LESSON PLAN I

Module name: **What is an EduLarp?**

LESSON 1 - What is an EduLarp?
Lesson overview
The purpose of the lesson is to learn about EduLarp: ● What is LARP and what is EduLarp ● What kind larp type there are ● Edu-larp structure and different phases
Learning Goals
Students will learn what EduLarp is, what is Edu-larp structure and different phases. *LARP and EduLarp are explained in the Toolkit.*
Competences
Theoretical competence of the method: - What EduLarp is and how it works. **Value/empathy competence** - Students recognise that through Edu-Larp they have to think and act in different roles that enhance their empathy to understand others persons´ thoughts, feelings, needs and different viewpoints. **Communication competence** - Students are asked to play different icebreaker games that are increasing their collaboration and are forced to communicate with each other. **Self-efficacy competence** - Introduction lesson increases the ability to organise the learning environment and procure the information they need for learning

Systems thinking
- Students recognise that through Edu-Larp they have to think and see the general approach in analysing the situations, phenomenon or problems.

Entrepreneurial competence
- Students recognise that through Edu-Larp they have to create ideas and implement them.

Lesson Plan

Timeframe: 45 minutes long classes.

Here we will present all the steps of the implementation phase, as for example is stated above.

Type of Activity	Activity	Duration
Icebreaker game	Play a short game together for fun and to start off in a positive way	10'
Introduction to EduLarp	Questions & discussions	10'
introduction - movie	Watch a movie about learning through role-play	5'
Conclusion about EduLarp	Students' and tutors' answers and conclusion	5'
Summarising group discussions	Students work in groups and try to find out what EduLarp is.	13'
A movie	This video from a Boarding School in Denmark shows the power of EduLARP as a teaching method. https://www.youtube.com/watch?v=SXBLx0ZjsTY	2'

Lesson Description

Following the frame above, each activity would be presented in detail below.

Time	Description of activity	Tip for the teacher
10'	**Icebreaker game** **Goal for activity:** To set off in a playful way. **Teacher Preparations:** For this Icebreaker you need: envelopes - A4 vertical, markers and something you can make a signal with. ***NAME GAME - PORTRAITS ON THE ENVELOPES*** *STEP 1. Each st is given an envelope and a marker. Sts form 2 concentric circles - facing each other. The inner circle s holds an envelope and the outer circle s asks the name of the person in front and writes it down on the envelope. At a signal, the outer circle ss start drawing the inner circle ss's portraits. They stop at a signal and move by one person to the right and continue drawing another person in front. The inner circle ss do not move and do not look at the drawing. Students move 7-8 times until the portrait is complete. Then the owner can see it.* *STEP 2. The circles swap places and follow the same procedure.* *STEP 3. All students form one big circle holding their own pictures in their hands. At a signal,*	Choose this icebreaker game or choose more from the Toolkit - W 1 Lesson plan 1_tool nr 1…

	they start passing their picture to the right and stop at a signal. Then they find the person whose picture they have and find 3 interesting things about the person and write them down on the envelope. *NOTE: all tutors participate in this game.*	
10'	**Introduction to EduLarp** **Goal for activity:** To open up discussion about Edu-Larp **Teacher preparation:** Organise the question session as you prefer. In smaller groups or as one big discussion or other options. **Activity** Questions - examples: ● Have you ever heard about EduLarp? ● What does EduLarp mean to you? ● Have you ever heard about Live Action Role Playing? ● Do you have any ideas how it works? ● Would you like to participate in EduLarp? ● Would it be easy for you to be involved? ● What kind of difficulties could you find? ● Are you ready to try it?	**Tip for teacher** If you want you can make this a moving exercise with choosing option by placing yourself in a corner or on a fictional line.
5'	Show movie to students	W 2 Lesson plan nr 1_TOOL …

5'	**Conclusion about EduLarp** Follow up questions about Edu-Larp after seeing the movie.	
13'	**Summarising group discussion** **Goal of Activity:** To let the students summarise in smaller groups what they have taken with them from this lesson. **Teacher preparations** Refresh the chapter about edu-larp in teacher preparation, tool-kit. Guide a small group work session where the students discuss questions from Toolkit-handouts or questions prepared by you. **Activity** Students work in groups and discuss and try to summarise their understanding of EduLarp and how it can be used.	W 4 Lesson plan 1_tool nr 5… By this exercise you as a teacher also can get an idea of what your students have taken with them and what is still a bit unclear about what EduLarp is.
2'	Students watch a movie in which situation EduLarp can be used	W 3 Lesson plan nr 1_TOOL …

