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LARP-based learning methods

Project output #4

#DivEdKA2 #Erasmus+

2026

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The project is implemented by Vivere Kool (Estonia) together with Shokkin Group (Estonia), Nausika Educational Foundation (Poland), Fondazione Artos (Italy) and Cesis Berzaine Primary School (Latvia) with the support of the Estonian National Agency.



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About the project

The ultimate goal of **DivE(d)** is to develop a **set of inclusive learning methods** (LEGO®, puzzles, LARPs, TTRPGs) suitable for **diverse-ability groups** of young people in the **youth work and education fields**.

Our objective is to support inclusivity and learning enhancement of diverse groups of young people, including those with special needs. We aim to equip educators with **tools and methods that are accessible, engaging, and adaptable to young people with varying abilities**.

PROJECT RESULTS

- **5 capacity building webinars** about inclusive education and play.
- **5 webinar visual summaries**.
- **20+ exercises** using puzzle, LEGO®, LARP and TTRPG-based formats.
- **4 video trailers** introducing each approach.
- **2 know-how training activities** for 24 educators from the involved countries.

About the partner organizations



NGO Vivere school is an inclusive private school in Tallinn. The concept of the school is to create an inclusive learning environment and to develop a support system including the development of new innovative methodologies and training for teachers and professionals working with children with accessibility needs.



Cesis Berzaine is a school for children with special educational needs with the main value of human dignity: teachers who understand children's daily and future needs, believe in each child's ability to achieve, inspire and support children on their own way.



Shokkin Group is a non-governmental and non-profit youth organization founded in 2011 with the main aim of empowering young people from different backgrounds living in Estonia by providing them with opportunities for personal, professional and social growth.



Fondazione Artos was established in 2006 as partner of Caronno Pertusella's municipality in order to manage all social and educational services of the municipality, working with formal and non-formal education.



Nausika was established to design, promote, and implement educational games for personal development and social transformation. We design and lead activities about climate change, sustainable development, ecology, soft skills and mental health.

About the authors



Patrycja Gas-Janczukowicz

Anthropologist and educational designer with 10+ years of experience bridging academic research, non-formal education, and game-based learning (EduLARP, Design Thinking, embodied methods). Author of *The Dayaks - free People of Borneo* (Jagiellonian University Publishing, 2017). Experienced in Erasmus+ management, educator training, and developing engaging learning methodologies.



Zbigniew Janczukowicz

Teacher of philosophy and ethics by education, NGO manager and accountant by profession, game designer and permaculture gardener by passion. Founder of Nausika Educational Foundation. Hobbies: chess variants, ethnic board games, larp-chess crossover. In rare moments of free time, he's building a house in the mountains, where he dreams to retire, grow vegetables and entertain international guests.



For many years, I've been a fan of using full-scale Larps in non-formal education, as I've seen hundreds of testimonies from youth about the tremendous impact it had on them, helping them change behavioral patterns and giving them confidence in areas they wouldn't even dream of trying. Feeling safe makes me brave! These are transformative experiences where, through processing rich emotions, more confident, proactive people with real agency emerge. These deep experiences were especially possible during longer periods like youth exchanges, but even in a formal classroom environment using short Larp-based activities, I've seen much higher engagement than during other forms of learning. In class, we trade full immersion for a more focused learning agenda in a shorter time, yet even then, the whole class gets engaged and buzzing. And we always tell teachers:

if they are loud, that's good - it means they are involved!



EduLarp is a methodology of reminding the students that the world looks different from various perspectives and that there is no absolute point of view. The methodology relies on narrative scenarios and playable characters which require a bit of extra preparation from the teacher. Use it if you wish your students to think independently and shape their own opinions.



About the authors



Antonios Triantafyllakis

"Playful Learning Architect" with two decades of experience in international youth work, helping organisations drive social and environmental impact through experiential learning. His work bridges gamification with sustainability, equipping purpose-driven organisations to achieve impact through playful and experiential approaches. Passionate about fostering a world of equal rights and opportunities where diverse, active citizens work towards an inclusive, innovative, and sustainable future. Coordinator of the award-winning Climate For All project.



