

Teachers Toolkit



Project material produced between 2022-2024

Chapter two

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

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



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Chapter 2 - Tools for the curriculums lesson plans

In this chapter the tools are numbered in relation to the lesson plan they belong to and in the lesson plan you can see what tool is used when.

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Tools for lesson plan I - What is EduLarp

Lesson I, tool 1 - Example of Ice breaking or improvisation games

Game 1: Guess as much as you can about me- description:

Necessary tools:

- Markers, whiteboard or a piece of paper

The student goes to the blackboard, on which he writes 5 pieces of information about himself, e.g. the date, number, city, color, etc. The task of other students is to get as much information as possible by asking questions. The person standing at the board answers only yes or no. If the group has problems with guessing, the student explains what the information means for them.

Game 2: Snowball fight game

Necessary tools:

- A piece of paper, markers

The aim is to mingle and share personal information.

Step 1. Each student gets 2 blank sheets of paper. On the 1st sheet they write their names, on the 2nd their hobbies.

Step 2. Students are divided into 3 groups of 16 by saying numbers 1,2,3 (tutors help to make groups).



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Step 3. Students make 3 circles facing each other, crumple their 2 pieces of paper into snowballs and throw the snowballs back and forth to each other until the music stops.

Step 4. Students pick up 2 snowballs each, open the balls and mingle, asking questions in order to find the 'owner' of the information written on the sheets of paper. When students find the person whose name is written on the paper they introduce themselves and ask questions about a hobby and put down the information next to the name. When ss finds a person who wrote the information about the hobby, they write the person's name on the paper next to the information. **NOTE:** Students don't need to write in complete sentences.

Step 5. Students sit in circles and tell others what things they have learned about their friends.

Game 3: Role playing - Guessing my profession

Necessary tools:

- A piece of paper, markers

Game leader prepares names of professions on cards- stickers, and sticks one of them on the students' backs. Students don't know what profession he or she represents, must guess based on the behavior of the other students, or on the basis of the conversation that the other student will start.



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Lesson 1, tool 2 - EduLarp Video

Introduction video to the role play game. See the video:

GoodJobStudios: Learning Through Roleplay: <https://youtu.be/hAjLQNwPa8s>

- **A role play game, or educational role-play**, is a method in which participants learn about selected topics, becoming characters in an agreed story and in a world to solve a certain problem or reach goals.





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Lesson 1, tool 3 - Summarising group work

Work in your group and discuss these questions. Try to summarise their understanding of EduLarp and how it can be used.

Discuss the following questions:

1. How would you describe what a Larp is, for someone that dont know?
2. How would you describe what EduLarp, is for someone that dont know?
3. Come up with three examples of what you think you can learn through EduLarp?
(some skills you can practise in a edularp)
4. Give three examples of school subjects EduLarp can focus on?
5. Why do you think these subjects are suitable for EduLarp?
6. Give an example of how you can implement environmental learning in a EduLarp (think freely, what can a larp contain that has to do with a environmental topic some how)



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Lesson 1, tool 4 - EduLarp Example Video

Take a look at Edu-Larp **"SOLARPUNK"** https://youtu.be/pY0s_iq4sZA to get the overview of the Edu-Larp parts.



Homepage: <https://ctc.ee/publications/games/solarpunk>

General introduction of the Edu-Larp "SOLARPUNK"

It is the year 2081.

Humanity has developed as fast as it did in the 20th century in the last 50 years. After a long phase of denial on climate change, fortunately they came together and took action. By now, a utopia has come to be what some call the sunburn. Cities are greener than ever, with plants grown on roofs and vertical gardens; solar panels provide all the energy needed and more; orbiting mirrors orbit the sun's rays away from the earth, thus preventing the absorption of infrared radiation into the atmosphere and the further rise in global temperature.



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Humanity, or at least the vast majority of it, is flourishing.

However, the whole adaptation to climate change is only a carefully maintained balance - a cosmic litter from a meteor cloud called the Persians showed this system how vulnerable this system can be. The OCM-18 orbital mirror navigation system has been damaged, and the MM1 space station, which monitors in-orbit mirrors, has declared a crisis situation and sent out a repair team, whose fast action now depends a lot. In just four hours, the sun's rays hit this mirror, and if the angle is not right, the atmosphere absorbs enough infrared radiation to cross the tipping point and restart the chain of disasters on Earth.



