Teachers who use this method can also advertise their techniques more widely (colleagues from other schools, school website, Facebook, Instagram) to generate

interest in teachers from other schools - this gives them the opportunity to be invited to another school's teachers study day to share experiences.

In addition, a community of teachers who use EduLarp could be formed, where experiences on this topic are shared, and where advice and ready-made scenarios can be found if needed. This has already been started, there is a website <https://hariduslikudrollimangud.wordpress.com/?fbclid=IwAR1XaGPbmivtcqA9THMmyHSlA2-QvByjgg4NHI6kFQB3DdKzy0kdJAKYPG0>, which introduces EduLarp and its possibilities in Estonian. If the teachers who attended the pilot training become the core of the community, their activities could be spread more widely through various media channels, and new people interested in the matter could easily find initial information.

When enough schools have started using EduLarp in their teaching and school administrations already accept and appreciate this method, we can move on to the next level and start promoting EduLarp at the level of the Ministry of Education and the Education and Youth Board (HARNO).

Sweden

The entry points for introducing Green EduLARP in Swedish schools can be strategically approached through various avenues to engage educators and stakeholders. One effective method is to begin with smaller or simpler initiatives that help familiarise teachers with the concept of role-playing and its potential benefits. Instead of directly introducing edu-larp, it is essential to emphasise broader goals within the educational system, such as interdisciplinary collaborations and incorporating experiential learning approaches. By highlighting the connections between role-playing and curriculum objectives, educators can begin to recognize the value of incorporating edu-larp into their teaching practices.

Disseminating information and raising awareness about Green EduLARP can be accomplished through several channels. Key platforms include educational conferences and events like the SETT fair, where educators gather to explore innovative

teaching methodologies. Teachers' magazines and the involvement of professional unions can also serve as effective channels for spreading information and generating interest in edu-larp. Collaborating with Naturskoleföreningen, an association focused on nature education, provides an opportunity to introduce edu-larp as an engaging and environmentally conscious teaching tool.

Engaging with fellow role-playing professionals is another essential step in building a theoretical basis for role-playing in education. By sharing experiences and discussing how students benefit from role-playing, educators can gain valuable insights and gain confidence in implementing edu-larp in their classrooms. Additionally, exploring the political landscape and understanding the environmental goals set by educational and political leaders, such as those outlined in Agenda 2030, can provide leverage to promote edu-larp as a means to achieve these objectives.

Expanding the reach of Green EduLARP can also involve exploring collaboration opportunities with cultural schools. By showcasing the investigative potential of edu-larp as a method preceding performances or advocating for edu-larp as an activity within cultural schools, educators can tap into existing structures and spaces to promote the methodology further.

Overall, the entry points for Green EduLARP in Swedish schools lie in carefully planned dissemination strategies, collaboration with relevant organisations, building theoretical foundations, aligning with educational goals, and exploring connections with cultural schools. By leveraging these entry points, the adoption and integration of edu-larp can gradually be fostered within the Swedish educational system, providing students with transformative and immersive learning experiences in the realm of environmental education.

Poland

During the evaluation of the GreenEduLarp conference, Polish teachers expressed their opinion about the conducted workshops. They were very satisfied with the opportunity to participate in the conference. In Polish schools, the EduLarp method is not widely

known or used. According to the participants, it is a very interesting method for conducting lessons and implementing the material from the curriculum. The conference participants agreed that they already had ideas on how to use this method in their classes, for example by discussing mandatory reading in Polish language classes, talking about ecology in biology or philosophy. Teachers wondered what could be done to popularise this method. They believe that organising training workshops similar to our conference is an ideal solution for promoting this method. In their local communities, teachers will talk about these workshops during their training meetings. It is also possible to organise LARPs with students and disseminate this information on the school website or social media. The training participants also proposed that a good way to spread the word about what they learned is to meet with teachers from neighbouring schools and present what EduLarp is and how it works. Teachers also suggested submitting the topic of LARPs to units organising training for teachers, so that experts can prepare a training offer related to LARPs.

Greece

This training for the Greek teachers became an inspiration and motivation for them. They exchanged ideas and were given a reason for further research on EduLARP. They found EduLARP a really interesting method, some of them heard the method for the first time since in Greece it is not that popular. The team made some interesting suggestions about how to disseminate EduLARP in Greek schools.

In the Greek curriculum there is a subject called “**skills workshops**”. For the 1st-2nd grade of Primary School is 3 hours, 3rd-4th is 2 hours and for 5th-6th is 1 hour per week and 1 hour for the 1st-2nd-3rd grade of High School . So, this subject can be an entry point for the implementation of EduLARP. In addition, in public schools teachers have the opportunity to create after **school clubs**. Another proposal was to implement EduLARP in **theatre lessons** in Primary schools.

The educational system in Greece has a strict hierarchy and is centralised, but is being attempted decentralisation, so school principals are given the opportunity to take initiatives and organise **training seminars in their schools** for the teachers based on their needs 15 hours every year.

Every region has **school counsellors for environmental education** (responsible for environmental education of eastern Thessaloniki - Christina Tsaliki) who are responsible for school activities for their district. Our teachers proposed to create a contact with the counsellors so as to implement Green EduLARP programs in schools. Some of the school counsellors are responsible for theatrical education as well. They proposed to create contact with these people too.

Task 2: EduLARP and CCE

The effective integration of innovative teaching methodologies, such as gamification and role-playing, has the potential to play a crucial role in climate change education. In order to assess the importance of edu-larp (Educational Live Action Role-Playing) for climate change education, feedback was obtained from a sample of three educators from Estonia, Sweden, Poland, and Greece after the training workshop held in Poland. The feedback was gathered through interviews conducted with the participating teachers, focusing on various aspects of their use and perception of gamification and role-playing as teaching methodologies.

The interview questions aimed to explore the frequency of their use of gamification and role-playing, the extent to which they believed these methodologies increased environmental awareness, the level of encouragement from the Ministry of Education to implement these practices in schools, the adequacy of curriculum time for implementing gamification and role-playing activities for environmental awareness, the perceived importance of Green EduLARP for climate change education after the

training, the benefits and effectiveness of this methodology, the likelihood of using it in their schools for teaching environmental education, and their views on the entry points within their education systems for teachers to adopt the Green EduLARP method. The analysis of the educators' responses to these questions will provide valuable insights into the potential impact and integration of edu-larp as an important tool for climate change education, shedding light on its benefits and the challenges involved in its implementation within their respective school settings.

Interview questions

1. How often do you use gamification or role-playing as a teaching methodology?
2. At which point do you believe that gamification or role-playing as a teaching methodology is increasing environmental awareness?
3. At which point do you believe that the Ministry of Education encourages the use of those practices in schools?
4. According to the curriculum is there enough time to implement activities using gamification or role-playing as a teaching tool for environmental awareness?
5. After the training in Poland do you consider that Green EduLARP is an important method for Climate Change Education? And why?
6. What are the method's benefits? Why do you think it is an effective method?
7. Will you use this method in your school after the training for teaching environmental education?



8. What do you think are the entry points for your school education system for teachers to use the Green EduLARP method?

Estonia

The use of edu-larp as a teaching method has gained recognition for its effectiveness in enhancing environmental awareness among students. This conclusion is supported by insights obtained from interviews conducted with three educators, as well as the findings of a comprehensive analysis of a questionnaire administered by Peipsi CTC in Estonia. The questionnaire, which received responses from five educational workers, revealed that gamification and role-playing are widely acknowledged as effective approaches for promoting environmental awareness in the educational context. These findings highlight the increasing popularity and positive perception of edu-larp as a valuable tool in climate change education.

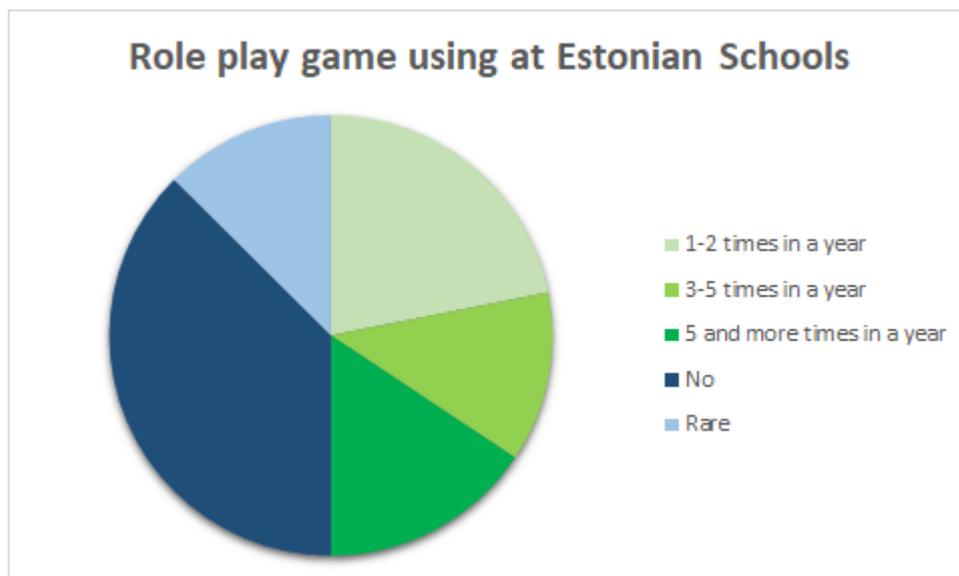
Conclusion

In conclusion, the findings of the survey and interviews highlight several important points regarding the use of Green EduLARP methodology in Climate Change Education (CCE). The survey revealed that Estonian educational workers perceive gamification and role-playing as effective teaching methodologies that enhance environmental awareness among students, fostering open discussions and a holistic understanding of environmental issues. However, it was found that while the school system in Estonia allows teachers to choose their preferred tools and methods, larp (live-action role-playing) is not actively utilised due to a lack of awareness among teachers. This underscores the need for training programs and recreational larp games to familiarise teachers with the edularp method and its benefits.

Furthermore, time constraints emerged as a significant barrier, with teachers expressing concerns about the limited availability of time to incorporate larp games into their instructional practices. Despite this, there is a recognition of the importance of

management support by school leaders in facilitating the implementation of Green EduLARP. Respondents believed that the Ministry of Education encourages the use of gamification and role-playing practices in schools, emphasising the need for reshaping the school agenda, greater integration of lessons, and enhanced cooperation among teachers.

To promote the use of Green EduLARP in national educational systems, respondents provided valuable suggestions. These include implementing more activities to introduce the method, conducting training sessions and playing games within teachers' associations, and introducing the curriculum to teachers who are already aware of the approach. Goal is to enhance familiarity with the method and encourage its implementation in school since according to that survey it can be said that half respondents used role play games at school.



Additionally, involving interest groups and leaders can offer support to teachers in utilising the methodology effectively.

In summary, the study highlights the potential benefits of Green EduLARP in CCE, such as fostering environmental awareness, facilitating open discussions, and engaging students of all ages. However, to fully leverage these benefits, it is crucial to address the

challenges related to teachers' knowledge and time constraints. By providing comprehensive training programs, incorporating recreational larp games, and promoting management support, the entry points for Green EduLARP can be established in national educational systems, enabling teachers to effectively utilise this engaging and experiential teaching methodology in environmental education.

Sweden

An investigation was conducted by interviewing three teachers who participated in the GreenEduLarp conference in Poland 2023. These educators work in primary and high schools, specialising in various subjects. One teacher who is currently using gamification and larping in history classes and is engaged with high school students was chosen. Another teacher, involved with primary school students, lacks experience in utilising larp in the classroom but plays an active role in the school's environmental awareness group. The final teacher works with students with special needs.

The Swedish teachers we interviewed revealed that they have varying degrees of familiarity with gamification and role-playing as teaching methodologies, often using them separately in a minimal and unstructured manner. They emphasised the importance of engagement and active participation during exercises involving elements of roleplay, especially for students who may not typically engage with the material through conventional methods.

Regarding the Ministry of Education's encouragement of these practices in schools, the teachers explained that there isn't explicit encouragement, but they appreciate the freedom teachers have in Sweden to adapt their methods. However, they acknowledged the challenges of achieving desired results and goals efficiently.

When it comes to the curriculum, the availability of time for implementing gamification or role-playing as teaching tools for environmental awareness varies based on the level they teach. Higher education levels often have less time due to numerous goals to achieve. They emphasised the importance of adapting the method to fit each teacher's level of commitment.

After attending the training in Poland, the teachers expressed a belief in the significance of Green EduLARP as a method for Climate Change Education. They noted its ability to engage participants, make abstract subjects tangible, develop social skills, and provide a sense that "Environmental issues are for real."

The benefits of the method they highlighted included the experiential aspect, making abstract information understandable, the opportunity to explore ideas and viewpoints, creating a safe space to "fail," and personal development.

Regarding the future use of this method in their schools, the teachers confirmed their intention to do so, albeit with some adaptations to their lesson plans.