Vivien Farkas

Game designer, passionate about bringing stories to life and creating immersive experiences. She creates games mostly for educational purposes, using the power of roleplay to help people build soft skills and enhance self-improvement. Lead game designer at the Climate for All project, which was also her introduction into international youth work. Author of several chamber LARPs, she loves fantasy, horror, political satire, and historical themes, but also thrives in genres like educational content, comedy and sci-fi.

“ LARP is on its own, probably the most transformative form of play, as it's the only one in which you embody different perspectives instead of just studying or talking about them. EduLARP specifically elevates that impact by making it explicit. I find that highly valuable for international youth work, which is why I love using EduLARP as a method! ”

“ Since I started LARP as a hobby, I have been through a significant transformation as a person. So why not use it in schools? EduLARP has the potential to help students gain different forms of experience in a safe environment where they can experiment freely. This experience can shape their personalities to the better and help them through life in difficult situations. ”

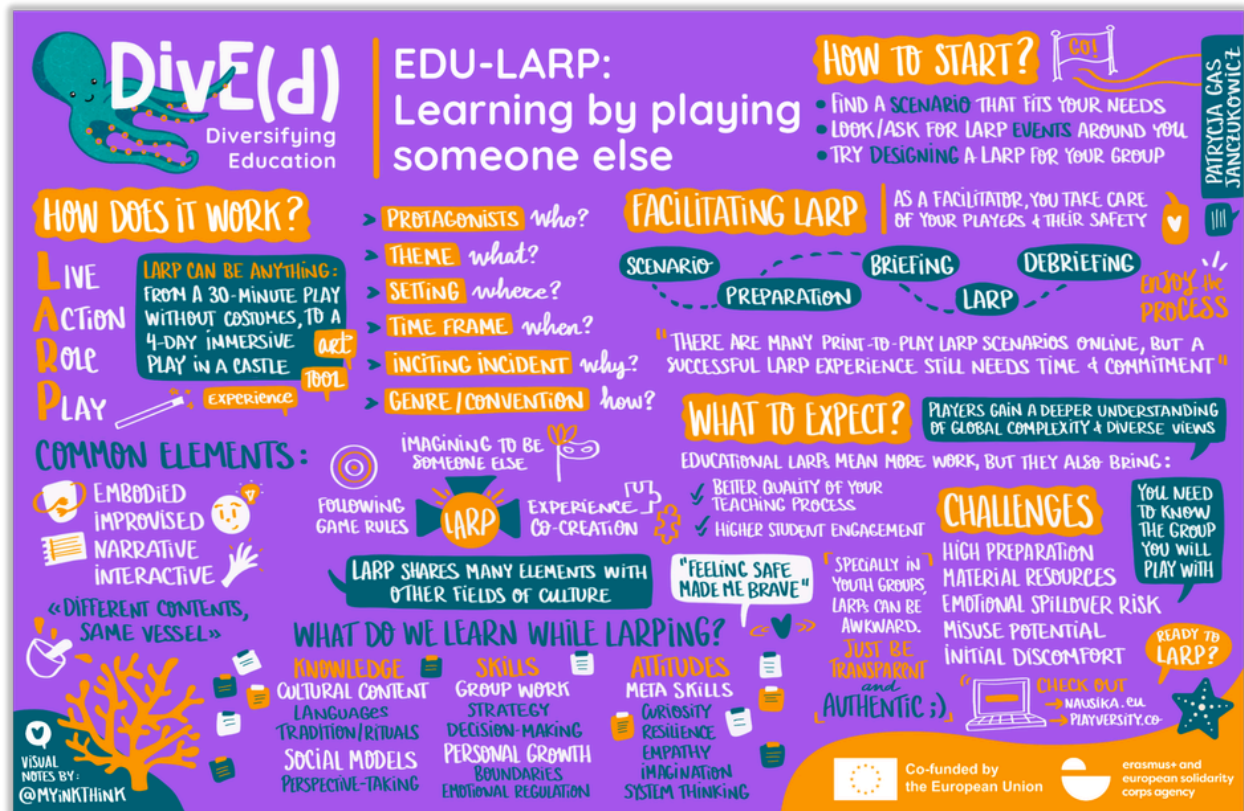
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About LARP-based learning

EduLarp (Live Action Role-Play in Education) is a form of experiential learning in which participants learn by embodying and stepping into the roles of fictional characters and actively engaging with a situation, problem, or dilemma. Instead of listening to a lecture or discussing a case study from the outside, participants become part of the situation and have to make decisions themselves. They interact with other players, negotiate, cooperate, compete, deal with unexpected events, and experience the consequences of their choices within the game.