LESSON PLAN II

Module name: **Explore your neighbourhood**

LESSON 2 – Explore your neighbourhood
Lesson overview
In this lesson, teachers will motivate students to explore their neighbourhood, coming back into class with two topics of their interest, related to Climate change, on a local level. The aim is to motivate students to talk with local stakeholders, green actors and policy makers to understand in depth their needs and efforts on the matter of climate change issues. The interconnection among local stakeholders and students, would add to the previous theoretical knowledge, and broaden the understanding of students, about local climate change issues. In this way, students would come up with their own ideas for a theme of a climate change related project, that would be brought later in class, to formulate a LARP scenario, with the guidance of their teachers (Module III).
Learning Goals
Experiential learning is a very impactful learning method for Climate Change Education (CCE), since it encourages students to confront real-life situations, related to Climate Change, while developing their soft skills. More specifically, completing the present module, students would manage: - to be responsible for individual choices, decisions and obligations taken by themselves - to develop an ethical and holistic worldview that understands the nature of contemporary natural sciences, to be aware of global issues, to take co-responsibility for resolving them, to value and adhere to the principles of sustainable development; - to grasp educational material better, think critically and creatively, and engage positively with what they are learning

-	to be able to conduct research and use the collected data in other activities

Competences

Social Competence
- to function as an aware and conscientious citizen
- to engage in cooperation with other people
- to get motivate by local green actors & stakeholders
- to feel the agency of deciding for themselves, and be part of the co-design process of the educational programme

Communication competence
- to cultivate the ability to clearly and relevantly express oneself, taking into account situations and partners in communication
- to present and justify their positions

Self-efficacy competence
- to cultivate the ability to understand and evaluate oneself, one's weaknesses and strengths

Lesson Plan

Timeframe: 90 minutes long, based on each country's national formal educational timeframe, the lesson can be either 90 minutes long or divided into two classes of 45 minutes each.

Type of Activity	Activity	Duration
A1. Introduction	Introduction of the overall activity	10'
A2. Excursion	Neighbourhood exploration	35'
B1. Brainstorming	Brainstorming in groups	15'
B2. Preparation	Preparation of the presentation	15'
B3. Presentation	Presentation of the final idea of each group	15'

Lesson Description

Following the frame above, each activity would be presented in detail below.

Time	Description of activity	Tip for the teacher
10'	**A1. Introduction** **Goal:** - to explain the details and steps of the module, overall: - to present and explain 4 thematic areas of environmental issues, in accordance to the 17 SDGs - to introduce to students how an experiential learning activity works - to motivate and inspire them, connecting theory with real world practices **Teacher preparation:** 1. Printable document with the 17 SDGs at the ANNEX. 2. Printable document with 4 categories, to help students work on broader themes of Climate Change goals. **Activity:** Introduce to students the activity overall, explaining each step of the process, as it is divided in the present document. Explain to students that the module's goal is "to understand experientially the environmental issues of their neighbourhood, and in	

	the end decide, in teams, upon one specific issue, that will feed the rest of modules and the production of the scenario''. Encourage students to participate, by giving them the opportunity to decide for themselves the theme of their project. Confirm that the explanation is clear, and the students have made their questions, and finally divide the class into 2 - or more - groups. **Homework:** You will ask students to conduct desk research, profiling a local or international stakeholder (local representative, NGO worker, environmental conservation volunteer, food rescue warrior, animal shelter volunteer etc), who does inspirational work that tackles climate change, in social or environmental aspects. The profiling would help the students to get motivated, but also connect the theory with real world practices.	
35'	# A2. Meet your Green Warrior *"Know your local green challenge"* **Goal:** - to **motivate** students to explore their neighbourhood and understand themselves the local issues related to environmental sustainability - to **encourage** students to become more critical on human, natural and economic aspects of climate change, and be vocal	**Make sure that each group would be guided by a teacher**, who will be responsible for the excursion. The walk would be free, and each student would be invited to **capture and imprint data**, related to local issues of environmental sustainability, that would fit into the 4 thematic categories of the

and active on the topics that matter to them most

- to help students **feel included** in the educational process

Teacher preparation:

For younger students, you can provide the "Interview Questionnaire Worksheet", that you can find in the TOOLKIT.

Activity:

Divide students into two or more groups, explaining the rest of the activities.

Option 1: Collecting data from the neighbourhood

Option 2: Collecting data with an interview

For this specific activity, students would work in groups, therefore you should divide your class into 2 or more groups. You will help students to find and interview a local stakeholder (*use the contact list that is provided in the Toolkit*).

You boost the students' imagination in order to prepare their own interview questions.

- *"Imagine the person that you want to interview, or another one that you would like to know more about. Imagine you have been invited to meet this person. What questions would you ask?"*

- Leave time for students to write their questions.

- Invite students to share their ideas with a partner.

previous lesson. The data can either be in the form of photos, taken with their phone, sketches, notes, or all together.