In terms of entry points for integrating the Green EduLARP method into their school education system, the teachers outlined several strategies. These included emphasising adaptability to fit each teacher's timeframe and subject, exploring various subjects that could address environmental issues, leveraging low teacher commitment and planning to yield significant results, inspiring teachers and allowing them to influence colleagues and principals, and recognizing the value of soft skills rarely covered in traditional teaching methods. They viewed EduLarp as a comprehensive approach that combines factual knowledge with social interaction, analysis, discussion, and collaborative problem-solving.

Conclusion

The most significant insights gleaned from these interviews underscore the flexibility within the Swedish school system, where teachers have the latitude to select their educational approaches as long as they align with the objectives outlined in the Swedish curriculum. Moreover, the adaptability of the GreenEduLarp method emerged as a key point of emphasis. It was highlighted that this approach can easily expand or contract to suit varying scales and timeframes, accommodating the diverse needs of educators. However, perhaps the most compelling aspect of the method, as articulated by the teachers, is its remarkable capacity to actively engage students and provide them with experiences that resonate with real-life learning. Additionally, by

assuming roles within the educational process, students are afforded the opportunity to cultivate soft skills without the anxiety associated with exams or graded outcomes, fostering a more holistic and experiential approach to education.

Poland

In the conducted interviews, Polish teachers confirm that they use games and employ gamification in a broad sense as a means to enhance the learning process and make lessons more engaging. They also emphasise that the use of games and role-playing methods can positively impact environmental awareness among students, not only stimulating thinking but also encouraging action and engagement in environmental protection. Teachers unanimously state that the Ministry of Education in Poland does not strongly encourage the use of gamification in schools, but it also does not prohibit the use of these methods. The Ministry of Education emphasises that the most important aspect is achieving the goals outlined in the curriculum, and the specific methods and approaches to reach these goals are not prescribed. Teachers highlight that sometimes these methods are very interesting but, unfortunately, too time-consuming, leading them to forgo their use due to the limited time available for each subject, as the schedule is tightly defined. Therefore, the application of a particular game depends solely on the teacher, their flexibility, and creativity in achieving the curriculum goals without exceeding the allocated time.

Teachers responded that the time spent on training in Poland with the GreenEduLarp method was very beneficial for them. They were not familiar with the EduLarp method before and find it very interesting, especially for teaching about environmental protection. This method fosters creativity, group work skills, collaboration, tolerance, the ability to express oneself and voice opinions, and also contributes to the development of imagination and a creative approach to environmental issues. Teachers evaluated this method as highly effective because learning through action is a very efficient way of acquiring knowledge. Despite the fact that this method is not mentioned in the curriculum, topics related to ecology, environmental protection, and ecological

awareness are included in Polish education policy as top priorities and are mandatory points of instruction. Teachers expressed that, although they do not consider themselves experts in the EduLarp method, they will try to use it in teaching about the protection of our planet, so they will incorporate the GreenEduLarp method in their practice.

Conclusion

GreenEduLarp in Poland is an innovative and new but very intriguing method that enhances the teaching process. It develops various skills in students, such as creativity, group collaboration, tolerance, socialisation, motivates them to take action, teaches openness, and helps overcome fears in expressing their own views. The Polish curriculum does not specify which methods teachers should use; the most important thing is for the teacher to achieve the curriculum's goals. The path chosen by the teacher to achieve these goals is very broad and allows the teacher to select their own method. Polish teachers are very open to using GreenEduLarp.

Greece

An investigation was conducted by interviewing three teachers who participated in the GreenEduLarp conference in Poland 2023. These educators work in primary and high schools, specialising in various subjects. Educators recognize the value of incorporating educational role-playing games like "Edu-LARP" into primary and secondary education, particularly in STEM subjects and environmental sciences. While not officially endorsed by the Ministry of Education, some school counsellors advocate for this experiential learning approach. It's most effective at the secondary level, helping students develop problem-solving, critical thinking, and responsibility. Students actively engage in their learning, boosting self-confidence and decision-making skills. Training in Poland has shown that Edu-LARP goes beyond traditional classrooms, promoting independent thinking, effective collaboration, and student ownership of learning. In the coming academic year, this educator plans to merge environmental education with mathematics using Edu-LARP. However, broader training and awareness among educators are essential since many are unfamiliar with this innovative approach.

In urban schools where outdoor experiences are limited, environmental education gains importance. The Ministry of Education aims to integrate drama-based learning and role-playing games into the curriculum, but educators face challenges due to extensive demands, especially in higher grades. Edularp (Educational Live-Action Role-Playing) emerges as a valuable tool, allowing seamless integration of environmental themes and engaging students. Unlike traditional role-playing games, Edularp offers a structured approach, capturing students' attention and fostering interactive experiences, trust, and communication. Proposing an Edularp laboratory involving students and parents to propagate the methodology within schools, this approach aims to introduce Edularp as a training program for educators. Ultimately, Edularp provides an immersive and dynamic approach to environmental education, reconnecting students with the natural world while enhancing their learning experience.

Conclusion

In terms of suggestions for the entry points of Green EduLARP into the National Educational System, several key considerations arise. Firstly, it is crucial to **establish Edularp laboratories or training programs for educators at both pre-service and in-service levels**. This will ensure that teachers are adequately equipped with the knowledge and skills required to implement Green EduLARP effectively.

Additionally, **collaboration between educational institutions, government bodies, and environmental organisations is essential to facilitate the dissemination of Green EduLARP**. This could involve developing standardised **curricular modules, providing funding support, and organising professional development workshops**. Furthermore, the incorporation of Green EduLARP into national education policies and curriculum guidelines will underscore its significance in the educational landscape.

In conclusion, the integration of Green EduLARP into the National Educational System has the potential to significantly enhance **Comprehensive Civic Education** by fostering environmental consciousness, active citizenship, and critical thinking among students. The interest of teachers in adopting this methodology indicates a readiness for innovative pedagogical approaches. To successfully introduce Green EduLARP, collaboration, educator training, and policy integration will be key factors in its widespread adoption and impact on environmental education.

Interview with Environmental Policy Maker

In our discussion with Maria Stroumpa, an environmental educator from Kookoonari, an environmental organisation dedicated to education, shed light on the invaluable role games play in facilitating environmental education. According to their representative, integrating games into educational processes enhances children's understanding and acquisition of knowledge and skills. By incorporating games as a methodology, environmental education becomes more accessible and engaging for children, allowing them to comprehend complex concepts in a context that aligns with their natural inclinations.

However, despite the evident benefits of using games in education, there are challenges to its widespread adoption in formal settings, particularly in Greece. The lack of support may stem from the extensive curriculum demands and a shortage of specialised expertise in environmental education. This underscores the need for policymakers to reassess educational priorities and consider the promotion of quality environmental education through gaming methodologies.

Nevertheless, the advantages of using role-playing games in education are significant. These games promote experiential learning, enhance social communication, develop emotional intelligence, and foster collaborative skills among participants. Through simulation-based learning, participants can navigate social and environmental

challenges, strengthen their communication skills, understand emotional reactions, and engage in collaborative learning experiences.

In summary, while there are obstacles to overcome, the potential of games in enriching environmental education cannot be ignored. By recognizing the value they bring to voluntary learning experiences and considering policy adjustments, there is an opportunity to enhance environmental education and cultivate a generation of environmentally conscious individuals.



Task 3: EduLARP and 21st c. skills

In the quest to further enhance the educational landscape, particular attention is now being directed towards the pivotal role of Live Action Role-Playing (LARP) in fostering a range of essential 21st-century life skills. These skills encompass **critical thinking, flexibility, imagination, problem solving, creative disruptive innovative mind, resilience, meditation-mindfulness) and emotional intelligence development (self-control, empathy, self-knowledge, management of emotions)** among others. Furthermore, this transformative approach to education extends its reach into the domain of emotional intelligence development, including aspects such as self-control, empathy, self-awareness, and the adept management of emotions. As we embark on the journey to cultivate environmental education and foster global consciousness, the significance of integrating LARP as a pedagogical tool becomes increasingly apparent.

Task 3 is dedicated to advancing this very **argumentation, highlighting the profound impact of EduLARP on the development of these crucial soft skills**. Importantly, it underscores the symbiotic relationship between these skills and environmentally-conscious actions and scenarios, emphasising their vital role in shaping a generation of informed and proactive global citizens.

Cultivation and Development of Skills through Edu-LARP

Edu-LARP (Educational Live Action Role-Playing) is a highly effective educational methodology for cultivating and developing skills in students of all ages. Through this approach, participants are embedded in fully lifelike environments where they take on roles and tackle real or synthetic problems. This embedded, experiential environment provides a multitude of opportunities for skill development in a variety of areas (Hansen & Elbæk, 2019).

Examination of how Edu-LARP relates to skill development.

Edu-LARP (Educational Live Action Role-Playing) is closely linked to skill development through a multitude of modalities, as it provides a context where participants can explore, pretend and tackle real or synthetic problems. Here are some ways in which Edu-LARP is linked to skill development (Hansen & Elbæk, 2019):

- **Interpersonal Skills:** During an Edu-LARP activity, participants interact with each other as different characters and must communicate, collaborate, and negotiate to solve problems. This process enhances communication skills, perception of others' needs and the ability to manage conflict.
- **Creative Thinking:** Edu-LARP provides a creative context where participants must be inventive in addressing challenges and finding solutions. Through interacting with the environment and creating new alternatives, participants develop their creative thinking and their ability to solve problems.
- **Critical Thinking:** During an Edu-LARP experience, participants must analyse and evaluate information, predict impacts and outcomes, and make decisions based on the information available to them. This process enhances critical thinking and the ability to manage complex situations.
- **Role Performance:** Edu-LARP requires participants to adopt and perform roles, often providing opportunities to develop self-awareness and understanding of role interactions.

Through these mechanisms, Edu-LARP promotes the development of skills that are essential for successfully adapting to the modern world and meeting challenges at personal, professional and societal levels. In this way, Edu-LARP is a powerful tool for preparing students for the demands of the 21st century (Hansen & Elbæk, 2019).

Analysis of the different skills that can be developed through Edu-LARP

Edu-LARP (Educational Live Action Role-Playing) offers a rich variety of skills that can be developed through participation in activities of this kind. The following is an analysis of the various skills that are enhanced through Edu-LARP (Mardell et al., 2023):

- **Communication:** Participants learn to communicate with each other, express their ideas and listen to other characters' opinions.
- **Collaboration:** Collaboration is key to solving problems and achieving goals, encouraging participants to work together and share ideas.
- **Creativity:** Through interacting with the environment and creating new alternatives, participants develop their creative thinking and resourcefulness.
- **Critical Thinking:** Participants analyse and evaluate information, predict impacts and outcomes, and make decisions based on the information available to them.
- **Time Management:** Participants learn to manage their time effectively to achieve their goals and meet challenges.
- **Social Skills:** Participants develop social skills such as understanding the needs of others and managing relationships.
- **Analysis and Critical Thinking:** Participants develop the ability to analyse and judge situations, information, and decisions.
- **Stress Management:** Facing challenges and solving problems in an Edu-LARP environment helps develop stress management skills and resilience.

These skills are just a few of the many that can be developed through Edu-LARP. Each activity can focus on different skills, depending on its objectives and the nature of the issue being addressed (Mardell et al., 2023).

Applications of Edu-LARP in Education

Edu-LARP (Educational Live Action Role-Playing) offers many applications in the field of education, as it provides a dynamic and engaging environment for skill development

and learning. Some of the main applications of Edu-LARP in education include (Paiva et al., 2005):

- **Enhancing Learning through Experiential Learning:** Edu-LARP offers students the opportunity to experience lessons through hands-on experiences, making learning more engaging and deepening their understanding of subjects.
- **Skills Development:** Edu-LARP helps develop a wide range of skills, such as communication, collaboration, creative thinking, critical thinking and time management.
- **Social Awareness:** Through role taking and interaction with other characters, students develop social awareness and sensitivity to issues of culture, equity and justice.
- **Empowerment of self-esteem:** Through role taking and problem solving in different contexts, students strengthen their self-esteem and develop self-confidence.
- **Developing a critical thinker:** Edu-LARP promotes the development of critical thinking skills as students analyse and evaluate the information and situations they encounter.
- **Strengthening Teamwork:** Edu-LARP promotes teamwork and collaboration skills as students must work together to achieve goals and solve problems.

These applications show how Edu-LARP can be used as a powerful educational tool to develop skills and prepare students for the demands of the modern world (Paiva et al., 2005).



Challenges and Perspectives

Analysis of the challenges that arise in the implementation of Edu-LARP

The application of Edu-LARP (Educational Live Action Role-Playing) in education brings a number of challenges that must be addressed with care and understanding. Let's analyse these challenges (Rumore, Schenk & Susskind, 2016):

- **Preparation and Organization:** Creating and executing an Edu-LARP requires significant preparation and organisation by educators. Detailed scenarios must be created, appropriate clocks selected, availability of required resources ensured and teachers trained to manage the activity.
- **Behaviour Management:** Managing student behaviour during an Edu-LARP is a challenge. As students are involved in a dramatic environment, behavioural problems may arise that require the attention and skill of the teacher to be effectively addressed.
- **Participation of all Students:** It is challenging to ensure the participation of all students in an Edu-LARP. Some students may feel insecure or uncomfortable taking on roles, while others may be more reticent about being actively involved.
- **Evaluation:** Evaluating the educational performance and educational value of Edu-LARPs can be challenging. Traditional evaluation methods may not be suitable for measuring the educational outcomes of Edu-LARP activities.
- **Time and Resource Requirements:** The implementation of Edu-LARP requires significant investments in time and resources. Creating and running a successful Edu-LARP activity can require many hours of preparation and the use of various materials and equipment.