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Tools for lesson plan II - Explore your neighbourhood

Lesson II, tool 1 - Printable SDG:s (Sustainable Development Goals) in four tematics

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SUSTAINABLE DEVELOPMENT GOALS THEMATIC AREAS

The 17 SDGs organized in 4 thematic areas, combining different aspects & goals into concrete categories addressed into Climate Change Education.



FOOD SECURITY

all people, at all times, have physical, social, and economic access to sufficient, safe, and nutritious food that meets their food preferences and dietary needs for an active and healthy life



SOCIAL JUSTICE

"Social justice may be broadly understood as the fair and compassionate distribution of the fruits of economic growth." (UN)



WATER SCARCITY

Over the past decade, the concerns about drought events and water scarcity have grown within the EU, especially with regard to long-term imbalances of water demand and water availability in Europe. (COM, 2012)



ENERGY TRANSITION

In 2019 the EU overhauled its energy policy framework to help us move away from fossil fuels towards cleaner energy



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FOOD SECURITY

zero hunger

Hunger is an alarm signal sent by the body when the stomach is empty and the blood sugar level decreases.

good health & wellbeing

Well-being is a feeling of satisfaction with life, a state characterized by health, happiness, and prosperity. Good health concerns the care of the human body and everything that can be done to protect it

sustainable cities & communities

A sustainable city is one that respects sustainable development priorities from their social, economic and environmental perspective, and that allows its inhabitants to live in good conditions

responsible consumption & production

A sustainable city is one that respects sustainable development priorities from their social, economic and environmental perspective, and that allows its inhabitants to live in good conditions

2 ZERO HUNGER



11 SUSTAINABLE CITIES AND COMMUNITIES



3 GOOD HEALTH AND WELL-BEING



12 RESPONSIBLE CONSUMPTION AND PRODUCTION



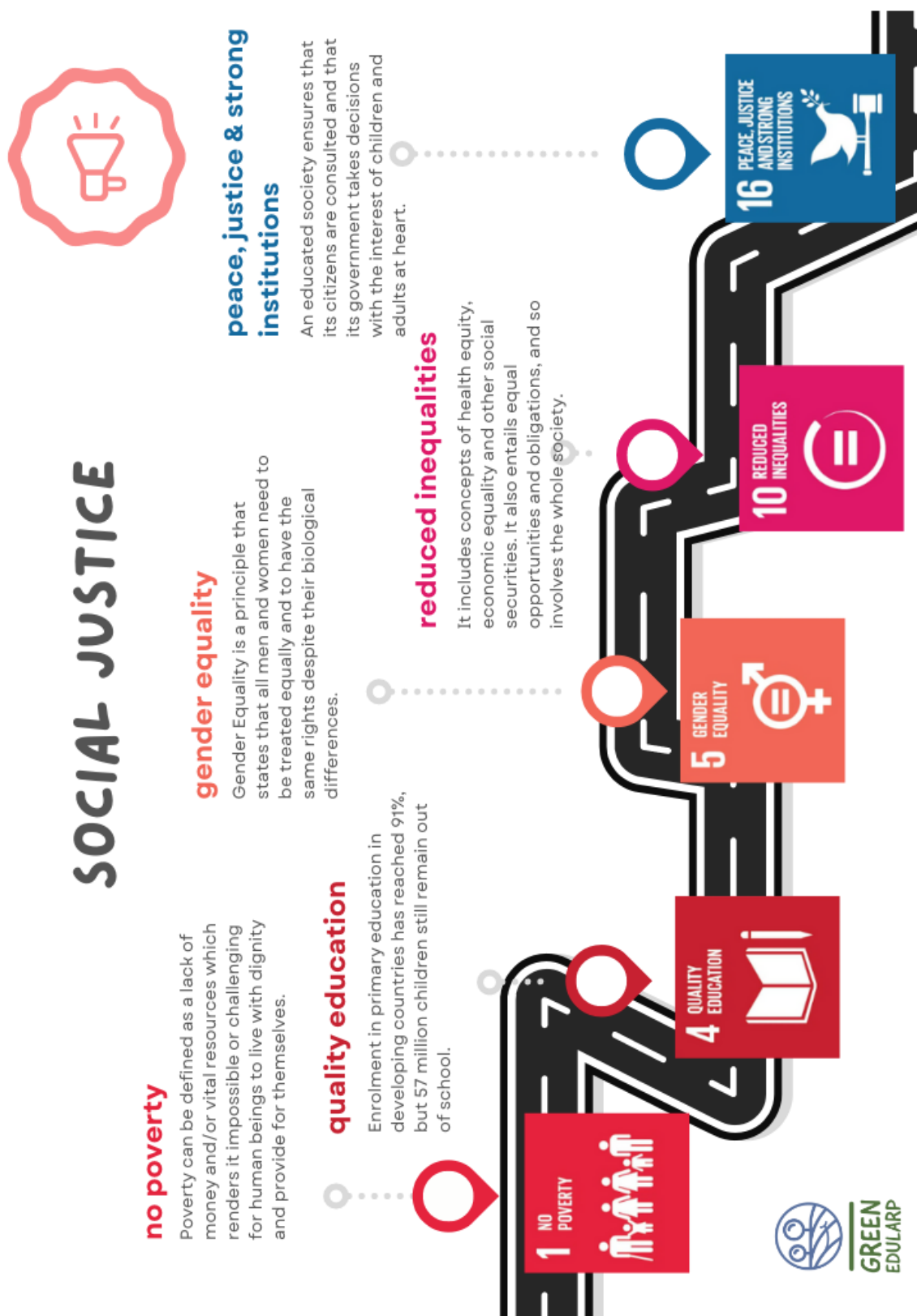
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WATER SCARCITY