	● Ask a few students to share their ideas with the class.	
15'	**B1. Brainstorming** **"The group (t)rain of thoughts"** **Goal:** - to encourage students to work and take decisions in groups - to encourage **creative thinking** **Teacher preparation:** Keep the space organised in a circle. Make sure that all students have a piece of paper, and that you have x number (one for each group) of big papers and colour pencils. Alternatively, you can use a board, and for online teaching you can use an online rapid ideation and brainstorming tool. It would be helpful to keep on the walls, or in an obvious spot, printed the SDGs, to help students connect their ideas with theory. **Activity:** Ask the students to group with their teams. Explain that with the ending of this activity, groups should conclude in one solid idea, which is the prevailing local environmental issue. Set a timer for 5 minutes, and ask students to write down in their own paper, keywords, phrases or draw, something simple and abstract.	

	Following, ask from the teams to **choose one representative that will write the ideas on the big papers/board.** Later, explain that they should conclude on the most creative or the most common idea, which they later will present to the class, underlining that they will have almost 10 minutes for the discussion and conclusion.	
15'	## B2. Preparation **Goal:** - to help students **organise their thoughts** - to help students to organise a structured presentation **Activity:** Ask from students, to continue working in their groups, and prepare a fun presentation of their chosen topic of interest. You should give a few different options to choose from, in case that they have a difficulty generating their own ideas. The presentation could be in a visual board, in oral presentation, in sketch, in a short role-play of presenting "local news", among others.	
15'	## B3. Presentation **Goal:** - to make students feel **empowered and confident to present** their ideas in front of their class	**Tips for teacher:** Here the students will basically present the selected topics that they will use at Module III to

- to encourage students to be **active listeners** and supporters of their classmates

Activity:

Ask the group of students to present the **local issue they have chosen to tackle**, which is related to climate change. Explain that they can decide if a representative or more people from the team will present the topic to the rest of the class. Ask the rest of the students to **listen actively** until the end of the presentation and make comments afterwards.

build the concept and roles for their scenario.

It is crucial to have them clear in their mind to build either a scenario combining themes from the two teams or two separate ones (depending on capacity and timings).

Depending on school capacity and EduLARP familiarity of the teacher:

1 or 2 scenarios

→ Keep in mind that the issues raised are both connected to climate change and might have ways that lead to solution finding.

→ Make sure that you will keep the time management according to planning, and that would be enough time for further discussion after each presentation.

LESSON PLAN III

Module name: **Concept and Roles**

LESSON 3 - Concept and Roles
Lesson overview
In this lesson teachers and students will cooperate to create a concept for the larp, and create roles to play. Using the information gathered in Module II - explore your neighbourhood. The aim is to have a concept when you continue to Module IV, where you will play the larp. This concept should be stable and clear enough to allow open exploration of the subject and a full spectrum of viewpoints. The concept should be clear enough for the student to understand: - The world you play in - Their roles and groups viewpoints and goals - The rules of the edu-larp
Learning Goals
- How to create an interesting concept based within a timeframe. - How to use the information gathered in method II into something usable in an edu-larp. - How to create a role, and how to connect that role to the concept.
Competences
social competence - Cooperation, debating, expressing emotion **communication competence** **entrepreneurial competence**

Lesson Plan Concept

Timeframe: 70 minutes long classes. Can be divided into two 35/35 lessons

Here we will present all the steps of the implementation phase, as for example is stated above.

Type of Activity	Activity	Duration
a1. Choose a problem	From module II; choose what environmental problem you will work with	10'
a2. Divide into groups	Decide what groups you will be divided in and what opinion they have	10'
b1. Work on the world	Discuss the world and setting your game will take place in	40'
b2. Decide location	Decide a location where the larp is set	10'

Lesson Description

Following the frame above, each activity would be presented in detail below.

Time	Description of activity	Tip for the teacher
10'	**Choose a problem** **Goal for activity:** To decide one, or merge a few of your students' issues from module II. This will be the "problem/conflict" of your larp concept.	**Tip for Teacher preparations:** The problem could be formulated into two sentences. One clear enough for the students to understand and another to explain in more detail. Example problem: *"Factory pollutes our environment"*

	Teacher preparations:
	
	● Collect and prepare a presentation of the student-gathered topics from module II.
	
	   ○ approximately one sentence for each problem.
	
	   ○ Merge similar topics.
	
	● Read and understand the larp time frame example in the toolkit.
	
	   ○ The time frame is what you do in character during the larp.
	
	Activity: Present the topics and host a voting. Document your decision.
		Detailed problem: *The Factory that provides jobs and food to a lot of people of the city also pollutes the nearby water with the result of health issues among animals, plants and humans"*
		
		It is <u>important</u> that the problem choosed has two conflicting sides to argue from and it should also be a problem caused by humans. Make it as concrete as possible.
		
		Tip for Activity: If two or more topics are even, see if it is possible to combine them. For example if the topics *"Deforestation"* and *"Animal extinction"* have the same number of votes. Decide that the problem with animals dying is related to the cutting down forest issue even if that is not the case in reality.