PLAYERS AGENCY AND CO-CREATION

Most EduLARPs don't have a pre-written script, a passive audience, or lines to learn by heart. Usually, they are based on frameworks, scenarios that provide structure for improvised content. Whether participants create their own characters or are assigned roles, relationships, goals, background information, and a framework of rules, they remain the authors of what their characters say and do.

It is not easy, actually, it is often much more demanding than other forms of learning, because the entire dynamic of the activity depends on the players, their interactions, and their decisions. But granting participants genuine agency within a fictional world pays off later in the real world, where they can directly apply these rehearsed actions, whether it's complex negotiations, tough decision-making, or real-time conflict resolution.

A key element of Larp-based learning is the creation of a safe, temporary space in which participants can experiment. This is often described as the “Magic Circle”, a clearly defined space and time in which the rules and consequences of the game apply. Within this space, participants can take risks, try out unfamiliar behaviours, change their minds, fail, start again, or explore perspectives very different from their own, without those choices automatically carrying consequences in their everyday lives (Alibi). “Feeling safe make me brave!”, having a safe space to explore, participants are much more eager to take risks and experiment. Larp community has created many tools for emotional safety and calibration that can be very helpful in educational context.

THE MANY FACES OF LARP: BEYOND EDUCATION

It is important to remember that Live Action Role-Play is a vast, multifaceted discipline. Depending on the lens you look through, Larp can be understood as:

- **A Game:** A structured system of rules, goals, agency, and mechanics.
- **An Art Form & Cultural Medium:** A unique space for artistic expression, atmospheric design, and creative experimentation.
- **Embodied Storytelling:** A live narrative medium where stories aren't just told or watched, but physically inhabited and co-created.
- **Social Interaction:** A dynamic form of human connection, communication, and shared group dynamics.
- **Community-building tool:** A base for fostering trust, breaking down social barriers, strengthening group cohesion, and creating shared collective memories or even collective identity.

Because of this versatility, Larps serve many different functions in society, ranging from pure entertainment and fantasy immersion, to community building and socializing, to artistic expression, activism, and civic engagement.

Educational Larp (EduLarp) is just one specific application of this powerful medium. It takes the core engine of Larp, embodied play, narrative agency, and emotional immersion, and deliberately channels it toward specific pedagogical goals, key competencies, and reflective learning outcomes.



THEORETICAL FOUNDATIONS

EduLarp bridges Kolb's Experiential Learning Cycle (Concrete Experience → Reflective Observation → Abstract Conceptualization → Active Experimentation) with somatic, embodied, affective, cognitive, behavioural, and social learning. Knowledge is not simply delivered to participants through a text or presentation; it is constructed through experience, interaction, decision-making, and reflection.

The cognitive dimension involves acquiring, applying, and testing knowledge in a concrete situation. Participants need to understand information, recognise patterns, solve problems, and make decisions within the game.

The affective dimension comes from experiencing emotions, uncertainty, relationships, dilemmas, and the consequences of one's choices. It can lead to **bleed** – the phenomenon in which feelings, thoughts, or experiences connected to the character or game cross the boundary between the fictional experience and the player's personal experience.

The behavioural dimension gives participants an opportunity to practise skills such as communication, negotiation, collaboration, leadership, conflict resolution, and decision-making rather than only discussing them. Repeatedly making choices and experiencing their immediate consequences can create a form of **embodied memory**. Participants do not only remember what they were told about decision-making or conflict; they remember what it felt like to hesitate, take a risk, negotiate under pressure, or finally find a way forward. The experience of tension and its release can itself become part of the learning.