clean water & sanitation

Water is essential to life. It constitutes up to 65% of the human body and 90% of the structure of plants.

climate action

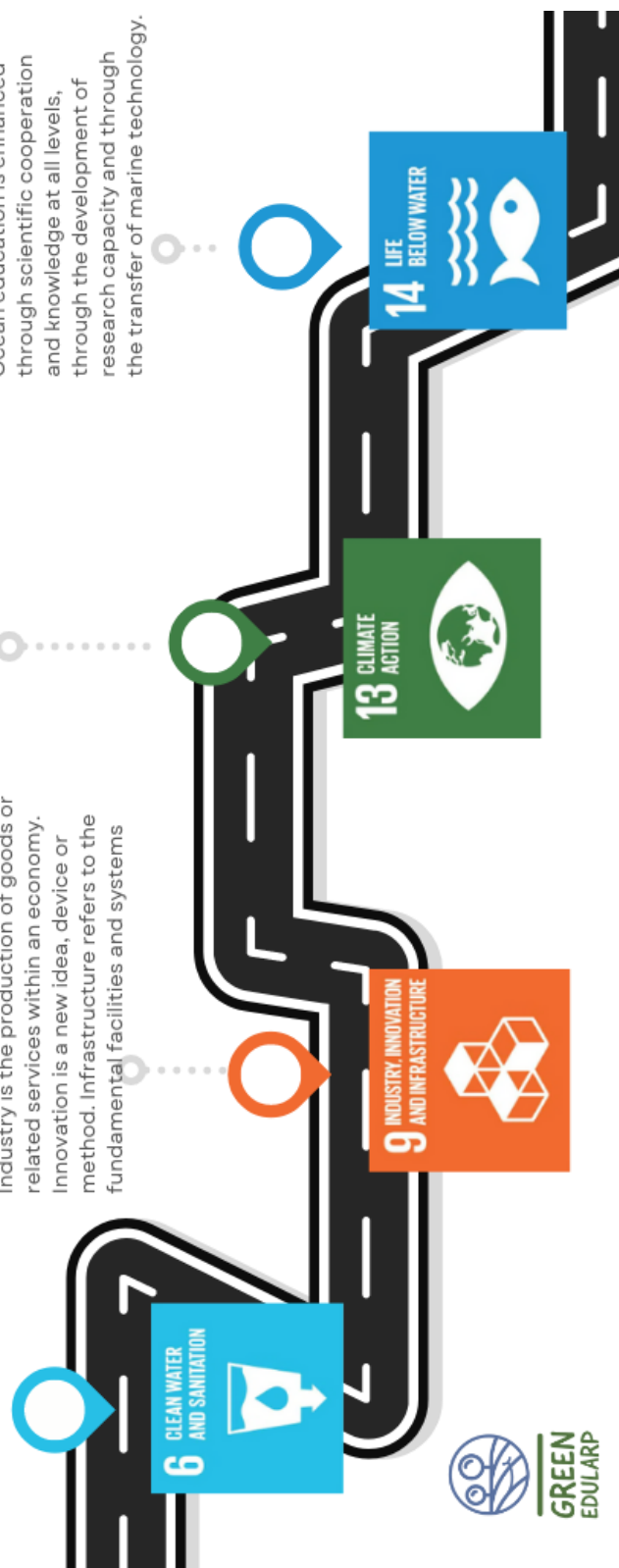
Climate Change Education (CCE) raises awareness about human and institutional capacity on climate change mitigation, adaptation and impact reduction,

industry, innovation & infrastructure

Industry is the production of goods or related services within an economy. Innovation is a new idea, device or method. Infrastructure refers to the fundamental facilities and systems

life below water

Ocean education is enhanced through scientific cooperation and knowledge at all levels, through the development of research capacity and through the transfer of marine technology.