10'	**Divide into groups** **Goal for activity:** To create groups that have different opinions according to the problem/conflict decided above. To divide the students into these groups. **Teacher preparations:** Decide according to your group size if it is suitable with two, three or four groups. Around 8 students in every group are recommended.	**Tip for Teacher preparations:** Take inspiration from "Tool- group information" and how those four groups come in from different sides of the problem or in between. Let the students decide by themselves what group they want to be in. It might be more encouraging for them. Or, if you know them well, challenge them to play in a group that will make them think outside of their own mindset. They will

Create groups with different entrances to the conflict. "Pro-group" and "Con-group" and "in between-groups"

Activity: Decide which group each student should go to. For example: use the corners or tables in the room and let them represent the different groups. Explain each group's general ideals and information according to the problem/conflict. Let them choose by going to the place where their group is.

Rearrange if necessary to even out the groups. It's good to have quite a few students in the undecided, or "grey area" groups.

work in these groups through the larp process. Here you can make an effort to create groups that you think work well together.

Remember that the students' private opinions don't have to match with their group opinion. The groups can be quite general, the students will continue to work on the groups identity later on.

Tip for Activity: Make groups that have a clear identity, that can easily be understood and identified by the students. Also avoid villainizing any groups by making them the root of the problem and conflict. It's not that interesting for the students to only be blamed for the problem. Create groups that all have different possibilities to make a change in society. Example: entrepreneurs with money, scientists with technology, Activists with passion, Inhabitants with time and workforce.

Fill the "grey area" groups with people of many different backgrounds and interests. Education, jobs, economics, for example. But join each group in a common interest by giving them a focus. Example: "Citizens of a rich part of the city" or "citizens from a village outside of the big city".

You can also divide them in blind if you think that is better. Write down the

		different groups' opinions on papers and just divide them among the students.
40'	**Work on the world** **Goal for activity:** This activity is to set a common agreement of the world you are going to larp in. You will work with social structures and geography. **Teacher preparations:** Activity mapping: Have pencils, paper, scissors or other things you need ready. Activity "status line": prepare, if you need, questions to discuss on the "status line" exercise. **Activity mapping 20 min:** Let each student draw a map of the town. It doesn't need to be correct and it should be rather quick. The purpose is to make the students notice what they put on the map first. Use their ideas to make a bigger common map with parts from what they have come up with. Draw on a bigger paper or on the board. Map out the common idéa of what you think is of importance in your local community. Agree on that this is the world that the larp will take place in. This will help to focus	**Tip for Teacher preparations:** You are going to use your own town as a common ground for the world. For this you can think of places, buildings and environment in the town that are of importance. If you live in a big town you might need to narrow it down to certain parts of the town. Make this part of the lesson plan as creative as possible. Use arts and crafts to describe and create a common vision of the world. The bigger map you create can be used as props in the larp. **Tip for Activity:** Mapping: Add things together on the big map. It should at least contain: ● Environmental/culture area: forest, park, river, monuments, historical places etc. ● Living area: neighbourhoods maybe with different types of houses etc ● Commercial areas: stores, schools, workplaces, government. Status line: Use the line and where they place characters from the society, to discuss and "sculpture" the power

	the discussions in the larp later when you have this common ground.	structure of the town/world. It is important to talk about democracy and what tools the different positioned characters of the line have for expressing opinion and making changes in the town.
	Activity "status line" 15 min:	
	Define a line in the room which represents going from two extremes; the most powerful and the least powerful.	
	Present the line and ask if they can come up with who, or what, should be placed closest to the most powerful position.	Possible characters to have on the line: President, governor, mayor, politician, banker, a manager, teacher, cleaner, a cat, a homeless person, a child, a teenager, an old doctor, an old nurse, a priest etc.
	Let the students come up with what citizens they can represent and let them one by one enter the line and position in relation to the others already on the line.	Problematizes how they think by adding information such as gender, age or type of workplace, education etc to the characters and see if they think that changes things.
	When you have enough representation on the line, lead a discussion on how you can make changes in society based on the position. Also discuss how the characters in different places on the line are in relation with each other. Would a manager be anything without employees for example?	
10'	**Decide location** **Goal for activity:** To get a common agreement on where your larp	**Tip for Teacher preparations:** Be clear on what the room can offer as a setting, so that the students don't get their expectations up to high. Check the possibilities of both indoor and outdoor

setting is. What physical space you are in when you play the larp.

Teacher preparations:

- Check for what locations you have access to before letting the students decide.

Activity: Explain the time frame. The larp will focus on the various groups meeting to discuss and argue for their opinion on the specific topic you have chosen earlier. Now you will decide on what kind of setting you will be in. A conference room, castle hall or town square? Let the students come up with ideas.