An equally important element is **social learning**. Larp is fundamentally a shared experience: players learn not only from the scenario and the facilitator, but from one another. They have to interpret other people's intentions, respond to different perspectives, negotiate, cooperate, compete, form alliances, and adapt their strategies. In this sense, learning emerges collectively through interaction. What one participant does changes the situation for others, and their responses in turn reshape the experience for everyone.



APPROPRIATE TARGET GROUPS

- **Youth & Students (Ages 12+):** Develops perspective-taking, critical thinking, and emotional regulation while overcoming passive learning habits.
- **Higher Education & Teacher Training:** Examines complex systemic models, ethics, policy trade-offs, and facilitation techniques.
- **Non-Formal Education & Youth Work:** An ideal framework for intercultural dialogue, climate action, and conflict resolution. Perfect to try more out of comfort zone learning, competences that are particularly hard, or topics that can be triggering
- **Inclusive & Diverse-Ability Groups:** EduLarp is inherently flexible. Roles can easily be adjusted, from active speakers and delegates to strategic advisors, researchers, or quiet community roles.

APPROPRIATE SUBJECTS AND TOPICS

Larp is a highly flexible not only in format or target group but also in content. It can be adapted to a wide range of subjects, topics, and learning goals. It is particularly well suited to areas where understanding different perspectives, relationships, systems, and decision-making processes is important. These include history and humanities, civics, ethics and human rights, climate and environmental education, migration, democracy, language learning, and literature.

At the same time, Larp-based learning is not limited to social sciences or humanities. With an appropriate scenario and game mechanics, it can also be used to explore STEM subjects, including physics, chemistry, mathematics, and other scientific topics. For example, a Larp can place scientific concepts within a concrete situation in which participants need to apply their knowledge to solve a problem, make decisions, or understand the consequences of different actions.

This flexibility makes Larp particularly valuable when the learning goal goes beyond acquiring factual knowledge and includes applying knowledge, exploring systems, solving problems, communicating, collaborating, or understanding complex cause-and-effect relationships.



LARP-based DivE(d) games

Game name	Subject	Topic	Facilitation difficulty	Player number	Age	Game difficulty	Link to game
Chronicles of Cracovia	History, Social Studies	History & community resilience	  	12-30	13+	  	
Congress of Vienna	History, Civic education	Diplomacy & territorial map negotiation	  	12-30	14+	  	
Logroño 1610: Basque Witch Trials	History, Human Rights	Scapegoating & evidence evaluation	  	5-30	14+	  	
Draining the Future: Wetland Crisis 1926	History, Ecology	Ecological transformation & resource conflict	  	12-30	14+	  	
For Freedom! Polish Legions in Haiti	History, Ethics	Ethical dilemmas & colonial conflict	  	12-30	14+	  	
United States of Europe? 1950 Peace Gamble	History, Civic education	Post-war integration & sovereignty	  	12-30	14+	  	



Facilitation of LARP-based activities

FACILITATION CYCLE

1. The Experience – Briefing & Safety

Set the scene, explain the rules, and establish core safety mechanisms (such as Time Freeze and Opt-Out). For Larp-based activities with higher immersion, introduce a suite of emotional safety tools, such as the OK Check, calibration signals or words (to escalate or de-escalate scene intensity), Off-Game signs, or even assign a dedicated safety facilitator.

For longer and more intense Larp experiences, it is recommended to run warm-up workshops. Simple improvisation exercises help participants loosen up and tune into the group dynamics; many classic impro games or Exercises for Actors and Non-Actors by Augusto Boal work exceptionally well here.

Alongside role-play warm-ups, you can also run content-related workshops, for instance, if the Larp revolves around historical events, you can introduce a brief preparatory lesson beforehand. However, according to Kolb's Experiential Learning Cycle, core theoretical input should follow the experience itself, meaning the main body of theory belongs in the post-game debrief. In this way, we give participants a clear path to experiment with their own understanding of the content rather than simply repeating what was written in a textbook.