Although these challenges exist, Edu-LARP remains a powerful educational tool that can provide a rich, effective, and fun learning experience for students (Rumore, Schenk & Susskind, 2016).

Perspectives on the future development and use of Edu-LARP in education

The field of education continues to evolve, and Edu-LARP (Educational Live Action Role-Playing) has a number of prospects for its future development and use. Let's consider some of these perspectives (Lithoxoidou et al., 2017):

- **Incorporation into School Curricula:** One perspective is to integrate Edu-LARP into school curricula as an alternative form of learning. This can provide students with rich learning experiences and enhance their participation and understanding.
- **Development of Educational Applications:** There is a prospect for the development of more educational applications based on Edu-LARP, both for classroom use and online learning. These apps can cover a wide range of subjects and levels of education.
- **Developing Curriculums:** Educators can develop educational programs based on Edu-LARP that match the needs and interests of their students. These programs can offer personalised educational experiences.
- **Application to Vocational Education Programs:** Edu-LARP can also be applied to vocational education programs to develop skills and prepare for the world of work.
- **Extensive Research and Development:** There is a need for extensive research and development in the field of Edu-LARP to better understand its effects on student learning and development.

These perspectives reflect the growing recognition and acceptance of Edu-LARP as an effective and promising training method that can contribute to improving the educational experience and learning (Lithoxoidou et al., 2017).

Conclusions

This study demonstrates that Edu-LARP (Educational Live Action Role-Playing) significantly contributes to the cultivation and development of essential 21st century skills such as communication, collaboration, creative thinking, critical thinking, and self-esteem. By combining live action with role-playing, Edu-LARP creates engaging educational experiences that enhance learning and skill development. Despite challenges in preparation, behaviour management, and assessment, the methodology offers a dynamic learning environment that aligns with modern educational demands and fosters active student participation and enjoyment. The future of Edu-LARP includes potential integration into curricula, development of educational programs, and continued research and innovation in this field (Aura et al., 2023).



**GREEN
EDULARP**



Funded by
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RolePlaying (edu-larp) Project Number: 2021-1-EE01-KA220-SCH-000032573

Task 4: Policy Recommendations and Adaptation Suggestions

In the pursuit of advancing education methodologies, our collaborative effort brings together a consortium of partners committed to integrating EduLARP (Educational Live Action Role-Playing) into national curricula. Each partner contributes unique expertise, collectively forming robust recommendations for policymakers at the national and regional levels. The aim is to foster a seamless cross-curricular approach in schools, utilising EduLARP as a transformative tool for comprehensive climate education (CCE). The finalisation of this pivotal step will be orchestrated by our coordinating partner (AP).

Our overarching strategy is designed to convey to policymakers the positive impact of EduLARP, emphasising its importance in national curricula and adaptation procedures. Experts within the consortium will present concrete actions and ideas, specifically addressing policy makers, both at the national and regional levels. Importantly, this collaborative effort underscores the European Union's role in advocating for the significance of comprehensive climate education (CCE) on an international scale.

This groundbreaking document will be made available in English and the languages of all partner countries. Its purpose is twofold: dissemination and advocacy. As the first-ever transnationally impactful document of its kind, it serves to highlight the interdisciplinary nature of EduLARP. While the primary focus is on CCE, the document establishes EduLARP as a flexible method adaptable to various learning contexts, promising wider applications in education.

Why EduLARP?

The essay explores the significance of EduLARP within the educational landscape, emphasising its crucial role in comprehensive climate education. Through engaging EduLARP activities, students not only absorb information more effectively but also

develop a deep understanding of complex topics. The methodology's adaptability to diverse curricula makes it a valuable addition to modern educational practices.

Impact & Transferability:

The anticipated impact of this collaborative effort is to initiate a dialogue with policymakers and education stakeholders, opening avenues for the incorporation of EduLARP into CCE and its subsequent introduction into national curricula. The essay seeks to provide policymakers and teachers with a clear understanding of the importance of EduLARP, highlighting how fun learning enhances students' comprehension and facilitates seamless integration into existing curricula.

Beyond policymakers, teachers, and education stakeholders, our strategy envisions broader implementation. It encourages educators to embrace the EduLARP methodology, fostering collaboration with other expert EduLARPers. The universality of this approach ensures easy transferability to diverse national contexts, proposing applications across various subjects beyond Climate Change. This collaborative effort aims to spark a transformative shift in education, laying the groundwork for an innovative and engaging approach to comprehensive climate education.

Solid recommendations for Policy Level (Part 1: Policy makers)

This chapter delves into the intricate web of educational policymaking, aiming to dissect the roles and impact of key decision-makers within various categories. In our pursuit of understanding the dynamics that shape the educational landscape, we target **six prominent categories** of policy influencers in each partner country. These influential figures play pivotal roles in crafting, implementing, and shaping educational policies that resonate at different levels of the system.

Federal Government Officials:



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- **Minister of Education:** A key figure at the national level, responsible for formulating and implementing educational policies that impact the entire country.

State or Provincial Education Officials:

- **Minister of Education at the Provincial Level:** In federal structures, provinces or states often have their own education ministers, wielding influence over regional educational priorities.

Local School District Officials:

- **School Board Members:** Elected or appointed individuals serving on local school boards. Their decisions set policies at the district level, directly affecting schools within their jurisdiction.

International Organisations:

- **United Nations Educational, Scientific and Cultural Organization (UNESCO):** A global entity shaping educational policies and fostering international cooperation in education. We explore how UNESCO's global initiatives trickle down to impact national educational frameworks.

Non-Governmental Organisations (NGOs):

- Various NGOs engaged in educational advocacy and reform. We investigate the role of these external entities in influencing educational policies at different levels.

Academic Researchers and Think Tanks:

- Experts from academia and think tanks contributing to educational discourse. We analyse how research and intellectual inputs influence policy decisions and directions.

As we navigate through these categories, our objective is to unravel the distinctive contributions and impacts of each policy influencer. Through comprehensive analyses, we seek to understand the nuances of their roles, the extent of their influence, and the implications of their decisions on the educational system. This exploration goes beyond mere identification, aiming to uncover the intricate interplay of factors that shape the policies shaping our educational future.

By shedding light on these influential figures, this chapter serves as a foundation for subsequent discussions on how EduLARP can align with and potentially influence the decisions made by these key policy influencers. Through this exploration, we aim to create a roadmap for the strategic integration of EduLARP into the broader educational policies of each partner country, fostering a more holistic and dynamic approach to learning.

Estonia

Federal Government Officials

- **Ministry of Education and Research (*Haridus- ja Teadusministeerium*)**: This is the main governmental body responsible for formulating and implementing education policies in Estonia. The Minister of Education and Research leads this ministry and plays a significant role in shaping education policies.
- **Estonian Education and Youth Board (*Haridus- ja Noorteamet*)** : This board operates under the Ministry of Education and Research and is responsible for the practical implementation of education policies. It oversees various aspects of education, including curriculum development, teacher training, and educational support services.
- **Education Policy Council (*Hariduspoliitika Nõukoda*)** : This council advises the Ministry of Education and Research on education policy matters. It includes representatives from various stakeholders in the education sector, such as teachers' unions, school administrators, and academic experts.

State or Provincial Education Officials

In Estonia, education governance is primarily organised at the national level, with the Ministry of Education and Research overseeing education policies and programs. As such, there are no state or provincial education officials. While Estonia is administratively divided into municipalities, these local governments are responsible for managing and funding certain aspects of education, particularly basic education (grades 1-9) and preschool education. However, ultimate authority and decision-making power regarding education policies and regulations reside with the national government.

Local School District Officials

- **Local Governments (Municipalities):** Local governments in Estonia play a significant role in education policy making, particularly in managing and funding basic education (grades 1-9) and preschool education. They have the authority to establish and maintain schools, allocate resources, and implement local educational initiatives.
- **School Boards or School Committees:** Many schools have their own governing bodies composed of parents, teachers, community members, and sometimes students. These boards or committees often have authority over matters such as budgeting, hiring staff, setting policies, and shaping the direction of the school's educational programs.
- **School Principals and Administrators:** Principals and other school administrators are local leaders who have considerable influence over the day-to-day operations and educational priorities of their respective schools. They work closely with teachers, staff, parents, and students to ensure effective teaching and learning environments.
- **Parent-Teacher Associations (PTAs) or Parent-Teacher Organizations (PTOs):** PTAs or PTOs are grassroots organisations composed of parents, teachers, and sometimes community members. They advocate for the interests of students and

families at the local level, often engaging in activities such as fundraising, organising events, and providing input on school policies and initiatives.

- **Municipal Education Departments or Offices:** Within local government structures, there are often departments or offices dedicated to overseeing education within their respective municipalities. These departments may be responsible for managing budgets, coordinating services, implementing local educational initiatives, and collaborating with schools and other stakeholders.
- **Local Community Organizations and Nonprofits:** Various community organisations and nonprofits may also be involved in education policy making and advocacy at the local level. These organisations often focus on specific educational issues, such as literacy, extracurricular enrichment, or support for marginalised student populations.

International Organizations

- **United Nations Educational, Scientific and Cultural Organization (UNESCO):** UNESCO plays a global role in shaping educational policies and promoting international cooperation in the field of education.
- **European Union (EU):** Estonia is a member state of the European Union, and EU directives and policies often influence education in Estonia. Through EU funding programs and participation in various educational initiatives, Estonia aligns its education policies with EU standards and goals.
- **Organisation for Economic Co-operation and Development (OECD):** Estonia participates in OECD's Programme for International Student Assessment (PISA), which assesses the skills and knowledge of 15-year-old students in reading, mathematics, and science. The results of PISA surveys often inform education policies and reforms in Estonia.

- **United Nations Educational, Scientific and Cultural Organization (UNESCO):** Estonia collaborates with UNESCO on various education-related initiatives, including promoting inclusive and equitable quality education, supporting teacher training programs, and preserving cultural heritage in education.
- **Council of Europe:** Estonia is a member state of the Council of Europe and participates in its educational initiatives, such as the European Cultural Convention and the European Language Portfolio. The Council of Europe's recommendations and guidelines often influence educational policies related to language learning, cultural diversity, and human rights education.
- **Nordic Council of Ministers:** Estonia cooperates with the Nordic countries through the Nordic Council of Ministers on various educational projects and programs. Estonia's participation in Nordic-Baltic cooperation initiatives contributes to the exchange of best practices and ideas in education policy development.
- **International Monetary Fund (IMF) and World Bank:** Estonia has received support from international financial institutions like the IMF and World Bank for education reforms and investment in human capital development. These organisations may provide policy advice and technical assistance to improve education quality and efficiency.

Non-Governmental Organisations (NGOs)

- **Estonian Union of Teachers (Eesti Haridustöötajate Liit):** The Estonian Union of Teachers represents educators across the country and advocates for their professional interests and rights. It provides professional development opportunities, conducts research on education-related topics, and participates in policy discussions to improve the quality of education in Estonia.
- **Innove:** Innove is an organisation that supports the implementation of educational reforms in Estonia. It collaborates with schools, teachers, and policymakers to develop innovative teaching practices, improve school



leadership, and enhance the overall quality of education. Innove also manages various national educational programs and initiatives.

- **Praxis Center for Policy Studies (Praxis Keskpunkt):** Praxis is a think tank that conducts research and provides policy analysis on a wide range of social and economic issues, including education. It conducts studies on educational policies, evaluates their impact, and provides recommendations to policymakers to improve educational outcomes in Estonia.
- **Estonian School Heads Association (Eesti Koolijuhtide Ühendus):** The Estonian School Heads Association represents school principals and administrators and advocates for their interests in educational policy discussions. It provides leadership training, shares best practices among school leaders, and collaborates with policymakers to address challenges facing schools.
- **Estonian Association for Education and Research (Eesti Haridusteaduste Liit):** This association brings together researchers, educators, and other professionals in the field of education. It promotes research-based practices in education, organises conferences and seminars, and advocates for evidence-based policies to improve education in Estonia.
- **Estonian Youth Council (Eesti Noorteühenduste Liit):** The Estonian Youth Council represents the interests of young people and works to ensure their voices are heard in educational policy discussions. It advocates for youth-friendly education policies, provides youth-led initiatives and projects, and promotes civic engagement among young people.

In Estonia there are also already many NGOs who are promoting edularps. These are:

- **NGO Mondo** <https://mondo.org.ee/>: Mondo is an Estonian organisation that alleviates global inequality. They have different training for the educator and good material libraries. In Estonia to reach the interested target group and to create lesson plans that include role play games. Mondo is an Estonian organisation that alleviates global inequality.

