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OVERVIEW USING EDU-LARPS

Summary:

- National curriculums tend support the implementation of active teaching methods.
- Schools are increasingly using teaching methods that actively involve learners.
- The method use of EduLarp is little known and not widely used at schools.
- EduLarp appears and is implemented as a pedagogical innovation.

ESTONIA

In Estonia as well as the **national curriculum fully support the implementation of active teaching methods, interdisciplinary integration, learner-centeredness 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.

Estonian **schools are increasingly using teaching methods that actively involve learners**, and these include drama, simulation and role play. In a simulation, the players’ task is typically to find a solution in a challenging situation.

Currently the games are typically **one-off projects led by enthusiast teachers, intended to handle current topics (e.g. the refugee crisis) or for specific situations (e.g. as a part of a museum program)**. Sometimes these tools are created within the framework of a youth project and made available to public, but there is no overview whether it will reach the target group.

POLAND

In Poland, **the method of teaching with the use of EduLarp is little known and not widely used**. It is not listed as recommended in the curriculum, but it is also not prohibited. Many organizations use EduLarp as a form of fun during summer meetings of children and young people. These organizations are mainly scouts and other organizations that do not have to



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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.

CREECE

In Greece most of the schools are public, which means that education is for free in all educational levels, with many private schools and organizations that offer non-formal education. Regarding public schools it is obligatory to follow the curricula designed by the Ministry of Education, leaving small space for innovative and 21st century methodologies to grow. **Having said that, EduLARP, as an innovative methodology itself, is not very popular yet in Greece and the method isn't preferred among teachers of public education.** Due to the national curriculum which includes an overwhelming amount of material that needs to be covered, which is the same for every school in the country, schools & teachers have difficulty in implementing any extra-curricular methodology in school, not to mention EduLARP. Thus, EduLARP scenarios have been implemented a few times during a school year from a small number of schools either as a personal initiative by teachers or from external organizations. Additionally, in most of the cases, EduLARP is being used in private schools, and almost all of the times that the methodology is used, is as a learning tool for History classes.

EduLARP is a very promising and innovative educational methodology, at the same time, it's very recent, which means that there are not many schools, or educational programmes that include the EduLARP methodology in Greece.

SWEDEN

Curriculum for [Swedish elementary school](#). (Swedish)

Curriculum for the compulsory school, preschool class and school-age educare.



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Fundamental values and tasks of the school are that each and everyone who operates within the schoolsystem shall encourage consideration for every human's intrinsic value and respect for our common environment. (p. 5; LGR11)

The school's mission in An environmental perspective provides opportunities not only to take responsibility for the environment in areas where they themselves can exercise direct influence, but also to form a personal position with respect to overarching and global environmental issues. Teaching should illuminate how the functions of society and our ways of living and working can best be adapted to create sustainable development.