2. In-Game Facilitation

Protect the Magic Circle and give participants a sense of safety by establishing clear structures, explicit safety rules, and well-defined In-Game and Off-Game areas.

Depending on the scenario, you can act as a neutral moderator, introduce narrative twists, and manage timing from the outside—or step into the game as an NPC (Non-Player Character). Playing a supporting role such as a chamberlain, a janitor, or a council clerk counting votes allows you to guide the flow of the activity directly from within the story.

The best approach is to give participants as much agency as possible and let them sink into the flow of play. If they raise their voices, get loud, or argue fiercely, that is completely fine, as long as it remains part of their character dynamics and not personal friction between players. This is precisely why we establish safety tools: to monitor whether emotions in the room belong to the role or to the participant behind it.

3. De-roling (Stepping Out of Character)

A physical ritual to shed character personas, state real names, and discharge emotional tension. It can be as simple as physically shaking off the role, throwing away a role nametag or more complex with writing a letter to our character, collective storytelling with post-event consequences.



Structured Debriefing:

This is the heart of any EduLarp activity, it is where the play transforms into lasting learning. Without a proper debriefing, we lose the opportunity to unpack and solidify the learning that took place during the game; if participants don't consciously reflect on their experience, the educational impact can easily slip away. That is why time management is critical: you must always protect time for debriefing, no matter what happens during play.

A typical educational debriefing guides players through a structured, three-stage or four-stage journey: starting with initial emotional venting, moving into game-choice analysis, relating to the topic and culminating in applications and transfer.

EXAMPLE OF DEBRIEFING FLOW

- EMOTIONAL VENTING (Feelings)

How do you feel right now? What just happened?

- GAME-CHOICE ANALYSIS (Reflective Learning)

Why did your faction make that trade-off?

- CONTENT-RELATED ANALYSIS (Abstract Conceptualisation)

Content-related discussion. About the historical and current state of the issue, e.g., climate change, bullying, migration, gender issues, ethics, politics, historical events etc.

- REAL-WORLD IMPLEMENTATION (Action)

Where do we see this systemic pattern today? Do we have an impact on it? How can I change my attitude towards...? What can I do today to...?



Adapting a game to your audience

SPATIAL ADAPTATIONS

Depending on your resources and circumstances, an EduLarp can be implemented in a wide variety of environments, ranging from a standard classroom or school corridor to a youth center, black box theater, or city park.

When conducting EduLarp in formal or non-formal education, functionality and pedagogical clarity take priority over high-budget immersion. Unlike blockbuster Larps held in castles with elaborate costumes and props, educational role-plays rely on simple, clear spatial boundaries to help students navigate their roles and understand game mechanics.

Key Spatial Strategies for Educators:

- **Minimalist Room Zoning**

You do not need expensive set designs. Simply rearranging desks into faction "islands" or placing paper tape on the floor is enough to mark different locations in the game world (e.g., diplomatic tables, courtrooms, or national borders).

- **Establishing In-Game vs. Off-Game Zones**

Clearly mark an In-Game area where students act in role, and a designated Off-Game area where they can step out of character, ask the facilitator rule questions, take a breath, or rest. For example classroom can be In-Game and stepping into a corridor already Off-Game area.

- **Flexible Room Configurations**

- **Single Classroom:** Push desks to the walls to create an empty space in the middle, use one central table as negotiation court, or group desks into 4–5 faction hubs for discussions. Space should be encouraging participants to walk, change places and interact with others.
- **Corridors & Adjacent Spaces:** Utilize hallway space or adjoining rooms for secret bilateral talks, private diplomatic negotiations, or investigative hearings.
- **Outdoor Spaces:** Schoolyards or parks provide natural spatial separation for large multi-faction games without requiring walls or physical dividers.

- **Time adjustments**

You can use ready-to-play scenarios for 45-minute express vs. 90-minute standard or if you have possibility, you can organize a full day or multi-sessions experience with complimentary pre and post workshops or find a game in the database that will fit your timing, there are many educational larp scenarios in open source data bases that can be used.