- **Estonian Green Movement** <https://roheline.ee/> : The Estonian Green Movement is a non-profit organisation engaged in environmental protection with the aim of improving the situation of the Estonian environment and directing our society to a green, sustainable way of thinking. They can be helpful with developing scenarios.
- **NGO Karu Klubi** <https://karuklubi.ee/> : They are doing training, workshops and games. They can be helpful with developing scenarios and also the edularp idea introduction for public and schools.
- **NGO Mõõgavennad**: They are doing training, workshops and games. They can be helpful with developing scenarios and also the edularp idea introduction for public and schools.
- **Reval Regnum MTÜ**: Larpiklubi Reginleif from Tartu Viking age hobby group Real life role play Soft sword fight Archery Blacksmithing Ancient crafts History. They can be helpful with developing scenarios and also the edularp idea introduction for public and schools.
- **Ancient time centre in Tartu** <https://muinaskeskus.ee/> , eistulfarnir@gmail.com : They are doing training and workshops and games. They can be helpful with developing scenarios and also the edularp idea introduction for public and schools.
- **Edmus**, <https://www.edumus.ee/> : NGO to enrich and improve school education in Estonia and other countries. Only by working together can we make education even more diverse and meaningful for both students and teachers. To bring specialists from different fields together with schools and to support them in teaching in every way. Maria Rahamäg, Founder and CEO, maria@edumus.org - With the different school networks edularp training and materials presentations can be organised.

Academic Researchers and Think Tanks

- **Universities and Research Institutions:** Higher education institutions and research organisations in Estonia contribute to education policymaking through research, academic expertise, and collaboration with governmental agencies. They provide valuable insights and recommendations to inform education policies and reforms.
- **Institute of Education (Hariduse Instituut) at Tallinn University:** The Institute of Education conducts research on educational policies, practices, and reforms in Estonia. It collaborates with national and international partners to address key challenges in education, offers professional development programs for educators, and provides expertise to policymakers.
- **Centre for Educational Technology (Haridustehnoloogia keskus):** The Centre for Educational Technology focuses on the integration of technology in education and provides training, resources, and support to educators to enhance teaching and learning through digital tools and platforms.
- **Estonian Institute for Educational Research (Eesti Hariduse Uurimise Instituut):** This research institute conducts studies on various aspects of education, including curriculum development, assessment, teacher training, and educational equity. It provides evidence-based recommendations to policymakers and practitioners to improve the quality and effectiveness of education in Estonia.
- **Praxis Center for Policy Studies (Praxis Keskpunkt):** Praxis is a multidisciplinary think tank that conducts research and provides policy analysis on social and economic issues, including education. It conducts studies on educational policies, evaluates their impact, and offers recommendations to policymakers to address challenges and promote reforms in education.
- **Centre for Educational Innovation (Haridusuuenduse Keskus):** The Centre for Educational Innovation works to promote innovative teaching and learning practices in Estonian schools. It provides training and support to educators,

develops educational resources and materials, and facilitates collaboration among schools to foster innovation and excellence in education.

- **Estonian Research Council (Eesti Teadusagentuur):** The Estonian Research Council funds and coordinates research projects in various fields, including education. It supports academic researchers and institutions in conducting studies on educational issues, disseminating research findings, and contributing to evidence-based policymaking in education.
- **Centre for Inclusive Education Inclusion:** This centre promotes that inclusion is a way of thinking, a world view and an attitude towards life. The Inclusive Education Center is a cooperation partner of educational institutions. They offer training and consulting from practitioners to practitioners. Possible cooperation is different edularp training and materials presentations co-creation and organisation.
- **Young people to school, <https://www.nooredkooli.ee/>** : Young people to school is a two-year development program that brings motivated people from other walks of life to schools. During two years, the participants undergo comprehensive training and receive versatile support in order to contribute to the fact that every child in Estonia receives a very good education.

Policy makers in local level

To integrate edularp more in classroom activities there is need to do cooperation with the networks where Estonian Schools belong. For example, the edularp method supports the learning objectives that are important also for the following programme.

With the different school networks edularp training and materials presentations can be organised.

- **Estonian Green School programme:**
<https://keskkonnaharidus.ee/et/vorgustik/roheline-kool> The "Green School" program brings an environmentally sustainable way of thinking into the daily activities of the school and helps to implement it systematically and

comprehensively. This contributes to the formation of responsible, environment-friendly and valuing people. Everyone is involved - kindergarten children, students, teachers, school staff and even parents.

- **The UNESCO Associated Schools Network (ASPnet):**

<https://www.unesco.org/en/aspnet> - Through concrete actions member schools promote the ideals of UNESCO valuing rights and dignity, gender equality, social progress, freedom, justice and democracy, respect for diversity and international solidarity. The Network operates at international and national levels with three clear priorities: education for sustainable development, global citizenship education and inter-cultural and heritage learning.

- **Multicultural schools network:**

<https://www.britishcouncil.ee/programmid/haridusprojektid/mitmekultuuriliste-koolide-vorgustik> - The work of the network of multicultural schools is directed by the Ethics Center of the University of Tartu, and the purpose of the network is to help Russian-language schools in Estonia to develop mutual cooperation and to provide the school management and teachers with the skills needed to analyse the school's values, abilities and competencies.

- **Estonian Space Schools network:** <https://kosmosekoolid.ee/mentorid-toetajad/> -

The Space Schools Network is an association of education and citizen science, whose members work across education, science and business to ensure that natural sciences and the fields of space and aeronautics find competent and responsible offspring. When planning educational activities, it is taken into account that the created research results can either potentially or directly be used as an input in making decisions for the sake of a rich living environment and the well-being of society.

- **GLOBE programme:** <https://www.globe.ee/> The GLOBE (Global Learning and Observations to Benefit the Environment) Program is an international science and education program that focuses on promoting scientific literacy and building connections between people passionate about the environment.

- **Entrepreneurial school network** <https://evkool.ee/>: Entrepreneurial School is a quality mark of modern education, which is a collective name for an exciting and inclusive learning methodology, as well as an educational program that brings more independent and entrepreneurial attitude to schools and kindergartens, develops decision-making ability in children and stimulates the desire to act.

To include different teachers associations like:

- **Estonian Society of History and Society Teachers** <https://www.eays.edu.ee/>
- **Estonian Society of Society Teachers** <https://yhiskonnaopetajad.wordpress.com/>,
- Estonian **Association of Science Teachers** <https://loodusaineteliit.wordpress.com/>
- Integrate and to do some cooperation with game therapist, **Estonian Association of Play Therapists** <https://manguterapeudid.ee>

Sweden

Federal Government Officials

- **Minister of Education:** The Ministry of Education is responsible for the government's education and research policy. It works on issues such as school performance, teachers' conditions and student funding. In Sweden, the school system is governed by a set of laws and regulations to ensure the provision of quality education and the rights of students. As of my last knowledge update in January 2022.
- **The Education Act (Skollagen):** The Education Act, also known as "Skollagen" in Swedish, is the primary legal framework governing education in Sweden. It covers various aspects, including the organisation and operation of schools, the rights and obligations of students and guardians, curriculum requirements, and the responsibilities of school providers.



Impact: All schools must follow the act.

- **Skolverket:** The Swedish National Agency for Education is an administrative authority responsible for managing and supporting Swedish preschool, school and adult education. They work to ensure that all children and pupils receive an education that is equal and of good quality in a safe environment.

Impact: Decide and create the national curriculum

State or Provincial Education Officials

- **School Board Västerås:** The primary school board Västerås is responsible for preschool class, primary school, adapted primary school and leisure centre. The board also participates in community planning that affects children and young people.

Impact: Most possible startpoint for implementing GEL with argumentation from above acts and curricula.

- **Länsstyrelsen:** The County Administrative Board has many tasks. Everything from being an election authority to coordinating regional crisis preparedness. We also work on issues relating to the environment, nature, business, social development, animal welfare, gender equality, integration, transport, infrastructure and housing, etc.

Impact: Work for the local environment which can give arguments to implementing GEL

Local School District Officials

- **School Principal and Board Members:** All schools are managed by a principal. The principal operates under the guidance of the commune head of education



and follows local and national guidelines. The principal is responsible for the school's activities and the work of the teachers. In Sweden, there are also independent schools where something other than the municipality can be the principal, e.g. an organisation or board. In an independent school, there are sometimes more opportunities to conduct activities that are more thematic or uniquely focused. However, all schools, whether municipal or independent, must comply with the curriculum and the Education Act, which the Government decides on.

Non-Governmental Organisations (NGOs)

- **Naturskyddsföreningen:** The Swedish Society for Nature Conservation is a non-profit, non-partisan, Swedish environmental organisation. It is the largest and oldest environmental society in Sweden, with 24 county branches and 270 municipality subdivisions. In 2019, it had 230,000 members.

Impact: Opinion makers

- **Fältbiologerna:** Fältbiologerna is Sweden's largest non-profit organisation for children and young people interested in nature and the environment. Discover nature with the Field Biologists!
- **WWF - World Wide Fund for Nature:** Works for a future where humans live in harmony with nature. We fight to protect the most endangered and unique species and habitats on the planet and to ensure that humanity distributes the Earth's resources fairly and uses them sustainably.

On This site: <https://www.wwf.se/utbildning/> they present Education contains facts and inspiration for those who want to learn more, as well as methods and tools for working

with sustainable development. The site is aimed at both young people and teachers in preschool, primary and secondary schools.

- **Sida:** The Swedish International Development Cooperation Agency is a government agency of the Swedish Ministry for Foreign Affairs. Sida is responsible for the organisation of the bulk of Sweden's official development assistance to developing countries. Sida also takes part in developing educational materials for schools.

Academic Researchers and Think Tanks

- **Naturvårdsverket:** The Environmental Protection Agency's operations are based on the best available knowledge and research results are an important basis for driving environmental work forward. The Swedish Environmental Protection Agency funds research that reflects society's challenges in the areas of environment and wildlife. The "Vindval" research program is a collaboration between the Swedish Energy Agency and the Swedish Environmental Protection Agency. <https://globalutmaning.se/>. We work for sustainable development in terms of climate, economy and society. We work to find long-term solutions to challenges in all areas. We create platforms for collaboration between research, business, civil society, administration and politics. With us as a node, information and experiences are exchanged that lead to political proposals. This in turn takes us all towards a more sustainable society
- **SMB:** At SMB you can read the most current news about the environment and climate. Our writers are committed and knowledgeable and driven by raising environmental policy and environmental issues in the Swedish debate. We participate in debates and seminars, moderate and lecture. SMB is run as a non-profit association and is completely independent. (<https://supermiljobloggen.se/nyheter/tankesmedjan-som-fordrojer-sveriges-klimatomstallning/>.)

- **Environment and Public Health Institute:** The Environment and Public Health Institute (<https://ephi.se/publikationer-miljo/>) is an innovative think tank that tackles the environmental and health threats of our time. When others turn to politicians for solutions, we seek the answers among engineers and entrepreneurs. Some of our work is presented in reports, essays and briefing papers covering current topics. Here you can take part in all publications.

Poland

Federal Government Officials

- **Minister of Education (Minister Edukacji Narodowej):** In Poland, the Minister of Education is a key federal government official responsible for setting educational policies at the national level. <https://www.gov.pl/web/edukacja>

State or Provincial Education Officials

- **Provincial Minister of Education (Wojewoda):** Provincial Minister of Education in Poland is responsible for coordinating educational policies and programs within specific regions, aligning them with national priorities while addressing local needs.
- **School Superintendent Offices:** The School Superintendent Offices in Poland play a significant role in supervising the education system at the regional level. The School Superintendent Offices play a supervisory, supportive, and coordinating role in the education system at the regional level, ensuring compliance with the law and maintaining high standards of teaching and education. Website of The School Superintendent Offices that is responsible for all schools in the region-Lublin, place where we live and work is <https://kuratorium.lublin.pl/>



Local School District Officials

- **School Board Members(Rada Pedagogiczna):** In Poland, local school districts are managed by local authorities such as municipalities or counties. While there may not be traditional school boards like in some other countries, local educational policies may be set by representatives of these local authorities or educational councils. In Poland, the City Hall or Municipal Office plays a significant role as the supervisory body for schools and educational institutions within its jurisdiction. In summary, the City Hall or Municipal Office plays a significant role in managing and supervising the education system within its jurisdiction, ensuring suitable conditions for learning and supporting the development of the local education system. The website of Municipal Office in Metgiew is <https://melgiew.pl/>

International Organizations

Several international organisations influence education in Poland through various forms of cooperation, initiatives, and programs. Here are a few of them:

- **European Union (EU):** Poland is a member of the European Union, and many educational policies and initiatives are coordinated in line with EU guidelines and programs. EU structural funds and educational programs, such as Erasmus+ or framework programs for research and innovation, support the development of education in Poland through project funding, student and teacher exchanges, and promotion of innovative practices.
- **United Nations Educational, Scientific and Cultural Organization (UNESCO):** UNESCO works to promote education as a fundamental human right and support the development of education systems worldwide. Poland collaborates with UNESCO on educational policy, cultural heritage protection, and the promotion of educational values.