You can discuss your possible setting by using these questions:

- What are some possible meeting locations?

- What kind of room will we pretend that we are in?

- How do you behave in this setting as your group?

- Is your group used to the setting or not?

- What objects can you find in the room?

- Is it an open area or do you need an invitation to access?

locations. A town square or a conference room are all good options for larping. Using decorations might help the imagination!

Tip for Activity: This activity aims to give inspiration and allow the students to use their imagination. But it also provides a foundation to agree on the possibilities and limitations of the larp. You need to act in the direction of realism according to the world and setting you create.

	Document and summarise what you have decided during the class.	

Lesson Plan Roles

Timeframe: 70 minutes long classes. Can be divided into two 35/35 lessons.

Type of Activity	Activity	Duration
a1. Clarify groups	Decide group specific information/themes	15'
a2. Work on roles	Define each individual roles in the group	20'
a3. Presentation	Present each group and role with the whole class	20'
b. Decide rules	Present the rules of the larp and discuss them with students	10'
c. Summary	Summarise the larp with the students	5'

Lesson Description

Time	Description of activity	Tip for the teacher
15'	**Clarify groups** **Goal for activity:** To define each group's background story, agenda and viewpoint. According to the position on the problem that they were given in the previous lesson. **Teacher preparations:** Print the pre designed "Lessonplan 3_tool_ group information" documents for the groups to read and discuss. Or create your own inspired from tool.	**Tip for Teacher preparations:** To save time, decide the group themes yourself or use the pre designed group information in Toolkit and hand it out. **Tip for Activity:** Examples of group themes you can use: Politicians, Managers, Workers, Farmers Activists, Hi-tech enthusiasts, Students etc. The groups should have core values that drive them to act in a certain

	Activity: First step is to decide what *type* of group they are. The students will use their group's general identity, and define it more clearly. When agreed in the groups, let the group present their theme to each other briefly. Then let each group fill in the template together and discuss the question on the template.	way. It is these value-based conflicts that are the differences between the groups. Example of value or interest based conflicts for the groups: Make money vs. have a workplace and salary. Or Have a workplace and salary vs. save the environment and animals. Their imagination and the world for the larp is the limit. Recommended to clarify that they all should play roles that have an opinion because the larp is about voicing their opinion.
20'	**Work on roles** **Goal for activity:** Every student gets time to work on their individual role. And to create connections to other students' roles. **Teacher preparations:** Print character sheets, for each student to fill in. Write some claims for the exercise "On the line" (explanation of the exercise below) that are specific to your concept. **Activity:** Firstly let each student decide only on a name and an occupation (they continue to fill in the sheet after	**Tip for Teacher preparations:** You do as many claims as you find necessary, but it's good that some of these claims don't have a clear answer. Some good moral conundrums. Remind them of their group belongings from earlier and encourage them to create their individual character in relation to the group information they created before. **Tip for Activity:** The students will want to discuss a lot while doing "on the line", but doing it in silence will give

the "opinion line" exercise). The role they are creating should be an original creation, so that they can make it their own. And not a real person or role from a book, movie, etc.

When they have a name and an occupation, you will do an exercise that helps them to understand their roles, morals and ideals.

Opinion line

Define a line in the room which represents going from two extremes; yes and no.

You will now give them different statements for their characters to have an opinion about, by standing on the line. If they are for a statement they stand closer to yes, and if they are against it they stand closer to no. They can be more or less against a statement by where they stand on the line. They do this exercise from their role's perspective. Start the exercise by doing a simple claim like "Ice-cream is tasty".

Examples of claims:

"Money is important", "Love can save the world", "You should do whatever you can to get things done", "Everyone is equally responsible for change to happen", "Punishment is good", "First I

each student time to think for themselves. If there is time you can let some students, after each claim, share why their role chose that specific claim.

Always repeat the difference between their character and their own opinion, when needed. The power of a larp is to play someone else, but sometimes that can be forgotten and real emotions and conflicts can occur.

This is part of the learning process, since they are connecting emotionally with the larp conflict. Take breaks when that might be unclear, and talk about what is happening. Encourage learning from the situation by defining together what happened. And talk about the character separate from yourself. When in character we often talk in first person, "I want to cut down the forest", but when you are not larping it's good to talk about your character like this: "My character thought we should cut down the forest". This helps to disconnect yourself from your character's ideas and actions.

	help myself, then i help someone else", "I go my own way, I don't care what others think" "I want many friends" After this exercise, let them fill in the rest of the character sheet.	
20'	**Presentation** **Goal for activity:** To present the groups and roles to each other. **Teacher preparations:** Make space to write each group's name on the board, while talking to each group. **Activity:** Let each group present their group's theme and standpoint. Then deepen the understanding of the composition of every group by letting everyone individually introduce their role. Present what they have come up with. And what they think about the other groups. It is good if every group has at least one group they sort of agree with and one they disagree with. Point out that the opinion which the students' roles start the larp with, can change or strengthen during the larp, meaning their roles are diverse and flexible.	**Tip for Teacher preparations:** If you are active in the process of their decisions it's easier to guide them if they forget or get stuck. **Tip for Activity:** When they present themselves, let them say: ● Their rolename ● Occupation ● A short sentence of what their role thinks about the problem. Keep things short and sweet. If the student wants to share more about their role, encourage them to save that information to be played out in the larp.

