

Teachers Toolkit



Project material produced between 2022-2024

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

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



**Co-funded by
the European Union**

The European Commission's support for the production of this publication does not constitute an endorsement of the contents, which reflects the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.



**GREEN
EDULARP**



**Co-funded by
the European Union**

The aim of this Toolkit

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

Chapter 1 - Teacher preparations

This chapter is good to read before starting the lessons from the Curriculum. Also of course to look through the lesson plans parallel would help you. The aim of this chapter is to encourage and give you all the information you might need to get started. Or to give you tips on where to find more information. This chapter is to fill your backpack with things you might need on the way.

Chapter 2 - Tools for the curriculums lesson plans

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



Chapter 1: Teacher preparations

Overview of the chapter:

Module I – Introductions to EduLarp

This part is in relation with Lesson plan 1 - What is EduLarp?

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

Module II - EduLARP as a learning environment

This part is in relation with Lesson plan 2 - Explore your neighbourhood.

How EduLarp affects students, and why you should choose to use it. The module provides an overview of why a playful approach to teaching could be useful and what its positive effects could be and gives examples. It also explains the aim of using EduLARP in climate change education, and the benefits thereof.

Module III - How a teacher can organise an eduLARP

This part is in relation with Lesson plan 3 - Concept and roles.

The third module gives a guide on how to read the timeframe and how to organise the game. We define the most important steps in implementing the game and what should



**GREEN
EDULARP**



**Co-funded by
the European Union**

be kept in mind. It also contains examples on how you can increase the experience by using costumes and props. We also talk about the teacher as the game leader.

Module IV - How to prepare for and run the eduLARP

This part is in relation with Lesson plan 4 - Let's Play.

This includes how to participate in the game and how to prepare directly before the EduLARP. Just as the actor feels better on the stage when knowing the text, so it is necessary to do preparatory work when participating in the LARP - be it preparing yourself emotionally, checking the background and characters, etc. or getting into costume.

Module V - De-role and reflection

This part is in relation with Lesson plan 5 - Reflection time.

Impact and discussion of the game. Just as the end of a good book is as important as the beginning and the centre, so it is important to end the game for a student. To reflect and work after the larp with outcomes, de-role and learning and discussion is one of the most important steps of an EduLARP. Here you find preparation for the outcomes of a larp. How do you handle emotions that the players take with them after the larp and how can you use the common experience of the larp for further learning.



MODULE 1 - Introductions to EduLarp

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

What is larp

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

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

One example of a classification is **Nordic larp**. It is a term for shared larp traditions in Norway, Sweden, Denmark and Finland. What sets the Nordic larp traditions apart from others is a strong emphasis on collaboration and collective creation, unobtrusive rules, as well as a rich variety of play styles and settings sometimes including heavy themes. (<https://nordiclarp.org/what-is-nordic-larp/>)

What is EduLarp

EduLarp is live-action roleplaying used to impart pre-determined pedagogical or didactic content (Balzer and Kurz 2015). Edu-LARP is thus a form of experiential learning that engages students on multiple levels, including cognitive, affective, and behavioural. Similar to drama pedagogy and simulation, edu-larp employs scenarios in the classroom



**GREEN
EDULARP**



**Co-funded by
the European Union**

in which students enact roles and engage with class content.
(<https://libguides.library.cofc.edu/immersivescenariogames/edularp>)

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

Educational Live Action Role Play (EduLARP, or educational live action role play) is a method in which participants learn about selected topics by impersonating

Edu-LARP allows students to experience the subject that they are studying in a way that is relevant and engaging to them. It is a powerful educational tool to help students better grasp material, think critically, and engage positively with what they are learning.

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

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

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

The curriculum comes into play and is made relevant through an immersive experience. The role makes it easier to handle failure as it is the role that fails, not you as a person. The



game and the narrative are motivating factors. Everyone can influence the development and the outcome of the story. ("Good Jobs Studio 2015)

EduLARP is simultaneously:

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

Edu-larp Phases

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

1. **Ice-breaking and/or warming-up phase:** this is the group preparation phase and creation of the atmosphere. The main goal is to create an open and judgement-free climate.
2. **Workshops phase:** in this phase rules, restrictions and the development of the game are described. Participants start getting acquainted with their character and to the way in which to relate with others through theatrical workshops.
3. **Play phase:** game development and "run". This is the phase in which the characters play the scene, interacting with each other and with the game.
4. **De-roling phase:** the characters played in an Edu-larp 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). For this reason, an Edu-larp should include activities aimed at "taking the character off", so as to always grant the safety of the participants.
5. **Debriefing phase:** debriefing constitutes the reflection and discussion phase of the experience.