- **Organisation for Economic Co-operation and Development (OECD):** OECD conducts research, analysis, and comparisons of education systems worldwide, including in Poland. OECD reports and recommendations are often used by governments and educational institutions to improve educational policies and practices.
- **Council of Europe:** The Council of Europe works to promote human rights, democracy, and diverse societies. Council of Europe programs and initiatives, such as the European Credit Transfer and Accumulation System (ECTS) or the European Qualifications Framework (EQF), influence the harmonisation of education systems in Europe, including in Poland.
- **International Non-Governmental Organisations (NGOs):** Non-governmental organisations, such as foundations, associations, and research institutes, can also influence education in Poland through research, lobbying, promotion of innovative solutions, and monitoring of educational policies.

These international organisations, along with other institutions and entities, support the development and improvement of the education system in Poland through the exchange of best practices, funding projects and initiatives, and promoting educational and social values.

Non-Governmental Organisations (NGOs)

NGOs focusing on education in Poland may advocate for specific policies and initiatives, influencing decision-making processes; there are many non-governmental organisations (NGOs) that support education through various activities and initiatives.

- **Polish Educational Society (Polskie Towarzystwo Edukacyjne):** PES is an NGO dedicated to educational advocacy and reform in Poland, working



collaboratively with government entities and local communities to improve educational outcomes and opportunities for all learners.

- **Education International (EI):** EI is a global federation of teacher unions and associations, advocating for quality education and teacher rights worldwide. In Poland, EI may influence educational policies through partnerships with local unions and advocacy efforts on key educational issues.

Academic Researchers and Think Tanks

- **Center for Education Development (Centrum Rozwoju Edukacji):** Center for Education Development is a Polish think tank dedicated to advancing educational policies and practices through research, analysis, and advocacy. It provides expertise and recommendations to policymakers, educators, and stakeholders to improve the quality and equity of education in Poland.
- **Educational Research Institute (Instytut Badań Edukacyjnych):** Educational Research Institute in Poland conducts scientific research on various aspects of education, including curriculum development, teaching methods, and educational policy analysis. Its findings contribute to evidence-based decision-making and educational reforms at national and regional levels.

School Principals and Administrators

- **School principals and administrators:** In Poland, school principals and administrators play a pivotal role in shaping the educational landscape by providing leadership, managing resources, and ensuring effective curriculum implementation within their institutions. They prioritise student welfare by overseeing disciplinary matters, promoting safety, and addressing social and emotional needs. Additionally, they support staff development through training and mentorship, engage with the community to foster positive relationships, and utilise data analysis to make informed decisions for continuous improvement.



Through their multifaceted responsibilities, principals and administrators contribute significantly to the successful implementation of educational policies at the school level, thereby enriching the educational experience for students and fostering a conducive learning environment.

Greece

Federal Government Officials

- **Minister of Education and Religious Affairs:**The Minister of Education and Religious Affairs in Greece holds a pivotal role in shaping and implementing educational policies across the country. This official oversees a wide range of areas, including curriculum development, teacher training programs, and improvements to educational infrastructure. The Ministry's website (<https://www.minedu.gov.gr/>) provides updates on policy initiatives, legislative changes, and strategic plans.
- **The Institute of Educational Policy (IEP):**The Institute of Educational Policy (IEP) (<http://www.iep.edu.gr/>) serves as a scientific body supporting the Ministry of Education and Religious Affairs and its supervised entities in matters pertaining to various levels of education, teacher training, and addressing student attrition and early school leaving. Its primary objective is to ensure every child's right to education. The IEP conducts scientific research and provides technical support to develop and implement educational policies. It advises the Minister of Education and Religious Affairs on matters related to educational policy formation, curriculum development, teacher training, and evaluation of educational structures. It also investigates overlaps in educational research activities and provides recommendations for optimal resource utilisation. The IEP systematically studies issues such as school life, student dropout, special education, and factors affecting school effectiveness. Additionally, it plans and



implements supportive actions, monitors the national teacher training strategy, recommends measures for supporting and evaluating school operations, and collaborates with various educational institutions and organisations. Cooperation with the IEP is required for decisions directly related to its responsibilities, and it may enter into agreements with relevant entities to implement specific actions.

- **Minister of Education at the Provincial Level:** In countries with a federal structure, such as the United States, Canada, and Australia, provinces or states typically have their own education ministers responsible for overseeing education policies and initiatives within their respective jurisdictions. These provincial or state-level education ministers play a crucial role in shaping the educational landscape, implementing curriculum standards, allocating funding, and addressing specific regional needs and challenges in education. However, in Greece, which operates under a unitary state structure, there isn't a minister of education at the provincial level. Instead, education policies and administration are primarily managed by the central government through the Ministry of Education, Research, and Religious Affairs. While there may be regional or local education authorities tasked with implementing national policies and providing support to schools, the absence of provincial-level education ministers reflects the centralised nature of the Greek education system.

State or Provincial Education Officials

- **Department of Scientific and Pedagogical Guidance for Primary Education and Secondary Education:** The Department of Scientific and Pedagogical Guidance for Primary and Secondary Education in Greece plays a crucial role in supporting educators and enhancing the educational process in primary schools. Its responsibilities encompass training and development programs for educators,

offering counselling and support for educational programs, conducting research to improve pedagogical practices and policies, and developing educational resources. These departments, distributed throughout Greece under regional or local education directorates, serve as vital resources for educators, providing guidance, training, and research-based support to promote effective teaching and student learning in primary schools. Interested parties can access information about these departments through relevant educational authorities or the websites of respective education directorates.

- **Regional Educational Planning Centers (PEKES):** The mission of the Regional Educational Planning Centers (PEKES) is the educational planning, monitoring, coordination, and support of the educational work of public and private school units, the scientific and pedagogical support of educators in public and private education, the organisation of training, including introductory training, for educators, as well as the support of educational planning and evaluation at the regional level. PEKES are supported in their work by the Institute of Educational Policy (IEP) and the Directorate General of Primary and Secondary Education Studies of the Ministry of Education, Research, and Religious Affairs, to which they submit reports for their annual planning and evaluation of their educational work, as well as by other relevant units of the Ministry of Education, Research, and Religious Affairs on a case-by-case basis.

Local School District Officials

- **School Counsellors:** In the Greek educational system, school counsellors play a crucial role in fostering a supportive and conducive learning environment for both educators and students. Their multifaceted responsibilities include providing counselling and support to educators on pedagogical practices and classroom management, offering guidance to students facing personal or academic



challenges, participating in the development of educational programs, collaborating with parents to support students' learning journeys, and fulfilling administrative duties within the school. By offering guidance, support, and advocacy, school counsellors contribute significantly to the overall success and well-being of students, promoting a healthy and inclusive educational community.

Non-Governmental Organisations (NGOs):

There are some Non-Governmental Organisations (NGOs) dealing simultaneously with education and the environment in Greece. Among them are:

1. **Hellenic Society for Environmental and Cultural Education (EEPPA):**
 - Website: <https://www.eeppa.gr/>
2. **Movement for Environmental Awareness (KPEE):**
 - Website: <https://www.kpee.gr/>
3. **Greek Network for Environment and Cultural Education (EDPPA):**
 - Website: <https://www.edppa.gr/>

These organisations focus on promoting education and raising awareness about the environment in Greece."

Academic Researchers and Think Tanks:

- **Secretary General of Lifelong Learning and Youth:** The Secretary General of Lifelong Learning and Youth is likely to focus on policies related to lifelong learning, adult education, and youth development. For detailed information, one can explore the official website of the General Secretariat for Lifelong Learning and Youth (<https://www.youth.edu.gr/>), which may feature publications, initiatives, and updates on policies targeting these areas.

- **Higher Education Institutions Leadership:** University chancellors, rectors, or presidents in Greece wield influence over policies related to higher education. Websites of prominent universities, such as the National and Kapodistrian University of Athens (<https://en.uoa.gr/>) or the Aristotle University of Thessaloniki (<https://www.auth.gr/>), provide insights into admission procedures, research priorities, and academic standards.
- **National Organization for the Certification of Qualifications and Vocational Guidance (EOPPEP):** The EOPPEP plays a crucial role in shaping policies related to vocational education, skills certification, and career guidance. The official website (<https://www.eoppep.gr/>) offers information on vocational training programs, certification processes, and initiatives aimed at enhancing employability.

School Principals and Administrators

- **Directors, assistant directors and teachers:** The directors, assistant directors, and teachers' associations are significant components of the Greek educational system, each with various responsibilities and roles:

Directors: Directors are the senior administrative and instructional officials in a school. Their responsibilities include the administrative management of the school, personnel organisation, financial management, and addressing various issues that may arise.

Assistant Directors: Assistant directors assist the director and usually take on specific responsibilities, such as managing the day-to-day operations of the school, coordinating educational activities, and supporting the teaching staff.

Teachers' Associations: Teachers' associations represent the teaching staff of a school and primarily aim to protect the interests of students and educators. Their responsibilities include communicating with the school administration on issues concerning educators



and participating in decision-making processes related to the school. These entities work closely together to ensure the effective functioning of schools and the delivery of high-quality education to students."

Solid recommendation for Policy Level (Part 2: Ideas and Actions)

Having identified key policy makers in each partner country, we will now **propose a series of recommendations** aimed at ensuring that our strategy effectively conveys the positive impact of EduLARP (Educational Live Action Role-Playing) and ideas of entry points of EduLARP in our national educational systems. These recommendations will encompass concrete actions and ideas tailored for engagement with national and regional policy makers, with a particular emphasis on highlighting the European Union (EU) dimension of the importance of Cultural and Creative Education (CCE).

Additionally, a comprehensive needs analysis will be conducted to elucidate why educators require implementation of the EduLARP methodology. This analysis will underscore the necessity for pedagogical approaches that foster immersive and experiential learning, thereby enhancing student engagement, critical thinking skills, and socio-emotional development. Proposed target groups for EduLARP implementation will primarily encompass both primary and secondary education levels, where the potential impact on cognitive and socio-emotional development is most pronounced.

Estonia

To use more environmental educational larps at school there is a need to do more project based activities. Developing new games takes time and also testing and implementing is time consuming and Estonian Schools are not ready to pay for that. **Thus the funding for the implementing and introducing environmental edu larps at school needs more project based activities.** If there are enough different games and manuals on how to use edulars it is more sustainable itself.

- **To make different project based trainings like:**

<https://ctc.ee/projektid/labiviidud-projektid/maailmaharidusrollimangudega>

As an activity of the project, information materials for the study-larp will be created, the web platform for environmental and global educational study-larps was supplemented. In the course of 2023, 12 schools in different regions of Estonia played learning-larps, which was supported by a short training and workshop introducing the method, and after the game, a global education discussion.

- **Training sessions for the teachers:** A multi-day conference on the topic of edularp. Do a edularp across subjects. Create competitions for teaching materials for teachers, with embedded role play. Create a Moodle course. To make innovation in teacher education as well.
- **Create new free scenarios:** The idea was to create a long-term international cooperation between LARP designers and environmental activists and educationists. Increase competence in climate literacy among young people (13-30 years old), including supporting the education of people with fewer opportunities and limited access to non-formal learning. Contribute to the development of a high-quality, Innovative and open climate-related curriculum Enable international digital youth work and youth participation by involving young people from in many countries in the online process of creating, adapting and deploying LARP games. Project included development of 4 learning-Larp scenarios and a supporting toolkit. Do a edularp across subjects.

<https://ctc.ee/activities-and-projects/implemented-projects/larp-for-climate>

- **To create community actions to test games:**

<https://www.facebook.com/events/5886423744802415?ref=newsfeed> Tartu Nature House organised an event to test and play an exclusive role-playing game "Green Expectation" about energy and the green revolution and put players' perspective to

the test. Game was for the young people aged 15+, teachers, youth workers and environmentalists to role-play and provide feedback. The role-playing game was developed by the students at the international study camp of the Baltic Sea Project of the Unesco network of joint schools last fall in Denmark. The event is supported by the Center for Environmental Investments.

- **Share working examples** : Share working examples and explain more the idea of educational role-playing to teachers. There is a need to involve more practitioners from schools, and present success stories.
- **Visit information days of county education forums with workshops:** Introduce what a role-play is, and do a play-through. There are different educational festivals like example:

Nature Festiva: <http://loodusfestival.ee/>

Environmental education conference:

<https://keskkonnaharidus.ee/et/vorgustik/keskkonnahariduse-konverents-2022>

Nature Festival in Läänemaa: <https://www.laanemaaloodusfestival.ee/>

Tartu educational festival : <https://haridusfestival.tartu.ee/>

Võru educational festival <https://haridusfest.ee/>

Sweden

- **Incorporate EduLARP into Curricula:** Advocate for the inclusion of EduLARP modules in national and regional educational curricula. Collaborate with curriculum development bodies to design frameworks that seamlessly integrate EduLARP into various subjects.
- **Teacher Training Programs:** Allocate resources for comprehensive teacher training programs focused on EduLARP methodologies. Establish partnerships with educational institutions and organisations to conduct workshops and seminars on EduLARP for educators.