10'	**Decide Rules** **Goal for activity:** Go through the rule template and add rules that are specific for every group together with the students. **Teacher preparations:** Print the template, and/or write them on the board. **Activity:** Explain why we need rules. Rules have the purpose to give all of us a pleasant and interesting experience. The purpose of rules in a larp is not to set boundaries, more to be seen as a way to set the frame in which the students have the opportunity to explore the larp.	**Tip for Teacher preparations:** Rules can be very specific for the larp you create or very general. You can read more in teacher preparation chapters.
5'	**Summary** **Goal for activity:** To make sure everyone is on the same page with the agreed larp concept. And to clear out any misconceptions. **Teacher preparations:** ● Collect all information and have all filled in templates available. ● Use the time frame example. You can use the examples, or fill in with the information you have decided together with the class.	**Tip for Teacher preparations:** Collect everything you have into the time frame/larp frame for your own sake but do the presentation for the students quite short and sweet, like a quick summary. It is ok to not have a concept that gives all the answers. There should be some space for improvisation for the students. As long as everyone has a general idea of what to do.

	● Look through the beginning of: *Module IV - Let's Play*. **Activity:** Present the concept as it is and let the children ask questions. ● The world ● The setting ● The groups ● The individual roles End the activity by reminding them for the next part before the larp starts: *Module IV - Let's Play*.	You can continue to work on the larp frame between this lesson and the upcoming module IV - Let's Play.

LESSON PLAN IV

Module name**: Let's Play**

LESSON 1 - Let's Play
Lesson overview
In this lesson teachers and students will play the larp that was created in Module III. Larp has a basic structure of five phases: **Ice-breaking and/or warming-up phase, preparation phase, play phase, de-roling phase, debriefing phase (will follow at Module V)** The teachers have to create a warm atmosphere by using knowledge games, energising and preparatory activities. Then the teachers will remind the students of the rules and the restrictions and will set the time of the preparation and play phase. The students have to prepare the room with sets according to the story and wear their costumes. After this students will start getting acquainted with their characters. Then the students will play the concept by interacting with each other in time that has been defined. After the play, teachers will do activities aimed at "taking the character off". The aim is for teachers to prepare their students to play the characters. It is important for students to understand that they don't need to be good actors, but they need to make a serious effort to play the different characters and to feel free to improvise. In addition, the main aim is to experience the environmental issue and try to find a solution to the problem through interaction, communication, cooperation and expressing emotions.
Learning Goals
- How to develop the play phases of larp. - How to play the character, and how to interact with the other characters. - How to experience the environmental issue of their neighbourhood with all their senses. - How to develop problem-solving, communicational and co operational skills.

	-	How to develop empathy.

Competences

Social competence
- to engage in cooperation with other people; to accept interpersonal differences and take them into account in interacting with people
Communication competence
Self-efficacy competence
- to find solutions to problems related to oneself

Lesson Plan

Timeframe: 90 minutes

Here we will present all the steps of the implementation phase, as for example is stated above.

Type of Activity	Activity	Duration
a1. **Icebreaking Phase**	Knowledge games, energising and preparatory activities	15'
a2. Preparation Phase	Prepare the room with sets according to the story and wear the costumes(if needed). Re-acquaintance with the characters is a necessity.	15'
a3. Play Phase	Play the Larp concept	50'
a4. Deroling Phase	De-role/Getting out of character	10'
a1. **Icebreaking Phase**	Knowledge games, energising and preparatory activities	15'
a2. Preparation Phase	Prepare the room with sets according to the story and wear the costumes(if needed).	15'

	Re-acquaintance with the characters is a necessity.	

Lesson Description

Following the frame above, we will later present in detail each activity.

Time	Description of activity	Tip for the teacher
15'	**Icebreaking phase / warming-up phase** **Goal for activity:** To create a friendly atmosphere, to create an open and judgement-free climate, to build a sense of community, to acquaint students with being in a role, to create a mindset of interacting differently than they normally do, to build their feelings of confidence and competency, which are important to a successful larp. **Teacher preparations:** ● Collect and prepare Ice Breaking activities. You can use the Ice Breaking activities already given. (check Toolkit) ● Prepare the students for the larp. In order to do this, you'll need to teach them the techniques of the game, and most importantly, you'll have to get them comfortable interacting with one another by using Ice Breaking activities.	**Tip for Teacher preparations:** And be prepared with more than one icebreaker so as to mix up if needed. It is also recommended to have different tools like drums, music etc. **Tip for Activity:** Ice Breaking activities should be funny, not tiring. Keep it short and interesting.