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ENERGY TRANSITION

affordable & clean energy

Energy education promotes energy efficiency teaching us to develop technologies that waste less energy.

7 AFFORDABLE AND CLEAN ENERGY



industry, innovation & infrastructure

Industry is the production of goods or related services within an economy. Innovation is a new idea, device or method. Infrastructure refers to the fundamental facilities and systems

9 INDUSTRY, INNOVATION AND INFRASTRUCTURE



sustainable cities & communities

A sustainable city is one that respects sustainable development priorities from their social, economic and environmental perspective, and that allows its inhabitants to live in good conditions

11 SUSTAINABLE CITIES AND COMMUNITIES



responsible consumption & production

A sustainable city is one that respects sustainable development priorities from their social, economic and environmental perspective, and that allows its inhabitants to live in good conditions

12 CONSOMMATION ET PRODUCTION RESPONSABLES



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Lesson II, tool 2 - Desk research chart

Name:

What I know already	What I want to know
<p>ex. There is an organization in my town called "Save your hood", and they clean the city.</p>	<p>WHO: is responsible for that organization? Is it from the municipality? from the university? How many people are involved? Can I also participate?</p> <p>WHAT exactly are they doing?</p> <p>HOW often does the team meet?</p> <p>WHEN did they start their action?</p> <p>WHY are they doing that without money?</p>

How to find what I need	What have I learned?
<p>online research</p> <ul style="list-style-type: none"> • podcast • social media channel • video show • documentary • news programme <p>relationships ask help:</p> <ul style="list-style-type: none"> • from parents / guardians • from neighbors • from other experts 	<div> <p># SOURCE 1 # ex. online article , I read with my grandmother</p> <p>INFORMATION GATHERED</p> </div> <div> <p># SOURCE 2 # ex. a podcast interview with a girl from Fridays for Future Thessaloniki</p> <p>INFORMATION GATHERED</p> </div>



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In which of the 4 thematic areas is your data information falling in?

- **FOOD SECURITY**
- **SOCIAL JUSTICE**
- **WATER SCARCITY**
- **ENERGY TRANSITION**



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Lesson II, tool 3 - Interview template

"Meet your Green Warrior"

Tip for the teacher: You can either use this template, or import the questions into a Google form. Modify the questions accordingly and give the students an opportunity to explore by adding their own questions.

The interview needs to be initiated with the Interviewer presenting briefly themselves, and the purpose of their interview, in order to break the ice, make the interviewee feel at ease, and be introduced to the scope.



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team name

GENERAL INFO LOCAL STAKEHOLDER

Interview number	Interviewee Ex Mrs X	Occupation/Position	Educational Background	Field of action	Years of experience

INTERVIEW QUESTIONS

Addressed to local stakeholders:

1. Can you describe to me a typical day of work for you?

2. Do you live with a domesticated animal?



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3. Did you have environmental concerns/sensibilities before getting this (job) position?

4. How would possibly community members boost your work?

5. How would students and school administrations help with your work?

6. How could help us to achieve our purpose?

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GENERAL INFO LOCAL ACTIVIST

Interview number	Interviewee Ex Mrs X	Occupation/Position	Educational Background	Activist in the field	Years of activism

Addressed to local activists:

1. Can you describe to me a typical day of work for you?

2. Do you live with a domesticated animal?

3. When did your environmental concerns/sensibilities start?



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4. How might community members help your work?

5. How might students and school administrations help your work?

6. How could you help us to achieve our purpose?

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Lesson II, tool 4 - Local green warrior contact list



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Tools for lesson plan III - Concept and Roles

Lesson III, tool 1 - Group role information

Here you find general descriptions of the groups the students' roles belong to. They are set as an example. They are free to use as they are or you can see them as inspiration and create your own.