- **Research and Development Funding:** Allocate funds for research and development projects that explore the effectiveness of EduLARP in different educational contexts. Encourage collaboration between researchers, educators, and game designers to refine and improve EduLARP methodologies.
- **Recognition and Certification:** Establish a system for recognizing and certifying educators proficient in implementing EduLARP. Introduce incentives such as professional development opportunities and bonuses for teachers who excel in integrating EduLARP into their teaching practices.
- **Networking and Best Practices:** Facilitate the creation of networks and platforms where educators can share best practices, resources, and success stories related to EduLARP. Encourage the formation of regional and national EduLARP associations to promote continuous learning and collaboration.

Poland

- **Investment in Teacher Training and Support:**

Idea: Increase funding for professional development programs for teachers, focusing on modern teaching methods like EduLARP, technology integration, and socio-emotional learning.

Action: Establish a national program offering grants to schools for teacher training initiatives and partnerships with universities and educational organisations.

Recommendation: Allocate a specific portion of the education budget for continuous teacher training and development to ensure high-quality **instruction**.

- **Organizing National EduLARP Workshops:**



Idea: Propose the organisation of national workshops dedicated to EduLARP methodology, aimed at showcasing its benefits and providing hands-on training for educators.

Action: Collaborate with educational institutions, NGOs, and government agencies to plan and host workshops across Poland, inviting educators from various regions to participate.

Recommendation: Allocate funding for the organisation of these workshops and ensure widespread promotion to reach a large audience of educators interested in incorporating EduLARP into their teaching practices.

- **Integration of EduLARP into Teacher Training Programs:**

Idea: Advocate for the inclusion of EduLARP training modules within existing teacher training programs and professional development courses.

Action: Work with teacher training institutions and educational authorities to develop curriculum modules focused on EduLARP methodology, emphasising its relevance and effectiveness in enhancing student engagement and learning outcomes.

Recommendation: Encourage policymakers to mandate EduLARP training as part of initial teacher education programs and provide incentives for in-service teachers to participate in EduLARP workshops and courses.

- **Dissemination of EduLARP Information through Professional Networks:**

Idea: Utilise existing professional networks and platforms to disseminate information about EduLARP and encourage its adoption among educators.

Action: Encourage teachers who have participated in EduLARP workshops to share their experiences and insights with colleagues through professional networks, training meetings, and conferences.

Recommendation: Collaborate with educational associations, teacher unions, and school districts to organise presentations and workshops on EduLARP, highlighting its potential for enriching classroom instruction and curriculum delivery.

- **Collaboration with Educational Authorities:**

Idea: Engage with educational authorities at the national and regional levels to advocate for the recognition and support of EduLARP as a valuable educational tool.

Action: Present evidence-based research and testimonials from educators demonstrating the positive impact of EduLARP on student learning and engagement to education policymakers and decision-makers.

Recommendation: Advocate for the inclusion of EduLARP in official educational guidelines, curriculum frameworks, and policy documents, ensuring its integration into mainstream educational practices and initiatives.

By implementing these recommendations, policymakers can effectively promote the adoption and integration of EduLARP into the Polish educational system, thereby enhancing teaching effectiveness and fostering student engagement and learning outcomes.

Greece

- **Integrating Green EduLARP Toolkit into Skills Workshops: Promoting Holistic Personal Development in Greek Education:** As we mention above, the main responsibilities of the Institute of Educational Policy (IEP) include conducting scientific research, offering technical support, and advising the Ministry of Education and Religious Affairs on matters such as educational policy formation, curriculum development, teacher training, and evaluation of educational structures. Additionally, the IEP investigates overlaps in educational research

activities and provides recommendations for optimal resource utilization. Introduced in September 2017 as part of a comprehensive educational reform, skills workshops became an integral component of the Greek educational system. Under the oversight of the Institute of Educational Policy (IEP), these workshops were meticulously designed, covering a range of thematic areas and aimed at enhancing educators' abilities to deliver effective instruction.

Available for primary school students from 1st to 6th grade, these workshops are integrated into the school week, with the duration and frequency tailored to individual school programs and educational requirements. Typically, they span 1-2 hours per week, with an additional hour allocated for 1st, 2nd, and 3rd-grade middle school students.

The Training Program "Training of Teachers in Skills through Workshops," facilitated by the Global Citizen Education Network (GENE), offers a diverse array of thematic workshops categorised into four main sections:

I Live Better - Ev Zin: This section delves into health-related topics, including nutrition, self-care, mental and emotional health, sex education, and road safety.

I Take Care of the Environment: Workshops in this category focus on ecological consciousness, climate change, global and local natural and cultural heritage, and disaster prevention.

I Care and Act - Social Awareness and Responsibility: Programs here emphasise human rights, volunteerism, mediation, inclusion, diversity, and social responsibility.

I Create and Innovate - Creative Thinking and Initiative: This section aims to develop skills in STEM education, educational robotics, entrepreneurship, career education, and innovation.



These workshops are strategically designed to foster 21st-century skills such as critical thinking, creativity, collaboration, communication, flexibility, adaptability, initiative, organisational skills, empathy, social skills, problem-solving, digital literacy, and technological proficiency. By empowering educators with these tools and knowledge, the workshops aim to promote holistic personal development and cultivate global citizenship among students.

The programs for each section are meticulously crafted by educators and educational organisations, providing teachers with comprehensive and readily available resources. Thus, integrating the Green EduLARP toolkit into these workshops serves as an effective strategy to advance the adoption of EduLARP within Greek education, aligning with the broader objectives of promoting student engagement and learning outcomes.

- ***Utilising Department of Scientific and Pedagogical Guidance for EduLARP Training for enhancing teaching practices in Primary and Secondary Education:***

The Department of Scientific and Pedagogical Guidance for Primary Education and Secondary Education in Greece plays a crucial role in supporting educators and enhancing the educational process in primary schools. Its main functions include training and development of educators, support for educational programs, research on pedagogical issues, and development of educational resources. A strategic entry point for integrating the methodology of EduLARP into schools is proposing training sessions to educators through these departments. By providing workshops and educational programs focused on the methodology of EduLARP, educators can gain the necessary skills and knowledge to effectively implement this innovative teaching approach in their classrooms. This initiative aligns with the department's mission of enhancing teaching practices and improving student learning outcomes in primary education.

- **Leveraging School Counsellors' Expertise for EduLARP Implementation:**

Empowering Theater Educators in Greek Schools: In the Greek educational landscape, school counsellors are typically categorised into two main groups:

Primary Education School Counsellors (ΣΣΠΕ): These counsellors predominantly operate within primary schools, extending guidance and support to educators concerning teaching methodologies, classroom management, curriculum design, and the enhancement of educational standards.

Secondary Education School Counsellors (ΣΣΔΕ): Tasked with assisting educators within middle and high schools, SESC professionals provide invaluable aid on matters encompassing pedagogy, assessment strategies, professional growth, and classroom administration. Moreover, they frequently engage in student counselling initiatives and career-oriented programs.

With a diverse array of counsellors overseeing distinct regions, one notable subset involves those specialising in Theater Education. A proposed initiative involves coordinating educator training sessions in the edularp methodology following consultation with the designated school counsellor. Given the necessity for structured methodologies like edularp, theatre educators within Greek schools stand to benefit significantly from such targeted programs.

Policy Recommendations for National Curricula

In the realm of modern education, the integration of innovative methodologies holds the promise of transforming traditional teaching paradigms and enhancing student engagement and learning outcomes. One such methodology that has garnered increasing attention is EduLARP (Educational Live Action Role-Playing), a dynamic approach that combines elements of role-playing and experiential learning to immerse students in educational scenarios. As we navigate the complexities of preparing students for an ever-evolving world, policymakers and educators alike are tasked with

the challenge of adapting national curricula to meet the demands of the 21st century. In this context, policy recommendations for integrating EduLARP into national curricula emerge as a compelling avenue for infusing cross-curricular approaches into schools. This introductory exploration delves into the potential benefits and implementation strategies of incorporating EduLARP across diverse subject areas, offering insights and recommendations for policymakers seeking to enrich educational experiences and foster holistic student development.

Estonia

The national curriculum of **elementary school** in Estonia includes nine subjects, and certain learning outcomes are set during different school levels. Here are some general topics and competencies that students should acquire according to the national curriculum of Estonian basic schools:

Mathematics:

Role-playing game: "School of Math Wizards" Students become magical characters who use maths to learn and solve magic. Activities include logic puzzles, teamwork and maths challenges.

Purpose: Calculation skills, problem solving, teamwork.

Foreign language:

Role-playing game: "Journey to Strangers" Students impersonate travellers who communicate in a foreign language in different cultures. They have to overcome language barriers, participate in simulations and write a travel diary.

Purpose: Communication skills, intercultural communication, language use.

Human education:

Role play: "Medical Internship Day" Students become doctors, patients and nurses in a hospital simulation. They diagnose illnesses, learn first aid and discuss healthy lifestyles.

Purpose: Understanding health, first aid, communication skills.

Nature science education:



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Role-playing game: "Ecosystem Adventure" Students play the roles of different animals and plants in an ecosystem simulation. They must interact with the surrounding environment and maintain the balance of the ecosystem.

Purpose: Nature conservation, scientific thinking, cooperation.

History and social studies:

Role-playing game: "Historical Debate" Students impersonate important characters of historical events and participate in lively debates. They must present facts, defend points of view, and show how past events affected society.

Purpose: Understanding history, argumentation, communication skills.

Art education:

Role play: "Living Art Exhibition" Students embody various artists and their creations. They must present their artwork and participate in discussions about the meaning of art.

Purpose: Understanding art, self-expression, artistic analysis.

Music education:

Role-playing game: "Music World Adventure" Students impersonate representatives of different musical styles. They create music, perform with other student musicians, and analyse the impact of music on different cultures.

Purpose: Understanding music, creative self-expression, cooperation.

Physical education:

Role-playing game: "Simulation of the Olympic Games" Students impersonate different Olympic athletes and compete in different sports. They learn the rules of sports, develop physical skills and emphasise the principles of fair play.

Purpose: Movement skills, teamwork, healthy lifestyle.

Below are some general ideas for the educational role-playing games for **gymnasium** (Middle School). These are designed for students to acquire general topics and competencies in various upper secondary school subjects. Teachers can adapt them to specific curriculum requirements and student needs. These educational role-plays

suitable for each upper secondary school subject to help acquire general topics and competencies.

Mother tongue and Literature:

"Writer's Creative Studio"

Purpose: Development of creativity, written self-expression, oral presentation.

Role play: Students impersonate writers and develop their own short story, followed by an authoritative literary discussion.

Foreign language:

"International Conference"

Purpose: Development of communication skills, deepening of intercultural understanding.

Role play: Students represent different countries at an international conference, where they have to use their chosen foreign language and negotiation skills.

Mathematics:

"Mathematicians Competition"

Purpose: Developing problem-solving skills, teamwork.

Role Play: Students form maths teams and solve real-world problems by simulating a maths competition.

History and Social Studies:

"History Simulation"

Purpose: Understanding historical events, critical thinking.

Role play: Students become historical characters and participate in a simulation of historical events, discussing and deciding how history will unfold.

Physics, Chemistry and Biology:

"Conference of Scientists"

Purpose: Development of scientific thinking, communication skills.

Role-play: Students represent different branches of science at a scientific conference, where they present their research and participate in scientific discussions.

Geography:

"Global World Tour"

Purpose: Deepening geographical understanding, teamwork.

Role play: Students form travel groups and plan a world trip where they explore different cultures, geographic regions, and environmental issues.

Physical Education:

"Olympic Games"

Purpose: Promotion of a healthy lifestyle, teamwork.

Role play: Students impersonate various Olympic athletes and participate in simulated Olympic Games, where the importance of physical activity is emphasised.

Art:

"Organising an Art Exhibition"

Purpose: Development of artistic thinking, communication skills.

Role play: Students organise an art exhibition where they become art critics, artists and exhibition visitors.

Technology:

"Future Innovation Conference"

Purpose: Expanding technological knowledge, creative problem solving.

Role play: Students represent future technology companies and present innovative solutions at a simulated innovation conference.

Entrepreneurship education:

"Entrepreneurship game"

Purpose: Application of entrepreneurial knowledge, team work.

Role play: Students create their own company where they have to make decisions, solve problems and experience the challenges of the business world.

Psychology and Philosophy:

"Ethical Dilemma Simulation"

Purpose: Development of ethical thinking, discussions.

Role play: Students participate in an ethical dilemma simulation where they must decide on complex ethical issues.

Sweden

Civics:

Context: EduLARP is particularly effective in Civics as it allows students to role-play civic scenarios, such as mock elections, town hall meetings, or historical events. This immersive approach enhances understanding of civic concepts and fosters responsible citizenship.