- **Inclusion & diverse-ability adaptations**

Larp-based activities can be adjusted to different needs of the participants. In groups with mixed skills or varying confidence levels, assign roles that empower everyone. Shy participants, neurodivergent students, or those facing language barriers can be placed in crucial non-verbal or low-pressure roles, such as a silent messenger passing secret diplomatic notes, an analyst evaluating evidence, or an archivist counting votes. These roles carry high strategic importance without requiring public speeches.

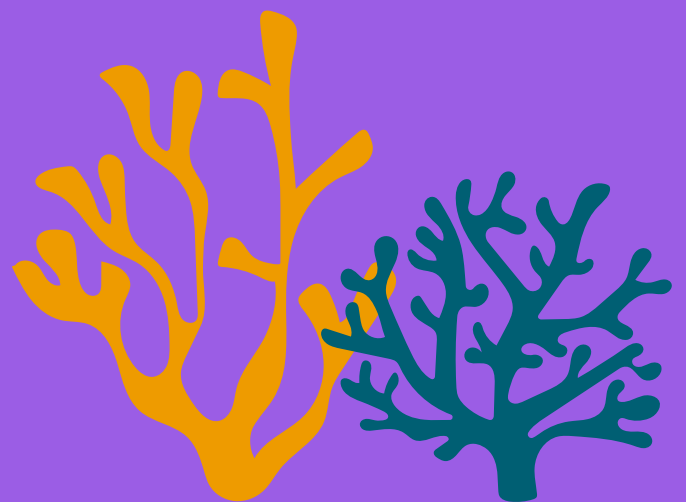
Deep emotional immersion is not always better. For some groups, especially those prone to sensory overload or social anxiety, a lightweight format with more strategic, board-game-like mechanics and minimal acting yields far better learning results while keeping everyone feeling safe.

Whenever possible, run the activity with a co-facilitator who can step into the game as a supporting NPC (Non-Player Character). An in-game guide (such as a helpful scribe, a neutral clerk, or a seasoned advisor) can monitor group dynamics from the inside, quietly check in on struggling students, and gently offer direction without breaking the magic circle.



LARP-based
DivE(d) games

OUTLINES





Chronicles of Cracovia

LARP-based game

Author: Patrycja Gas-Janczukowicz

Visuals by: Olalla González

Learning outcomes

- **Perspective-Taking & Historical Polyphony:** Learn to analyze a single historical event through multiple, conflicting viewpoints and social roles.
- **Critical Source Evaluation:** Question official historical records by identifying author bias, hidden agendas, and missing voices.
- **Impact & Trade-off Assessment:** Recognize that political and economic growth is rarely neutral, progress for one group often creates hardship for another.
- **Systemic Thinking:** Trace how immediate policy choices trigger long-term effects across ecology, local economies, and communities.
- **Negotiation & Civic Dialogue:** Build coalitions, defend group interests, and navigate compromises under competing political priorities.

Specs

Group size: 12–30 players (Divided into 4 Guilds)

- **Age:** 13+
- **Game session duration (including briefing/debriefing):** 45–90 minutes
- **Setting:** The royal capital of Cracovia during the reign of King Casimir the Great (14th century).

Ultimate mission

To debate and vote on three major Royal Decrees for Cracovia, while writing biased Guild Chronicles that show how different groups create very different stories out of the exact same events.

Disclaimer

This game uses the historical backdrop of 14th-century Cracovia simply as an invitation to reflect on history. It is not meant to be a precise historical re-enactment. Instead, it is a tool to help players think critically about the past, question historical narratives, and see how different people experience the same event in contrasting ways.

Game setup

Room Layout:

- Place four chairs in a central circle representing the Royal Council (Hot Seats).
- Surround the central circle with four separate team tables for the Guild Cabinets (Advisors & Chroniclers).
- Position a large map of Cracovia and a decision board in direct view of all tables.

Faction Distribution:

Divide participants into 4 Guilds, assigning three functional roles per table:

- **Guild Representative:** Sits at the central Council table, argues, negotiates, and votes.
- **Guild Advisors:** Analyze primary sources, pass written diplomatic notes, whisper counsel, and support their Representative.
- **Guild Chronicler:** Observes the central debate and writes the official, biased Guild Chronicle entry.