15'	**Preparation Phase**	**Tip for Teacher preparations:**
	Goal for activity: To prepare the place and to create the atmosphere, to give time to the students to remember who they are (Their character sheets from lesson III) and to be reminded of the rules of the game.	Let the students be part of the practical preparations, like changing the room. It's an opportunity to feel part of the process. Especially if you listen to their ideas and needs. The space for the larp should be in a private location, set up in a spot where there aren't people walking by or through the EduLARP as it happens. EduLARP works best when participants can play for themselves, and without the added anxiety of being watched by an audience.
	Teacher preparations:	
	- Prepare the space that you have already decided with your students and materials for the EduLARP. - If you want, you can bring some costumes, huts, objects that can be used in the play phase during the game. - Remind the students of the rules and the restrictions and set the time of the preparation.	
	Activity: The students have to:	
	- prepare the room with sets according to the concept. - prepare themselves with props and costumes.	
50'	**Play Phase**	**Tip for Teacher preparations:**
	Goal for activity: Edu-LARP development. This is the phase in which the roles play the concept, interacting with each other and with the game. The goal is for the students to set out their different opinions (As	Sometimes it feels like you aren't prepared, and that's ok. Even if you haven't done all the steps completely, remember to have fun with your students. And take breaks when needed.

	gameleader, use the time frame created in Module III) and to come up with a solution to the problem. **Teacher preparations:** ● Print out your Timeframe. ● Print out your Rules. **Activity**: ● Repeat rules to students. ● Start the larp. ● Play the larp. ● End Larp.	**Tip for Activity:** Each role belongs to a group with a different opinion, some are against and some others are in favour. During the game the roles will expose their arguments. Some students may change their opinion or the value of their roles. Game Leader will allow this new dynamic to be revealed. The Game Leader will notice where that point is, so as to finish the game.
10´	**"De-roling Phase"** **Goal for activity:** To get themselves out of role once they have finished the larp game. It's the process of drawing a line between their character's world and their everyday life. **Teacher preparations:** EduLARP should include activities aimed at de-roling, so as to always grant the safety of the participants. You can use the De-role activity document in tools. **Activity:** ● Get the students out of their costumes (if they have been used). This action puts the students back in control, and asserts their needs over the character's motivations.	**Tip for Teacher preparations:** The characters played in an EduLARP are fake, but the interactions and emotions are real. This is why the game experience can trigger deep emotions or unexpected reactions, or can blur the boundaries between the person and the character (bleed in/out phenomenon). That means that is a very important phase that can not be skipped. **Tip for Activity:** It is really a subjective experience that can not be forced by the Game

	- Shake off the character by moving their body - flapping their arms, jumping up and down, or running on the spot. - Stretch each muscle group to release tension, breathing deeply to focus their mind. - Say their names out loud to themselves in the mirror to strengthen their sense of self.	Leader. Do not try to control their emotions and what students will keep from this experience. Do not use a negative or positive vocabulary about the roles. Use a neutral way of talking.

LESSON PLAN V

Module name: **Reflection time**

Reflection is a very important part of the eduLARP, it allows participants to understand their experience and convert it into knowledge. It helps to reach the educational goal of the eduLARP. Realisation that every game of eduLARP doesn't automatically mean learning new things is the first step of learning.

Reflection has two phases:

1) Deroling phase: the characters played in eduLARP are fake, but the interactions and emotions are real. This is why the game experience can trigger deep emotions or unexpected reactions, or can blur the boundaries between the person and the character. For this reason, eduLARP should include activities aimed at "taking the character off", as to always grant the safety of the participants.

2) Debriefing phase: debriefing constitutes the reflection and discussion phase of the experience, and a thematic discussion connecting the topic(s) of the game with learning goals. This is one of the main steps for an eduLARP to be effectively educational. In fact, it is at this stage that the elaboration of the experience and its consolidation in learning can take place. Debriefing should cover the following reflection areas:

   - How do you feel? (emotions, sensations, individual experience (both, role and personal))

   - What happened? (analysis, explanation, game experience)

   - How do you link the game to reality? (abstraction, contextualization, link to reality)

   - What did you learn? (synthesis, generalisation, education)

- What if…? (hypothesis exploration)
- How do we proceed? (change intentions and transformative processes)

LESSON 5 – Reflection time

Lesson overview

Debriefing has three goals:
1. Each player should have their larp experience, whatever it was, validated by their co-players.
2. Each player should have a chance to begin processing the eduLARP, translating from the immediate experience and emotional bundle into lasting memories, reflections, and learning.
3. If a player experienced anything particularly difficult, the debrief should provide an arena for others to become aware of the problem, and take steps towards solving it.