Example: Students could simulate a community decision-making process, taking on roles like local officials, community members, and environmental activists to address issues like waste management or community development.

Mathematics:

Context: EduLARP can be applied in mathematics to make abstract concepts more tangible. Students can participate in mathematical quests, solving problems through role-playing scenarios that require mathematical reasoning and application.

Example: Create a treasure hunt where students solve maths problems to unlock clues, incorporating arithmetic, geometry, and problem-solving skills.

History:

Context: EduLARP enhances historical learning by allowing students to step into the shoes of historical figures and experience key events. This approach makes history more engaging and memorable.

Example: Students could reenact significant historical events, such as the signing of treaties, battles, or the drafting of important documents, gaining a deeper understanding of the historical context.

Science:

Context: EduLARP can bring science concepts to life through interactive experiments and simulations. Students can act as scientists, conducting experiments and solving problems within a role-play context.

Example: Simulate a space mission where students take on the roles of astronauts, engineers, and mission control, applying principles of physics, biology, and astronomy.

Language Arts:

Context: EduLARP can be utilised in language arts to enhance communication and literacy skills. Students can engage in storytelling, dialogue, and creative writing within a thematic role-play setting.

Example: Create a fantasy world where students develop characters and plotlines, using language arts skills to write narratives and dialogues that unfold during the role-play.

Environmental Studies:

Context: EduLARP is effective in environmental studies by immersing students in real-world ecological challenges. It promotes understanding of environmental issues and encourages sustainable problem-solving.

Example: Students could role-play as environmental scientists, policymakers, and activists, collaborating to address issues like deforestation, pollution, or climate change.

Social Studies:

Context: EduLARP enhances social studies by allowing students to explore cultural diversity, societal structures, and global issues through role-playing scenarios.

Example: Simulate a United Nations assembly where students represent different countries, discussing and negotiating solutions to global challenges such as poverty, migration, or human rights.

Physical Education:



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Context: EduLARP can be incorporated into physical education to promote teamwork, strategic thinking, and physical activity through interactive games and challenges.

Example: Design a fitness quest where students embark on a journey, overcoming physical challenges and solving fitness-related problems as they progress through the role-play scenario.

Foreign Languages:

Context: EduLARP enhances language acquisition by providing authentic contexts for language use. Students practise language skills through dialogue, negotiation, and problem-solving within the role-play setting.

Example: Simulate a foreign country where students take on roles like tourists, locals, or business professionals, practising language skills in realistic and engaging scenarios.

Art, Music, Crafts:

Context: EduLARP can be integrated into art and music classes to inspire creativity and self-expression within a thematic context. Also as a part of craft studies especially for preparation on for example historical clothing etc.

Example: Students could participate in a creative arts festival, taking on roles like artists, curators, and critics, as they explore and express cultural and artistic themes.

Poland

Integration of EduLARP in Civic and Cultural Education (CCE) in Primary Education:

Entry Points: The Polish National Curriculum for Primary Education emphasises the development of social and civic competencies, including understanding democratic principles, cultural diversity, and active citizenship.

Topics: EduLARP can be implemented in lessons focusing on historical events, cultural traditions, and civic engagement. For example, students can enact historical figures or participate in simulations of democratic processes to deepen their understanding of civic concepts.

Why: EduLARP fosters experiential learning and active participation, enabling students to engage deeply with abstract concepts and develop critical thinking, empathy, and communication skills.

EduLARP in History Education in Secondary Education:

Entry Points: The Polish National Curriculum for Secondary Education emphasises the study of Polish and world history, with a focus on critical analysis, interpretation of historical sources, and understanding historical events in a broader context.

Topics: EduLARP can be integrated into history lessons focusing on specific historical periods, events, or figures. For example, students can reenact key moments from Polish history, such as the Battle of Grunwald or the Warsaw Uprising, to gain a deeper appreciation of the complexities of historical events and the perspectives of different historical actors.

Why: EduLARP allows students to immerse themselves in historical contexts, experience the complexities of historical events firsthand, and develop historical empathy, critical thinking, and analytical skills.

EduLARP in Mathematics Education in Secondary Education:

Entry Points: The Polish National Curriculum for Secondary Education emphasises the development of mathematical competencies, problem-solving skills, and mathematical reasoning.

Topics: EduLARP can be integrated into mathematics lessons focusing on real-world applications of mathematical concepts, such as geometry, probability, and statistics.

For example, students can participate in a mathematical mystery-solving game where they use mathematical principles to solve puzzles and uncover clues.

Why: EduLARP provides a hands-on, interactive approach to learning mathematics, allowing students to see the practical relevance of mathematical concepts and develop problem-solving and critical-thinking skills in authentic contexts.

EduLARP in Language Education in Primary Education:

Entry Points: The Polish National Curriculum for Primary Education emphasises the development of language competencies, including reading, writing, speaking, and listening skills.

Topics: EduLARP can be integrated into language lessons focusing on storytelling, creative writing, and oral communication. For example, students can participate in a storytelling adventure where they create characters, develop plots, and act out scenes to practise narrative writing and oral presentation skills.

Why: EduLARP provides a dynamic, interactive approach to language learning, allowing students to engage with language in meaningful contexts, develop creativity and imagination, and build confidence in their language abilities.

EduLARP, or educational role-playing games, can be used in various subjects and classes as a tool to engage students, support experiential learning, and develop a variety of skills. Here are a few examples of applications:

Subject: History Game: "Life in the Castle" Theme: Daily life in a mediaeval castle Class: Primary or secondary school, grades 5-8

Subject: Polish Language Game: "In the World of Fairy Tales" Theme: Analysis of fairy tales and legends, creating own stories Class: Primary school, grades 4-6

Subject: Mathematics Game: "Journey through the Labyrinth of Numbers" Theme: Solving mathematical problems, logical thinking Class: Primary or secondary school, grades 7-9

Subject: Family Life Education (FLE) Game: "Family Expedition" Theme: Family values, communication in the family, conflict resolution Class: Primary or secondary school, grades 6-8

Here are a few ideas for incorporating **environmental education into EduLARP**:

1. **Ecological Expedition Game:** Students can take on the roles of nature researchers or ecologists embarking on an expedition to a nearby park or forest. During the game, they will explore various ecosystems, collect plant and animal samples, measure water and air quality, and develop environmental protection strategies.
2. **Simulation of an Ecological Disaster:** Students can play the roles of city or regional residents affected by an ecological disaster, such as a chemical spill or flood. Through this game, they will need to make decisions regarding crisis management, environmental preservation, and ensuring the safety of the population.
3. **Designing Ecological Social Initiatives:** Students can work in groups to develop projects aimed at improving the environment in their local community. These initiatives could involve recycling, reducing plastic consumption, planting trees, or educating the community about nature conservation. During the game, they will need to plan action strategies, gather social support, and promote their initiatives.
4. **Simulation of International Climate Change Negotiations:** Students can role-play as representatives of different countries during a simulation of international negotiations at a conference on climate change. Through this game, they will

need to negotiate and seek compromises to develop global solutions for environmental protection and reducing greenhouse gas emissions.

Greece

Subject: History

Edularp Activity: "Historical Reenactment Society"

Description: Students form a historical reenactment society where they research and portray characters from different periods of Greek history. They participate in role-playing scenarios such as historical debates, reenactments of key events, and simulations of life in ancient Greece or Byzantium.

Purpose: Deepen understanding of historical events and figures, promote empathy and perspective-taking, and develop research and presentation skills.

Subject: Social and Political Education (SPE) in Gymnasium

Edularp Activity: "Democratic Decision-Making Council"

Description: Students role-play as members of a democratic decision-making council, where they debate and vote on issues relevant to their school or community. They learn about democratic principles, political participation, and civic responsibility through hands-on engagement in decision-making processes.

Purpose: Foster understanding of democratic values and institutions, promote critical thinking and debate skills, and encourage active citizenship.

Subject: Home Economics in Gymnasium

Edularp Activity: "Budgeting Challenge"



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Description: Students participate in a budgeting challenge where they role-play as members of a household tasked with managing finances. They make decisions about budget allocation, savings, and expenditures based on realistic scenarios such as planning for a family vacation or coping with unexpected expenses.

Purpose: Develop financial literacy skills, promote responsible decision-making, and provide practical experience in managing household finances.

Subject: Dramatic Education in Primary School

EduLarp Activity: "Theater of Myths and Legends"

Description: Students engage in theatrical performances inspired by Greek myths and legends. They collaborate to write scripts, create costumes and props, and rehearse their roles before staging performances for their classmates and school community.

Purpose: Enhance creativity and imagination, develop teamwork and communication skills, and deepen understanding of Greek mythology and cultural heritage.

By integrating edularp activities like these into different subjects within the Greek educational system, educators can create dynamic and immersive learning experiences that not only teach academic content but also foster creativity, critical thinking, collaboration, and cultural appreciation among students.

Subject: Skill Workshops

Incorporating edularp methodology into skill workshops offers a dynamic approach to fostering holistic personal development and global citizenship among students. By integrating edularp activities into thematic workshops addressing health and well-being, environmental awareness, social responsibility, and creative thinking, students can engage in immersive learning experiences that promote critical thinking,

collaboration, empathy, and problem-solving skills. Policymakers can consider edularp as a valuable addition to the educational toolkit, recognizing its potential to enhance student engagement and learning outcomes across various subjects and levels of education. Embracing edularp within skill workshops aligns with the goal of equipping students with 21st-century skills essential for success in an interconnected and rapidly evolving world.

Adaptation Procedures for cross-curricular approaches in Schools

As we embark on the journey of advancing education methodologies, our consortium of partners stands united in our commitment to integrating EduLARP (Educational Live Action Role-Playing) into national curricula. With a collective wealth of expertise and resources, we are poised to present robust policy recommendations and adaptation procedures to policymakers at both the national and regional levels. Our overarching strategy is rooted in the recognition of EduLARP as a transformative tool for comprehensive climate education (CCE), aiming to foster a seamless cross-curricular approach in schools. Led by our coordinating partner (AP), our collaborative effort underscores the importance of conveying the positive impact of EduLARP to policymakers, emphasising its significance within national curricula and adaptation processes. Through the presentation of concrete case studies showcasing the benefits of EduLARP programs, we seek to garner support from policymakers for the implementation and dissemination of green EduLARP initiatives. Importantly, our efforts align with the European Union's advocacy for comprehensive climate education on an international scale, positioning EduLARP as a key vehicle for driving meaningful change in educational practices and outcomes.

Estonia

Case study 1.

On May 5th in 2022 in Viimsi school a role play game about viking age was played. Tarvastu school teacher Aive Kaldra, director Karl Kirt and role-playing students visited the students of our school to jointly play a Viking-themed game. There was a small tour

of the school, and our labour education teacher Tiit Kobrusepp introduced the guests to the board game "Vikingite ldatee" that he made. After that, we practised soft sword fighting and headed to Haabneeme beach, where a role play took place. The students impersonated Vikings exploring the lands and had to face the dangers that lay ahead of them. Youngsters put their wits and cooperative skills to the test to find resources and defeat enemies.

Benefits:

<https://www.facebook.com/viimsikool/posts/pfbid0imt6n8QFkrro8rE1HMwVkwXKStGJMjDBse8qyEPM7xoWgN2EBB0oL6mmEu1L9JjVl>



Case study 2.

The 4th-6th graders of the Vastse-Kuuste school tried to understand all of this last week at the Spark artificial campus of the Commune Center on the Narva road class of children who played the role-playing game "Entrepreneurship Village" in 2017. The role that someone gets in the company was formed during the game perhaps in the same way as in real life.

The content of the game varies by school level. 4th-6th graders had to manage an imaginary three-month period in the family business. Each family was given a task, such as buying a new apartment or going on a vacation, and they had to save money for three months to complete it.

In order to save money, students who worked in a bank, workshop or beauty salon had to figure out how to get as many customers as possible who would bring in money. At the same time, it was necessary to constantly calculate, because it was necessary to pay salaries to family members and to pay for daily expenses. If there were not enough customers, costs had to be reduced in order to fulfil the goal.

<https://tartu.postimees.ee/4308095/lapsed-sukelduvad-rollimangudes-taiskasvanute-rahamaailma>



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Case study 3.

On Tuesday, March 10 2020 Alatskivi school we were visited by the Peipsi Cooperation Center, who tested the role-playing game NOA2424 in the 6th grade. The game tells that the situation on Earth is bad due to climate change, many species have already been destroyed and humanity is looking for a new home on Mars. The spaceship NOA-Now is the time is about to launch to Mars, which will take with it a limited amount of resources. Different groups of students had to come to an agreement on which species and supplies to bring. A spaceship was sent, which loaded beans, penguins, chickens, fruit trees as well as fertiliser, potatoes and a server with historical information. The students really liked the role play, they could argue with their partner and fit themselves into different roles.

<https://www.alatskivi.edu.ee/2020/03/10/keskkonnahariduslik-rollimang-noa-nuud-on-aeg/>



Case study 4.