Intro trailer (read to players)

"Hear ye, hear ye! By order of King Casimir, the Royal Council of Cracovia is summoned.

Our capital on Wawel Hill expands rapidly. Stone walls replace timber palisades, trade along the Vistula flourishes, and a new Royal Academy brings scholars from across Europe. But rapid growth forces hard choices. We need timber and stone for construction, fertile pastures for livestock, written law for governance, and salt trade for wealth, yet every resource spent creates unexpected consequences.

Four great guilds have been called before the throne. Each brings its own wisdom, needs, and vision for the realm. Today, the future of Cracovia will be decided.

Remember: after the Council ends, each guild will write its own version of what happened. Because history is not only about events, history is about who tells the story."

Game rules (what is introduced to players)

HOT SEAT CHAMPION:

Only official Guild Representatives seated in the central circle may speak during formal Council debate.

THE "TAG-IN" META-MECHANIC

Any Advisor at the cabinet table may walk to the center, gently tap their Representative on the shoulder, and swap places to bring fresh arguments to the floor.

DIPLOMATIC CHANNELS

Advisors may pass written parchment notes and hold quick side-corridor negotiations with other Advisor cabinets during debate rounds.

THE TIME FREEZE

Raising crossed hands above the head pauses gameplay immediately for rule clarifications or facilitator interventions.

THE CHRONICLER'S PEN

The Chronicler does not participate in verbal debate; their duty is to record the events, arguments, and outcomes through their Guild's specific ideological lens.

Step-by-step facilitation (what does the teacher do)

PHASE 1: THE ROYAL SUMMONS & SETUP (5 MIN)

- Assume the role of The Royal Chamberlain (neutral facilitator).
- Read the Intro Trailer, explain the Hot Seats & Tag-In mechanics, and present the Realm Map.

PHASE 2: GUILD PREPARATION & SOURCE ANALYSIS (10 MIN)

- Distribute Guild Cards and Chronicle Sheets to each table.
- Direct teams to assign internal roles (Representative, Advisors, Chronicler) and study their secret knowledge.

PHASE 3: THE ROYAL COUNCIL DEBATES (25 MIN)

Facilitate three structured debate rounds corresponding to the Council Challenges:

1. **Present the Challenge:** Read the situation and display the three policy options on the board.
2. **Cabinet Consultation:** Give Advisors 2 minutes to review sources and brief their Representative.
3. **Hot Seat Debate:** Facilitate a 5-minute central debate among Representatives (with active Tag-Ins and note-passing).
4. **The Vote & Record:** Collect votes from the 4 Champions, announce the decree, and give Chroniclers 2 minutes to fill out their Chronicle Chapter.

THE 3 CHALLENGES

- **Challenge 1: The Royal Forests & Building Boom (Timber vs. Conservation)**
 - **Option 1 (The Stone & Timber Mandate):** Unchecked logging in Niepołomice Forest to accelerate Wawel castle construction and city fortifications.
 - **Option 2 (The Sacred Crown Woodlands Law):** Strict conservation of ancient forests, limiting logging to seasonal fallen timber.
 - **Option 3 (The Royal Forestry Code):** Regulated logging with royal quotas, fees, and protected reserves for local foraging.
- **Challenge 2: The Royal Academy & Written Law (Literacy vs. Local Tradition)**
 - **Option 1 (Knowledge for the Court):** Restricting university literacy exclusively to royal diplomats, bishops, and elite legal scholars.
 - **Option 2 (Open Guild Learning):** Funding practical literacy, guild schools, and legal training for merchants and master craftsmen.
 - **Option 3 (Two Paths of Knowledge):** Funding university legal studies while legally protecting customary oral law and local village traditions.
- **Challenge 3: The Future of Cracovia (Strategic Direction)**
 - **Option 1 (The Fortress Realm):** Prioritizing border fortifications, garrison garrisons, and military infrastructure.
 - **Option 2 (The Commercial Hub):** Prioritizing international trade privileges, Vistula river ports, and the Wieliczka salt routes.
 - **Option 3 (The Realm of Many Communities):** Prioritizing agricultural stability, food security, and village welfare for surrounding royal lands.