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Group 1 - Countryside citizens

General group description:

All of you are somehow related to the countryside by work, living or both. Some of you know each other and some of you don't, but you are all concerned about the local environmental problem [chosen in the lesson III activity, "choose a problem"]. You all agree that the problem is bad for the environment but it might also come with some good benefits.

Questions to discuss in the group:

- What do you think will happen with nature if we decide one way or the other way?
- How will possible decisions affect your role in daily life?
- Will this be mostly negative or positive for you as a group?

The X marks which opinion your group is leaning towards at the beginning of the game.

The far out right is *pro* the problem and the left is *con* the problem

Con				X				Pro
-----	--	--	--	---	--	--	--	-----

On this line the X marks how easily you might change your roles opinion during the game.

Not easy						X		Easy
----------	--	--	--	--	--	---	--	------

Group goals, examples:

- To decide your roles final decision based on arguments and opinions

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- To try to convince others about your opinion
- To make sure that no possible benefits actually benefit you in the countryside.



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Group 2 - Environmental interest groups

All of you are all from environmental interest groups. You are maybe activists, biologists, scientists etc with special interest in protecting the environment. You have strong opinions of this environmental problem. How others can't see how bad this is for our environment is hard for you to understand. You could almost do anything to save the environment.

Questions to discuss in the group:

- Is it any specific thing you protect more carefully, an animal species, a lake, people living there, health etc.?
- What methods can you use to convince others that you are right?
- How can you use knowledge about the other groups to your advantage?
- Can you think of a compromise that might fit both sides?

The X marks which opinion your group is leaning towards at the beginning of the game.

The far out right is *pro* the problem and the left is *con* the problem

Con	X							Pro
-----	----------	--	--	--	--	--	--	-----

The X marks how easily you might change your roles opinion during the game.

Not easy		X						Easy
----------	--	----------	--	--	--	--	--	------

Group goals, examples:

- To convince everyone that your opinion is the right way to deal with the problem
- To collect information about other opinions
- To protect the environment from being ruined of people with other interest



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Group 3 - City entrepreneurs

All of you are entrepreneurs and have worked hard to create different companies. You earn quite a lot of money and are always curious about trying new solutions and ideas. It might lead you to a new company start up? You are convinced that innovation and trying new things is good for everyone and it will in the end increase the standard of living for the citizens of the city. If it is possible to make progress with environmental friendly methods it's a bonus, but not necessary.

Questions to discuss in the group:

- What are the benefits of making a decision in your favor?
- What environmental friendly methods or techniques could be used in the process?
- Who else of you will benefit from this?
- How will you raise money to pay for what needs to be done?

The X marks which opinion your group is leaning towards at the beginning of the game.

The far out right is *pro* the problem and the left is *con* the problem

Con							X	Pro
-----	--	--	--	--	--	--	----------	-----

The X marks how easily you might change your roles opinion during the game.

Not easy		X						Easy
----------	--	----------	--	--	--	--	--	------

Group goals, examples:

- To convince others that the only right option is your opinion
- To argue with people to make them see the benefits of your opinion
- To create a opportunity to make money



Group 4 - City Citizens

You all live in the city. It is a quite modern city and there you have everything you need close by. Lately you have noticed that the lack of nature downtown is affecting you. Some of you might have some health issues but are not sure if it is related to pollution or something else? You are quite happy with your life. You have a job you like and it is convenient to have everything you need close by, even if it is a bit pricey to live in the city.

Questions to discuss in the group:

- What kind of health issues do you have and what kind of pollution could have caused them?
- What do you think will happen with the city if we decide one way or the other way?
- How will possible decisions affect your role in daily life?
- What decision will be mostly negative or positive for you as a group?

The X marks which opinion your group is leaning towards at the beginning of the game.

The far out right is *pro* the problem and the left is *con* the problem

Con				X				Pro
-----	--	--	--	----------	--	--	--	-----

The X marks how easily you might change your roles opinion during the game.