Model United Nations (English: Model United Nations) is an educational role-playing game designed to learn about the decision-making process of UN bodies through personal experience. These are role-playing games organised around the world, which can be organised at the high school or university level by adding special features to the traditional strict format according to the interests and skills of the participants. The NGO Mondo, in cooperation with the youth of the Estonian UN trip, organises a role-playing game called Estonian Model United Nations (abbreviated: EstMUN).

<https://maailmakool.ee/en/estmun/>

<https://www.facebook.com/estonianmodelun/>



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Case study 5.

Role-playing game club



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Locations: ProTERA - Private hobby school HuviTera has a role-playing game club

Age Group: 4.-6. class 7.-9.

The goals of the role-playing game club are to develop creativity, communication skills, cooperation skills and strategic thinking in young people.

In addition to taking part in the adventures created by the tour guide and playing with different characters, students can also try their hand at telling stories, planning short game sessions, illustrating and crafting the necessary play equipment - where both traditional and digital art tools and sometimes even 3D technological tools have their place when creating play accessories. . Role-playing games are primarily intended for third grade students who are interested in fairy tales, science fiction films and/or science fiction, games, acting, drawing, painting, working with the computer and with their own hands.

<https://huvitera.ee/huviringid/rollimangud/>



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Sweden

Case study 1

“Gammaldags Skola” Knivsta. 6-8 nov



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In November all schools in Knivsta Sweden in second grade students played the larp "Gammaldags skola" which is a Larp about how it was to go to school 100 years ago. The kids dress up in realistic clothes and we transform their classroom as much as we can. The Larp is about the school system but also to take a stand against injustice and difficult decisions and see if they are able to save the school from closing. With the experience of the larp you can discuss many questions about history and justice.

Case Study 2



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“Alfa/Omega” Robnsson. 2023-12-08



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In December 2023 eighth graders in Enköping, Sweden played the larp Alfa/Omega. The story of this larp puts the players in a totalitarian system where teenagers are divided into two, and only two so-called “Tau:s”. The larp is about the ceremony where the players will go through some tests to find out their Tau. The Larp is designed to play on injustice in a very fixed system which the players can question and revolt against if they want. The benefits of this larp is to have a common ground to discuss questions about norms and to be a part of a system where you can or can't fit in. With the experience in mind it is easy to have discussions on norms in our real world. That's a benefit of larping. To have a fictive world experience to play in which you afterwards can relate your real world to.

Case Study 3

“Operation Världen” Romberga. 2023-02-02



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In Rombergaskolan, Enköping, we did the realistic larp “Operation Världen” in which they roleplay inhabitants in a fictitious society that mimics the real modern world. This society is a microcosm of our own world, with its challenges and possibilities. The students get to create their own inhabitant, from certain interest groups in this society. Then they are put in a situation where they have to debate a solution to an environmental challenge, and in the end vote about the solution. This is to help the students to understand the voting system in Sweden, and get them to understand the complexity of environmental issues in our own society. But also help them to feel empowered to take action, and to learn to cooperate.

Case Study 4

“Vi går till ting” Vingåker. 2023-04-13



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A school in Vingåker södermanland where we worked with third grade students. The Edularp was about law and justice during mediaeval times, and we used situations taken from historical crime records to learn about status in society and talk about ethics and morals. The students played the judges, accusers and the accused. The benefits of this was that they could relate to the modern law and justice system to better understand the lives of the mediaeval people. And also create an emotional connection, due to the inherent idea of justice inside of each student.

Poland

Case study 1

"The World in 2050"

Integrating science with environmental education: For example, maths and biology teachers can collaborate to create an EduLARP where students explore natural

ecosystems, collect data on animal and plant populations, and then analyse this data mathematically by calculating various ecological indicators.

On March 29th, the climate game titled "The World in 2050" is behind us, in which high school students participated. 🕒 Its aim was to increase climate awareness and facilitate substantive discussions about climate change! Participants were transported to the year 2050 (after the climate catastrophe) and, through shared discussion 💬, indicated what they would do for the climate.



Pictures are not for free use!

On February 1st, 2024, high school students in Grybów assumed the roles of diplomats and journalists at a fictional climate summit in the year 2050.

How is it possible? 🧑‍🎓 Twenty students from the second year of Grybów High School participated in the role-playing game "Fortitude – LARP for climate," organised within the "Larp for Climate Project (Erasmus+ Program)" by the Nausika Educational Foundation.

Negotiations, imagination, discussions, voting, and decision-making on what can be done to save the climate, along with a wonderful atmosphere, made this meeting very successful.



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Case study 2

Combining history with Polish language: History and Polish language teachers can develop an EduLARP where students play the roles of historical figures, analyse original historical texts, and use the Polish language to create narratives, diaries, or letters reflecting events from the past.

EduLARP in high school in Barcz about Barska Confederation, the project, implemented from September to November 2018 in the Małopolskie Voivodeship - in Biecz, Gorlice,



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and Sary Sącz, aimed to shed light on the history of the Bar Confederation on the 250th anniversary of its formation (1768 - 2018). Designed in the centenary of regaining independence, the project also aimed to illustrate the beginnings of Polish struggles for freedom and independence. The project was based on an innovative larp method, combining role-playing games, historical simulations, and school drama. In the implementation phase, the project involved conducting workshops for class 1c, 2c, and 2ab in the auditorium of our high school on September 27 - 28, 2018.



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Case Study 3

EduLarp at primary school SP5 in Świdnik, The Feast of the Olympian Gods in classes 5b and 5f After a series of lessons dedicated to Greek mythology, students participated in an educational project, using the EduLARP method. They took on the roles of various gods, preparing their speeches in the first person. They handcrafted their costumes and attributes. It was a real feast of the gods!

Primary school in Pabianice, Students from class 5b, under the care of Mrs. Sylwia Grzeszna, organised a real Olympic feast using EduLARP method. There was nectar, there was ambrosia, and above all, good humour and mythological stories presented in

the form of short scenes. Preparations for this event lasted for several weeks. The children learned about Greek myths, read texts from the textbook, and excerpts from "Mythology" by Jan Parandowski. Once the entire pantheon had been discussed, the students drew lots to present the goddesses and gods. The class performed the task very well. The children designed their own costumes, prepared props, and refreshments. Some spent the whole day in costumes inspired by ancient fashion. Thanks to this, Greek gods could be seen walking the school corridors or playing basketball on the court. The feast on Olympus required courage and commitment.



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Case study 4

Integrating STEM with technology: STEM (Science, Technology, Engineering, and Mathematics) teachers and computer science teachers can jointly prepare an EduLARP in which students use technology, such as computer programming, to solve scientific or engineering problems, allowing for the practical application of mathematical and computer science knowledge.

CEREMONY OF HOPE 🔥 On January 26, 2024, we played an exceptional game addressing the important and challenging issue of emotional adaptation to climate change. 🔥 We thank you for sharing this experience with us in a kind and reflective atmosphere. We are delighted that several people involved in climate education from various institutions visited us: EcoMałopolska for Climate, Krakow Center for Climate

Education, Symbioza - Center for Environmental Education ZZM, Krakow in Green ZZM, Let's Go to the Forest Foundation, Krakow Youth Council, Youth Climate Council, City and Municipality of Niepołomice, Primary School No. 162 in Krakow, especially, we thank 🌍 CLIMATE and Environmental Advisors from UMK for co-organizing the event and actively bringing these communities together ❤️ You can find the full scenario of this and other games for climate education on our website: 🌍 LARP FOR CLIMATE <https://nausika.eu/larpforclimate/>



Nausika Foundation and its work with teachers and educators:

How to support climate education - workshops for teachers 👉 On Friday, January 12, 2024, at the Potocki Palace, we met with teachers from Krakow schools and non-governmental organisations to discuss the goals, challenges, and methods of implementing climate education. 🌿 🍀 What is it? How is it understood and how can it be implemented in schools, if unlike other fields of knowledge, it is not a separate subject listed in the curriculum? 📄 🧠 We discussed all of this with Krakow teachers who, in their daily work, strive to use tools that shape the attitudes of the younger generation. 🌍 Responsibility for the fate of our planet and for the environment in which we operate seems to be a very important element of education and shaping the worldview of those who will soon be deciding our future. Environmental degradation, climate change, human impact on nature are global phenomena, and countering them in everyday life is an important element of education. ❤️ 👉 At the beginning of the meeting, the city's current actions in the field of climate education were presented to the participants, as well as recommendations contained in the Round Table Report

for Climate Education. This became a pretext for a discussion about understanding the essence of climate education, the ways in which it is implemented, and the goals it sets. ✅ The City Green Management Board carries out a series of practical activities supporting schools in the field of climate education, such as the "Garden with Class" program, the "Teacher Close to Nature" course, and the activities of the Symbioza Environmental Education Center. It also provides many free downloadable materials on its website, such as field lesson plans, worksheets, and inspirations for teachers and parents. 🧑🎓 ✍️ During the workshops, we worked in groups on solutions that would enable the effective use of urban resources in this area. We considered ways to increase access to information and make Krakow teachers more willing to use tools and methods that provide young people with contact with nature, directing their attitudes and ways of thinking towards responsible human functioning in the world. 🌍 Meeting organisers - Kraków in Green, Symbioza - Environmental Education Center, Krakow Center for Climate Education Thank you very much to everyone for participating and for their commitment!



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Case Study 5

Linking humanities knowledge with art: Humanities teachers, such as art history and Polish language teachers, can create an EduLARP where students reenact the lives and

works of famous artists, analyse their impact on culture and society, and then use the Polish language to create stories, essays, or art reviews.

Krak-On Festival takes place in Kraków

Greece

Case Study 1.

The Everyday Life in the Roman Agora of Thessaloniki

The educational program "Everyday Life in the Roman Agora of Thessaloniki: An Experiential Approach through the Edu-L.A.R.P Method" was conducted for the first time by AeliaPath on January 31, 2019, at the archaeological site of the Ancient Agora of Thessaloniki in collaboration with the 3rd Gymnasium of the Aristotelian College of Thessaloniki. The children participated in an interactive live role-playing game, designed with the principles of the innovative educational method Edu-L.A.R.P. The game transported the children chronologically to the Roman era of Thessaloniki during the reign of Emperor Octavian Augustus, aiming for a deeper understanding of the functionality of the Crypt Stoa, the Mint, and the Odeon of the Agora, as well as the socio-political relationships of that time. In order to achieve this, the students assumed roles, carried out their missions, and made decisions themselves to solve everyday issues. According to the principles of the new educational method Edu-L.A.R.P, the students wore costumes and used objects reminiscent of that era.





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Case study 2

"A Day at the Galerian Complex in Thessaloniki: The Great Synod of the Emperors"

The educational program was implemented with students from the 5th grade of primary school within the Galerian Complex in Thessaloniki.

The educational scenario was:

"Gaius Galerius Valerius Maximianus is the sole Augustus of the Second Tetrarchy, as Severus, the second Augustus (of the West), was murdered by the power usurper Maxentius, son of Maximianus of the First Tetrarchy. Therefore, Galerius convened a synod of the Emperors in Carnuntum, Pannonia. At the synod, Gaius Aurelius Valerius Diocletian and Marcus Aurelius Valerius Maximianus, the former Tetrarchs, were present. The purpose of the synod was to appoint Licinius (Genius Valerius Licinianus Licinus) as the new Augustus in place of Severus, Augustus of the West, with Constantine as

Caesar, and for Galerius to remain Augustus of the East with Gaius Galerius Valerius Maximinus as Caesar. Imagine if this synod was held at the Galerian Palace."





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Case Study 3

"A Day in Pericles' Athens"

The educational program "A Day in Pericles' Athens" was implemented in the 4th grade



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of primary school and the 1st grade of gymnasium with some modifications. The educational game EduLARP transports students back to the 5th century, the Golden Age of Pericles, specifically to the court of Heliaia, where an important public trial takes place. More specifically, Pericles is accused by his political opponents of stealing 30 kilograms of gold during the construction of the statue of the goddess Athena on the Parthenon. In this way, the children will become judges (Heliaians), Pericles, political opponents, and they will have to make decisions, to help Pericles or his political opponent Cleon, and to find the truth. In addition to the cognitive aspect, which covers a unit of the school textbook, children experience intense emotions of responsibility and decision-making. They feel responsible for the decision they will make. At the beginning of the program, after ice-breaking games, a few historical facts are mentioned, and the children, again through a kinesthetic game, take on various roles. The costumes and the time machine they create help them in the journey back to the 5th century.

Case study 4

"A Day in Medieval Europe: The Feudal System"(Edu-L.A.R.P.)

Our training program uses the Edu-L.A.R.P. method. to help students live a day in mediaeval Europe and participate in the shrouding ceremony.

The educational role-playing game with live representation was implemented in the

2nd grade of gymnasium in Middle School of American Farm School of Thessaloniki. The students learned about social groups and experienced socio-political relationships within a feudal system. With the help of the Edu-L.A.R.P. method, students will become kings, feudal lords, dukes, counts, knights, etc. and learn about how the feudal system works in a more interactive and educational approach.



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