**GREEN
EDULARP**



**Co-funded by
the European Union**

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



MODULE 2 - Edularp as a learning environment

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

Why use Larp in your classroom?

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

EduLARP has been used as a learning method for some time, but it has been used quite modestly. This is not a standardised method that fits all shapes and sizes. Using EduLARP in the classroom can be challenging for a teacher, as it can require preparatory work and understanding. However, the possibilities it offers for identifying problems, sharing experiences, finding solutions, discussion and analysis make the effort worthwhile. From a pedagogical and psychological point of view, the positive features of roleplay are focusing on learning, self-awareness, changes in attitudes and behaviour. (Peipsi Center for Transboundary Cooperation, 2020)

An EduLARP, is an opportunity to integrate traditional and playful ways of teaching and learning. LARP is often associated with historical sword fighting games, but there are



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

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

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

Possible outcomes of using EduLarp:

1. To help learners develop knowledge, skills and attitudes that promote different ways to think, plan and act with empathy, responsibility, and care for our planet and for public health.



2. To act in an ethical manner, following generally recognized values and moral principles.
3. To be responsible for individual choices, decisions and obligations taken themselves.
4. To be able to become a team player and contribute to the achievement of common goals.
5. To think critically and creatively, develop and value their own and others' ideas, providing justification for their choices and positions.
6. To develop an ethical and holistic worldview that understands the nature of contemporary natural sciences, is aware of global issues, takes co-responsibility for resolving them, values and adheres to the principles of sustainable development.
7. to develop their active civic participation, understanding themselves as a member of society who is capable of dialogue in European and global context, and resolving conflicts, behaving with tolerance.
8. To be capable of handling tools and instruments, and use technologies and materials in their own creative ways.

What is Climate Change Education?

The multiple crises of our era, with climate change at its core, have brought into light the urgent necessity for actions that would foster the green transition. And in the end ensuring a sustainable future. The international community of policy makers and researchers recognizes that education plays a pivotal role to promote the needed climate action, providing the tools and competencies to address the impacts of the climate crisis. The European Education Area initiated a special Education for Climate Change Coalition, pledging for concrete actions made by individuals, institutions and collective actors to local, regional and national levels. Mainstreaming climate change education, and integrating it to the formal education curricula can play a key role, providing effective means of developing capacities and competencies for addressing the climate crisis.



**GREEN
EDULARP**



**Co-funded by
the European Union**

Through Climate Change Education, both students and teachers have the opportunity not only to expand their knowledge on climate change, and its effects, but to cultivate emotional knowledge, change behaviours, attitudes, and ethics in order to become true agents of change towards climate change mitigation.

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

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

From Climate Change Education to EduLARP

According to scholars (*Dima et.al., 2020*), teachers should constantly try to adapt to modern standards and modernise their educational methodologies. The older paradigm of formal education, being teacher-centric, which has mostly incorporated educational resources such as lectures and exams, has proven to be inadequate for effective and transformational learning. That was hardly critiqued by the supporters of Climate Change Education, who follow more alternative, student-based and inclusive educational learning approaches. At the same time teachers are expected to incorporate in their teaching methods 21st century life-skills (as those mentioned above), and develop emotional intelligence themselves.



EduLarp can bring to school both the knowledge, and correct use of terminology about climate change trends, and mitigation techniques, along with the cultivation of

Additionally, according to *Jickling & Blenkinsop (2020)*, who in an attempt to explain the causes for inequality for real changes in the educational systems, they consider the lack of imagination to be very limited in specific cultural patterns in which education takes place. That gap reduces progressively the ability to envision different societies, and therefore the need to design and create alternative and greener ones. To that end when climate change poses a global threat, and there is urgent need for a green transition, imagination is key to envisioning alternative, greener societies. Thus, educational methodologies and activities that can cultivate in students and teachers the ability of imagination and creativity, bring the capacity to create an educational process that can enhance an overall change of mindset. Games, in general, as an educational tool, play a key part in the transformational, experiential & student-centric pedagogical approaches, having even acquired a large audience that supports and uses them in the context of Climate change education (*Wu & Lee, 2015*). EduLarp, as it is mentioned above, offers the environment for exploring topics with the main driver being students' and teachers' imagination and communication.