Not easy						X		Easy
----------	--	--	--	--	--	----------	--	------

Group goals, examples:

- To decide your roles final decision based on arguments and opinions from discussions with others
- To try to convince others about your opinion

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- Find out more of what could cause your health issues and what would help



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Lesson III, tool 2 - Character sheet template

(Add to the form by painting or gluing pics that relate to your character)



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Character's full name:	Character's nickname:
Occupation:	Residence:
personality traits:	Family:
Priorities:	Greatest vulnerability or weakness:
Hobbies:	Relationships With Other characters:

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This sheets belongs to: (enter real name) _____



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Lesson III, tool 3 - Rule list example

- The teacher will say "Now the larp starts" when it starts, and "now the larp ends" when it ends.
- Play your characters as well as you can throughout the entire larp. If you talk about things that do not belong in the larp it's hard for everyone else to stay in character.
 - The teacher will also play a character.
 - Remember that your classmates are trying to be someone else, don't judge them for their actions too harshly.
- Use only your real names if something is seriously wrong and you need help.
 - And if you feel lost and frustrated in what is happening, ask the teacher in a way so that it does not disturb the one that is roleplaying.
- You are not allowed to steal things from anyone, you need to talk to others to get what you want. It is better to convince others with good arguments, being sneaky and using your character's charisma.
- This larp is about discussion and having different opinions, but it's also important to listen to people in your group. Say yes to others suggestions and try different strategies.
 - It's fun and more interesting to try and fail and try again!
- There is no way to win a larp, even if your characters fail to solve the problem you have still been part of the story being told.
- Follow your ideas. The larp is driven by what you do, so act on your impulses and see what that leads you to.
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____



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Lesson III, tool 4 - Time frame template

Time frame concept example (Total time: 60 min)

Type of Activity	Activity	Duration
Introduction Game Leader	Who they are (Gameleader character) Where are we (The in-game environment) What we are here to do (The object of the meeting)	5'
Introduction groups	Let the groups introduce themselves to the other players.	5'
The following activities can happen simultaneously or one at a time:		
Debates	An open discussion between the players	10'
Interviews	The game leader to visit each group and do interviews	10'
Protest	Let a group protest in any form possible	10'
Flyers	Create flyers, posters, commercial material based on their viewpoint. Add it all together on a wall	10'
Map discussions	Use the map as a center of discussion, and visualisation of the problems in the area	10'



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The following activities are different ways to end the larp, choose your own or one of them:

Voting time	Let everyone get their time to put their vote on what to do, and present the results	15'
Call to action	Start making plans on how to solve the problem, make contracts on who does what, make action plans and agreements on solutions.	15'



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Time Frame - fill in option

Larp Name: _____

(Total time: 60 min)

Type of Activity	Activity	Duration
		5'
		5'
The following activities can happen simultaneously or one at a time:		
		10'
		10'
		10'



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		10'
		10'
The following activities are different ways to end the larp:		
		15'
		15'



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Tools for lesson plan IV - Let's Play

Lesson IV, tool 1 - Ice-breaking games examples

Icebreakers are a way to build confidence and trust and allow students to see the classroom as a safe space, have a lot of fun, get students comfortable with one another and establish a relationship between teachers and the students.

Line up in order

This easy icebreaker is sure to get everyone moving, conversing, and discovering their similarities. Simply ask students to line up in a particular order (by birthday, height, etc.) or gather in blobs based on something they have in common (favorite color, movie, number of siblings).

Not only does this activity keep students engaged, but you also get to learn more about them. It also provides them with a sense of belonging. You can have them gather and line up as many times as you would like and you can even join in to see how much you have in common with your pupils.

Item to survive

Establish a collaborative, cooperative learning environment. Place students into groups of five and tell them that they are stranded on a deserted island. Explain that they must select five items from their personal belongings to help them survive and that each member of their group must contribute one thing. Give them about ten minutes to dig through their book bags, purses, or pockets to select necessary items. Then, have each



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group stand and explain what they selected and how each object is essential to their survival.

What am I

The "What Am I?" Game Modify the game of Pictionary by handing children sticky notes and letting them write down their favorite artist, movie, or athlete. Next, tell them to find a partner and describe what they wrote down without using words. If their partner guesses correctly, the partner receives a point. If their partner guesses incorrectly, the actor receives a point. Have them find new companions three or four times.

Yarn questions

The Question We This exercise by Grahame Knox helps students learn interesting and unique facts about one another. After having your students stand in a circle, take a ball of yarn and hold on to the end of the string while throwing the ball to another student. Ask this student a question such as "If you could go anywhere in the world, where would you go and why?" Once they have answered the question, have them toss the ball of yarn to another student and ask them a question. When all of your students have gone, explain that the web they created represents the uniqueness of your classroom and that their participation makes the classroom a special place for learning and creativity.



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Giant knot

Giant Knot Create a shoulder-to-shoulder circle and then have each student grab two other hands from two different people across the circle. Now the entire circle must figure out how to untangle the giant knot of arms and people without letting go.