Debrief is a tool to foster an open, trusting, supportive culture amongst students.

Besides giving participants a platform to express their emotions and experiences, it is important for the teacher to continue with thematic discussion so that students will make the connection between the topic(s) of the game and real life, fostering learning. Here you can leave a small gap (e.g. a break), but preferably not more than a day.

Learning Goals

The learning experience of an EduLarp is twofold:
1) Experiential learning of social skills, communication, empathy, thinking on your feet, self-confidence etc. that comes out of the lived experience of immersive play and will be very individual;
2) Thematic learning about a specific topic the EduLarp is designed to teach, which will depend on a specific game (biology, history, science, refugee crisis, etc).

Depending on the specific topic, the thematic discussion will be different for every game. It is the teacher's job to connect in-game information, problems and solutions to real life, and highlight the connections.

When the topics in the game have been discussed with the participants, the student learning process can be considered successfully completed!

Competences

Environmental sustainability acting competences (green EduLarps in general)
Value/empathy competence
Social competence
Self-efficacy competence
Communication competence
Competences relating to specific game

Lesson Plan

Timeframe: 90 minutes long classes.

Type of Activity	Activity	Duration
Introduction	A short talk by the lead Game Leader, outlining the plan and common rules and questions.	5'
Experience sharing in pairs	Reflection in pairs, no Game Leaders involved.	20'
Group analysis	Group reflection, one Game Leader per group, if possible.	20'
Whole group analysis	Communal reflection, led by Game Leader.	20'
Thematic discussion	Game Leader or Teacher connects the topic(s) of the game to specific learning topic(s)	20'

Conclusion	Summary, the lead Game Leader offers suggestions for further processing.	5'

Lesson Description

Time	Description of activity	Tip for the teacher
5'	**Introduction** Lead Game Leader introduces the last phase of the game which is feedback from students and reflection. S/he also introduces rules for the debriefing session: **The third person rule**: when talking about something that was done at the eduLARP, avoid the use of the first and second person. Not "You screamed at me" but "Your character screamed at my character". **Confidentiality**: what is said in the debrief, stays in the debrief, unless it can be anonymized. **No interrupting** each other. Let the current speaker finish. **All experiences are equal.** This larp may have been experienced very differently and may mean different things to each of us. Accept that, and do not challenge it. **The door is open**: you can opt out of anything at any time without giving an explanation. If you don't want to talk, don't.	It's good to give questions out before the reflection in pairs to players on paper for preparation. Example questions in the Toolkit: Lesson plan nr 5 TOOL nr 1 debriefing topics Lesson plan nr 5 TOOL nr 3 useful rules for debriefing

20'	**Experience sharing in pairs** Reflection in pairs. The main reason to do pair debriefing is to maximise the time each participant has to talk through their experience, without needing to beg for the attention of co-players. Additionally it serves to open other angles of conversation than those that would occur naturally. The GL should keep time, and signal at the half-way mark that it is time for the pair to switch roles.	Choose any method of pairing the participants, a good tip is to not pair close friends.
20'	**Group analysis** Reflection in small groups, each group has one GL. The GL asks questions about the larp experience, and players take turns answering them. Aside from asking questions, the GL ensures that everyone is allocated airtime, and enforces the third-person rule and the all-experiences-are-equal-rule. The teacher can use older students with eduLARP experience as Game Leaders for the groups. When s/he doesn't have any experienced students, s/he can give a printed list with questions to each group and determine one of the students from the group to lead the process. Conversations and digressions and questions from other group members are allowed, as long as airtime remains roughly equal, and the rules are followed.	Example questions in the Toolkit: Lesson plan nr 5 TOOL nr 5 group questions

20'	**Whole group analysis** A final possibility to share the most memorable highlights or issues that arose. Time for a short sentence can be given to all, or only those who want can share.	
20'	**Thematic discussion** It is important for the teacher to continue with thematic discussion so that students will make the connection between the topic of the game and real life, fostering learning. Depending on the specific topic, the thematic discussion will be different for every game.	This could continue in the next regular lesson that is connected to the game's topic.
5'	**Conclusion** Game Leader concludes the debrief and sends participants home with self-reflections question(s).	Example questions in the Toolkit: Lesson plan nr 5 TOOL nr 4 self reflection.

NOTES:

Debriefing is only the beginning of processing – the player converting the impressions and actions and emotions of the LARP into something of long-term use to themselves or society. The teacher can use different follow-up activities here:

- Write (your eduLARP story, poem, letter to your character, an article for a newspaper)
- Listen (eduLARP theme music)
- Draw or paint (different characters or events from eduLARP, your emotions and feelings about eduLARP, eduLARP-themed memes, eduLARP event poster)
- Physical activity (running, walking, dancing)