One of the most impactful ways to learn in an experiential way and to memorise content better, triggering intrinsic motivation, is LARPing[1]. Research confirms that learners can better memorise content when they are actively involved in the learning process, as in the case of dramatisations, simulations and role-play. In role-playing games one primary goal is to create a realistic context in which dialogue, discussion and dialectics, decision making and experimentation with other roles, can teach appreciation of different attitudes and perspectives (*Rumor, 2016*). In one of the most thorough studies about role-playing games (*Simmoneaux, 2001*), it is argued that the development of critical thinking



**GREEN
EDULARP**



Co-funded by
the European Union

and support of personal agency happens more frequently through role-playing games, rather than debates. Moreover, role-playing games, through the practices of role-representation, allow students to cultivate soft skills, such as creative thinking and imagination. This provides the possibility for students to imagine and co-create new worlds with alternative social and environmental contexts and moral norms (Belova, et.al., 2015). And at the same time enable the development of empathy, through exploration of different roles and perspectives, thereby students are able to reflect their personal assumptions and biases. It is therefore appreciated that **EduLARPS** can be a useful tool for developing empathy, and by extension, cultivating soft skills in students and teachers, important skills towards the natural environment and thus towards climate change mitigation.

A well-designed educational game for learning for environmental sustainability, enables students to develop problem-solving and critical thinking skills, creativity and communication and teamwork, while boosting confidence. In view of the above and combining the needs for an easy and impactful CCE system, **GreenEduLARP (GEL) project** aims at creating a methodology for green awareness and actions at school by capitalising on the impact of LARPing empowering teachers with new skills whilst developing 21st century skills to students through experiential learning and team-work.

Green EduLARP

Green EduLARP is connected to social change, with LARP scenarios [social](#), [environmental](#) topics, or similar areas connected to the sustainability and [Sustainable Development Goals](#). Green EduLARP can help participants by giving them an experience of a specific situation and letting them explore the point of view of others, regarding sustainability issues. With that participants can understand the realities of the problem that they face as a member of society. And thanks to the environment driven by creativity, they may also think about a creative and innovative solution to the given problem, and reflect on how this solution could work in real life. (Kulakowska, M., A., 2016).



**GREEN
EDULARP**



Co-funded by
the European Union

See also: Video “When Larp Meets A Climate Change” <https://youtu.be/8teWgOXI6W4>



MODULE 3 - How a teacher can organise an eduLARP

This module gives an overview of organising and understanding the components of the EduLARP. In the lesson plan 3 “Concept and roles” Teachers work together with the students to create the basis, the concept and timeframe, of the larp from the collected material in the previous lesson. Some subjects in this module are also part of lesson plan 4 and module 4.

How to read and understand the larp

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

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

Concept

During lesson plan III you will create a concept for your larp. The concept includes: themes, world, groups, characters, general conflict and rules. This will be the ingredients of the larp that everyone participating needs to agree upon. The concept comes before any set timeframe. The time frame is the schedule for the larp, to make sure we have a plan that fits the school environment.

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

Concept Example:

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

Timeframe

All larps are based on improvisation and therefore the time frame will be a help, and not a strict ruler. The timeframe describes what needs to happen in what order but not exactly how it should be done. The time schedule might become very different in reality



compared to the time frame. Sometimes it goes much faster and sometimes it goes slower. It's up to the game leaders to pace the larp and either speed it up or slow it down. Remember that as long as the participants are active, play their characters and discuss the things set in the concept, they are larping. And if they are not, use the timeframe as a support to get things going. Even if most of the larp is open roleplay, with a lot of things happening at the same time. Always keep in mind to save 15 min to end the larp, even if it's just simply talking together one last time. Or even try to solve the problem somehow.

Take a look at the timeframe example in chapter two.

Roles

During the larp, and defined in the larp concept, your participants both will have their own role to play and a group they belong to. The groups and roles will roleplay together later on in the larp. Each role has its own views and agenda, and each group has as well. The teacher also plays a role in the larp, and often a very special role. The teacher has the function of leading the larp forward and helping the participants. There will be examples of roles for the teacher that will work in many different settings.

Creating roles: Rules and Tips

For the creation of a character it is really helpful to create a character sheet. The character sheet is a record of a player character in a role-playing game that includes information about the character, the physical appearance, the personality, the family, the habits etc.