World's Worst

World's Worst This game is good if you want to laugh. Pick a profession and have each student say something that would be said by the world's worst person in that profession. For example, the world's worst dentist might say, "Please, take a bag of candy from the toy chest as you leave."

Rock star

Rock Star Split your group into two teams. When it's their turn, each team must grab a word from a bowl (words can be common ones such as rain, baby, or sun) and try to sing as many songs using that word as they can. See how long they can go until they run out of songs using that word.

Move as

Ask students to move around the room freely. Not just a circular wheel, but in different directions and randomly. The facilitator then gives instructions on how to move and behave and the participants try to express and act out according to the instructions. For example, "move as if you were an old man": participants try to express their version of the old man, for example, as if walking, crouching, slowly, growling, etc.



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Recommended roles (which coincide with the roles of the game): president, governor, mayor, banker, manager, homeless person, activist, etc.

Continue the Story

In this creative game, first, think of several half-sentences and write each one on top of its own piece of paper. The half-sentences should be written so that students can easily finish them to start a story, such as:

- As soon as I woke up...
- Ana was walking to school when suddenly...
- The teacher came into class with a...

Alternatively, put these examples on the board and then have students each think of a half-sentence and write it on a piece of paper. Then, collect the papers and mix them up. Students will then work in groups (or you can do this as a whole class). A group is given a paper with a half-sentence at the top and the first person in the group must read the half-sentence out loud, then finish it with whatever they like to continue the story (they will write it down and say it aloud). Next, the student passes the paper to his or her right and writes another sentence to continue the story. When everyone has had a chance to contribute to the story, a representative of each group can read the completed story to the class.

Collect items

Provide students with a short list (3-5 items) of types of objects they need to find. E.g., something purple, something cold, something that starts with the letter B, something that makes you happy, something that was a gift, etc. You can then see who can collect the objects from around their house or the classroom the fastest. Have students



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take turns sharing what items they found. If you're teaching just one student, set a timer for five minutes (or whatever time you choose) and see if they can collect all of the required items before time runs out.



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Lesson IV, tool 2 - De-roleing activities, examples

De-rolling is simply how to get yourself out of character once you've finished the edu-larp game. It's the process of drawing a line between your character's world and your everyday life.

Body movements, such as the literal shaking of each limb and the entire body to “shake off” the character or changing one's posture to the player's usual posture and gait.

Change of physical location: or “gating,” involves moving players from the space where the event or roleplay happened to another space as a signal for shifting out of character. This can also be done by changing the environment, such as turning on the lights, opening curtains, removing decor, or the like.

A song can be used at the beginning of the game to facilitate getting into character and played at the end to bookend the experience.

Counting out of character. This de-rolling activity is used to establish gradual psychological distance and occurs when a facilitator asks participants to close their eyes and uses their voice to count backward, guiding players out of character and back to their primary identities, sometimes accompanied by meditative background music.

Cool-down exercises such as dance, music, meditation, walking, talking in the third person about the character or getting snacks or drinks.



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Taking off the nametag is a type of ritualized “disrobing” activity in which a facilitator asks all participants to remove their nametags, and replace them with a player nametag, if available, and to state “I was [character name]. I am [player name].”

Taking off a costume item that particularly embodies a character, such as a hat, brooch, watch, gloves, etc. can be removed and set aside, marking the removal of the role.

Take with / leave behind occurs when a facilitator asks participants if there is an aspect of their character that they would like to claim, and/or an aspect of their character they wish to reject. This can be especially helpful for those who have played villains or characters that experienced something difficult or, conversely, if a player experienced something powerful or liberating as their character.

Positive Feedback Round or Appreciations: having participants express gratitude to another player or to the designers for aspects of the experience. This facilitates third-person speaking, thinking about the experience in the past, intellectualizing the experience, and moving the focus to another. Bowman and Torner note that this act of sharing can boost morale, and dignify the presence of all involved. This is done in a circle with each player in a small group silently receiving positive feedback from others, in turn, until all players have given and received positive feedback.