Getting a student into a role is not such a simple matter. There are roles of greater emotional intensity than others, and some that are small. It would be good to choose the appropriate role for each student. For example:



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

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

The teacher as a game leader

To lead the larp

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

- **Encourage students to play their character**

Use their rolenames, react to their roles actions, treat them as their role, and ask in-role questions.

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

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

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

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



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

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

Improvisation

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

The Game leaders' character

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

In this teaching material, when roleplaying as a Game leader, you want to choose a character that has the possibility to both speak and lead the group. For example a



journalist, doing interviews. Or a mayor, or other political leader that needs help to make decisions.

Deciding Rules

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

Location specific rules:

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

Safety rules:

- We don't fight in this larp, use your words instead. Define the space where they can relax. What to say if something serious happens, conflicts or accidents.

Larp specific rules:

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

Student specific rules:

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



MODULE 4 - How to prepare for and run the eduLARP

This module gives a practical overview of preparation running the larp. In lesson plan 4 “Let’s play” which describes the process of starting and running the larp concept created in the previous lesson plan. Some subjects in this module are also part of lesson plan 3 and module 3.

Time management and adding things

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

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



Practical preparations

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

Using Costume

Costume can help the students to think and act as their role, and to visualise the concept. Even a simple costume, for example hats, ties, glasses and scarfs, work very well. A hat can have as much effect to help getting into character as a full outfit. You can also use costumes to mark different group belongings. For example the groups have something similar in their costume, same colours or the same type of hat. This is a visual way of helping all players to separate and remember roles in the larp.

Using Props

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

Using Maps

Maps as a tool can be an effective way to have something to gather around and focus on. It also helps students to understand an abstract in-game conflict, by putting it in physical form in front of them. A map will be a help for the students to discuss the



environmental problem/conflict during the larp. The teacher and gameleader can use this map to visualise the problems and its possible solutions. Simple models of trees, animals and houses, on the map. In that way you or your students can change the infrastructure and setting on the map during the larp. For example if someone is arguing for cutting down forest they can physically remove forest from the map.

Choosing Location

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

Space to regroup

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

Space for interaction and discussion

- A wide space, it could be centred around a map, where discussions and other things are allowed to happen.

Space to relax

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



Edu-larp playtime

Creating a warm atmosphere

It's important for The teachers to create a warm and accepting atmosphere before playing. This can be done by using ice-breaking games, energising and preparatory activities. Goals for the warm up phase before larp, and while playing the larp:

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

Ice-breaking activities are helping in creating a warm atmosphere. Teachers should prepare more than one icebreaker so as to mix up if needed. It is also recommended to have different tools like drums, music etc.

In addition, students won't larp well unless they are sufficiently warmed up, so it's vital to do this immediately before you play. This helps participants to be in the moment completely and leave everything else behind, to be present, to activate their senses, and get ready for the main part.

Rules and Conflicts

While larping, conflicts in-game and outside of the larp will happen. It's great If the students can deal with having an argument in their role. But It is important for students to understand that they have to respect each other. Sometimes this can be difficult if someone is acting in a provocative way, because their role would do this. And they get



upset for real. Try to deal with these conflicts as soon as possible and encourage them to continue. The students will be experimenting, and they want to do well. Most of the time it's hard to understand the difference between the actions of their role and themselves.

Role of the Game Leader during play time

The Game Leader also strives to create a space in which the students feel safe enough to try something new. This includes watching the space to try to figure out who is feeling disengaged or left out, and coming up with strategies on the fly to include them. It also includes to feel if they have one more to give, or whether it is better to end now.

How to end the larp

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

- **If you have planned a certain activity at the end of your larp**, that is important for the story and the discussion afterwards, do that activity.
 - Here you might want to skip the activity if you feel that the thing happening with the student is more important. There might even be an in-game reason the activity got cancelled. No voting, everyone is protesting instead.
- **Assemble the students one last time** to discuss the problem/conflict to see if there is a solution to the problem
 - It's ok to end the edu-larp even if the students' characters haven't found a solution.
- As a gameleader, try to **gather some important thoughts that the students have in character**.
 - This can be done in front of the whole group, or just by talking to them one on one during playtime.



**GREEN
EDULARP**



**Co-funded by
the European Union**



MODULE 5 - De-role and reflection

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

Introduction

After roleplay, it can be quite jarring to exit the headspace of a character and the fictional world you have co-created with other players. "De-roling" is one way to help players control their exit from the game and to create what is sometimes referred to as a "slow landing" after the experience. De-roling refers to the process of "shifting from an active, dramatic state of being to another one, rooted in the subjects' everyday lives." (Brown 2018)

The characters played in an EduLARP are made up, 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. That means that is a very important phase that can not be leaped. De-roling the process of drawing a line between their character's world and their everyday life.

The process usually goes in this order:

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

Deroling

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” or deroling, as to always grant the safety of the participants.

Deroling doesn't have to take much time and can be as easy as shaking your body or listening to a song. It is important to perform a small ritual of exiting the role. This is to make each player feel that they are stepping out of the role and distancing themselves from it, returning to so-called everyday life.

Stepping out of a role reinforces the boundary between the player and the character by distancing oneself from any (primarily) negative qualities or emotions experienced by the character.

Some possibilities:

- **Body shaking** - players shake their whole body, so-called throwing off the role. The player takes again his/her normal posture and gait.
- **Music and dance** - the game master plays a piece of music, at the end of which the players come out of the role. Players can dance or sway in rhythm of the music, eyes can be closed if more convenient.
- **Changing the physical location** - changing the room, moving the players from the room where the event or role-playing took place, giving a signal to exit the character. This can also be done by changing the environment, for example turning on the lights, opening the curtains, etc.



- **Nametag removal** - This is a type of ritual activity in which the instructor asks all participants to remove their nametags and replace them with a player's nametag. You can also put the name tag away and say, for example, "I was [character name]". I'm [player name]."
- **Taking off the costume** - if the game uses costumes or symbolic items (hat, character figurine, etc.), taking it off and giving it away also helps to get out of the role.

Debriefing

Debriefing after an intense game is essential for a variety of reasons. To those unfamiliar with the concept of a debrief, it is an exercise in separating a player's mindset from the game world. Sometimes it discusses events of the game, favourite character moments, how to separate oneself as a player from one's character, and the boxing away of event experiences. (Skirpan 2018)

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

Some useful rules for debriefing can be found in Toolbox (Lesson plan nr 5_TOOL nr 3)

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.

You can find list of reflection areas in the Toolbox (Lesson plan nr 5_TOOL nr 1)

Things to consider:

1. Reflection-in-action is omnipresent: the core gameplay is all about group-based analysing, debating, plotting and negotiating focused on educational content issues.
2. Break-away reflection during the LARP is not planned, but can emerge when need arises. The need can be teacher- or learner-determined. By learner, when s/he breaks out of character to ask the teacher or GL about historical details or game rules and boundaries. By teacher, when the teacher/GL intervenes in order to correct a potentially harmful distortion of factual knowledge or misinterpretation of game rules by the players.
3. 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)

Some useful debriefing activities can be found in Toolbox (Lesson plan nr 5_TOOL nr 2)

Questions for students' self-reflection to take with them are also in the Toolbox (Lesson plan nr 5_TOOL nr 4)

4. Keep in mind that this is all based on improvisation and can lead to unexpected outcomes. You must be prepared to see new sides of your students.
5. Due to the improvisation, students' reaction to larping is varied. We have to validate all of their experiences.

Thematic discussion

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

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

- What happened? What were the important topics in the game?
- What did you learn? What was new for you?
- How does it relate to the real world? Your community?
- What if...? What could have gone differently.



- What's next? Are there any solutions to the problems in the game?

If the topics the game encompasses are wider than the lesson curriculum, there is a variety of online material concerning environmental education that can be used. Link to tools?

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

Teachers' self-reflection

After the game is finished and after the students are deroled, debriefed and sent home, it is time to reflect upon the achievement of conducting your EduLARP experience. This is the time to look back to events in the game and how they played out. Over all concepts and the game play mechanics and how they worked out for you. Keep in mind that LARP is improvised story-telling and thus the results are always fluid and changing. That's why we prepared a few questions to analyse the preparation and leading of EduLARP. You can find our questions in Toolbox (Lesson plan nr 5_TOOL nr 6).

Sources

Brown, E., 2018. Post-Play Activities for Larp: Methods and Challenges
<https://analoggamestudies.org/2018/06/post-play-activities-for-larp-methods-and-challenges/>

Skirpan, E., 2018. The Debrief Toolbox
<https://thespacebetweenstories.com/2018/06/20/the-debrief-toolbox/>

Sarah Lynne Bowman and Evan Torner, "Post-Larp Depression," *Analog Game Studies*, Vol. 1, Issue 1, August 1, 2014. <https://analoggamestudies.org/2014/08/post-larp-depression/>



**GREEN
EDULARP**



**Co-funded by
the European Union**