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Tools for lesson plan V

Lesson V, tool 1 - debriefing topics

Debriefing should cover the following reflection areas:

- How do you feel? (emotions, sensations, individual experience)
- What happened? (analysis, explanation, game experience)
- How do you link the game to reality? (abstraction, contextualization, link to reality)
- What did you learn? (synthesis, generalization, education)
- What if...? (hypothesis exploration)
- How do we proceed? (change intentions and transformative processes)

Source:

Myriel Balzer, M., Kurz, J., 2015. Learning by Playing – Larp As a Teaching Method

<https://nordiclarp.org/2015/03/04/learning-by-playing-larp-as-a-teaching-method/>



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Useful Workshop Questions:

Here are three useful questions to use when doing formal debriefs. Use the ones that make the most sense to you, but the third one is important to move forward emotionally:

1. What is something your character taught you that you can take back into your real life? (This question is useful in getting into the habit of speaking about the character in third person, acknowledging the character and the player are different people, and it helps build positive bleed instead of negative bleed.)
2. What was your favorite moment in the game and why? (This question makes a player review the experience in a narrative/storytelling context instead of focusing on their character's emotions. Encourage yourself/your players to speak about that moment in the greater context of the game, not just their character's story.)
3. What is something about your character you want to leave behind in the game space and why? (This is the most important question, in my head, because it forces a player to acknowledge that their character isn't always perfect or a comfortable/happy place in which to live. I often ask this question in conjunction with the ritualized removal and packing of the prop/costume piece mentioned above.)

<https://thespacebetweenstories.com/2018/06/20/the-debrief-toolbox/>



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Lesson V, tool 2 - Deroling examples



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Lesson V, tool 3 - Useful rules for debriefing

- **The third person rule:** when talking about something that was done at the LARP, 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. Common sense provides many exceptions to this, where sharing an anecdote is perfectly OK for all those involved, but that doesn't need to be said explicitly.
- **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.

Ideally these rules are implicit in everything that is done, and do not need to be stated explicitly.

Pair debriefing

Players are sorted into random pairs. The pairing should be organised by the Game Leader.

In the pair debrief the two players take on the roles of interviewer and interviewee. The interviewee describes their LARP experience from beginning to end. The interviewer listens and asks follow-up questions. The facilitator should keep time, and signal at the half-way mark that it is time for the pair to switch roles.

The main reason to do pair debriefing is to maximize the airtime each participant has to talk through their experience, without needing to beg for the attention of co-players. Additionally it serves to build trust amongst people who do not know each other that



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well, and open other angles of conversation than those that would occur naturally. For this reason: If players end up being paired with a (real-life) very close friend or family then the pair should be split up and assigned new partners. Being paired with someone they played close to, but don't know well, is OK.

Group debriefing

Players are sorted into groups of no more than six, no less than four, participants. Each group has one GL, if possible. 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.

Questions should be tailored to the LARP and its particular content. You will rarely have the opportunity to ask more than three questions of the group. You can find examples for questions in the Toolkit (Lesson plan nr 5_TOOL nr 5)

The GL should be attentive to digressions, and be prepared to change the debrief questions on the fly. The LARP might have played out very differently than expected when the questions were planned.

Here is the place where you can ask questions about eduLARP's main problem. Every teacher can form questions depending on the theme of the eduLARP.



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Communal debriefing

Everyone sits down in a circle. The participants take turns talking, one after the other, each having a set amount of time to talk. Questions or interruptions are not tolerated. The Game Leader keeps time. One minute is the customary maximum per speaker. Participants should give their answers to a single question – for example “how was your LARP?” or “how do you feel now?”.

A full circle can be used to conclude the debriefing session, as a summary. An abbreviated circle can also be held right after the LARP ends (before normal debriefing begins), with one sentence per person.

<http://larpwright.efatland.com/?p=384>



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Lesson V, tool 4 - Self reflection questions

Questions:

1. What did me and my character have in common and I want to leave behind?
2. What did my character have that I don't, that I want to keep with me?
3. What can we do, what should we do with this problem from our eduLARP?



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Lesson V, tool 5 - Group questions

Questions:

1. What happened to your character at this LARP?
2. Were there any situations that were particularly intense or emotional?
3. Is there anything you experienced during the LARP that you haven't experienced before?
4. High point / low point – Can you tell us one good thing and one bad thing that happened during the LARP?



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Lesson V, tool 6 - Teachers' self reflection questions

Questions:

1. Considering the resources is there anything you need to enhance future games (props to identify characters, name tags etc)?
2. What mechanics worked best and why?
3. What mechanics flopped and why?
4. Were there any original player ideas or concepts you would like to keep in the future games (characters nuance that worked really well, problem solution out of the box)?
5. Do you need to simplify the game's puzzles or not?
6. Remember that all games are different and try to be open minded