Endgame

- **Final Vote Resolution:** The Chamberlain tallies the final charter decisions across all three challenges and outlines the realm's alternative historical trajectory.
- **The Reading of the Four Chronicles:** The Chroniclers from all four Guilds step to the center one by one and read their completed Guild Chronicle aloud to the court.
- **Juxtaposition:** Place all four physical Chronicle Sheets side-by-side on the board to visually demonstrate the contrasting accounts of the exact same votes.

Analysis

DE-ROLING RITUAL

Have all participants stand, shake out their hands, state their real name aloud, and name one character bias they are leaving behind before starting reflection.

KEY REFLECTION QUESTIONS:

- **Fact vs. Framing:** Which physical facts appeared in every single Chronicle, and which specific words changed the emotional meaning of the event (e.g., "destruction" vs. "civic progress")?
- **Perspective-Taking:** Why did the Builders record timber cutting as a great victory while the Forest Keepers recorded it as a dangerous tragedy?
- **Power over Memory:** Who held the monopoly on writing and education in the 14th century? Whose voices were preserved in historical archives, and whose voices were erased?
- **Modern Parallels:** How do modern news outlets or historical textbooks construct different narratives out of the exact same event today?

Follow-up Suggestions (ideas for following lessons/meetings)

- **Lesson 1: Archival Source Analysis**

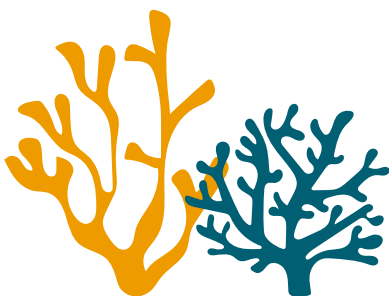
Examine excerpts from 14th-century chronicles (e.g. Janko of Czarńków) to identify political biases and missing social perspectives.

- **Lesson 2: GreenComp Resource Mapping**

Map the historical resource trade-offs of 14th-century Cracovia (timber, water, arable land) and compare them with modern sustainability dilemmas.

- **Lesson 3: Creative Writing ("Voices from the Margins")**

Write a short monologue from the perspective of an individual whose story was completely left out of the four official Guild Chronicles.



Game Variations

- **The 45-Minute Express Version**

Omit Challenge 2 (Knowledge) and run a rapid 2-challenge debate focused strictly on timber and city expansion.

- **The 90-Minute Extended Version**

Add a 10-minute side-negotiation break between Challenge 2 and Challenge 3 so guilds can meet privately, build alliances, and sign trade deals.

- **Large Group Format (25–40 Players)**

Divide the group into two parallel Royal Councils (Council A and Council B). Compare the final Chronicles of both Councils during debriefing to show how different assemblies create entirely different histories.

Material list

Furniture & Setup:

- 4x Central Chairs (Hot Seats)
- 4x Working Tables
- Slideshow with challenges and displayed options

For Each Guild Table (4 Sets Total):

- 1x Guild Faction Card
- 1x Guild Chronicles
- Paper & Pens
- Role Badges (Representative, Advisor, Chronicler)



[Printable materials](#)





Congress of Vienna

A Live Simulation of European Diplomacy

LARP-based game

Authors: Patrycja Gas-Janczukowicz, Zbyszek Janczukowicz
Visuals by: Olalla González

Learning outcomes

- **Analyze Historical Perspectives:** Understand how post-Napoleonic European powers balanced imperial expansion, security, and stability.
- **Map Systemic Dependencies:** See how changing national borders and spheres of influence create long-term geopolitical ripples.
- **Practice Futures Literacy & Alternative History:** Explore "what if" scenarios and test real-time coalition-building under crisis pressure.
- **Evaluate Moral Dilemmas:** Balance imperial order and state security against national self-determination and popular freedom.

Specs

- **Group size:** 12–30 players
(Divided into 4 Factions: Austria , Russia , Britain , France )
- **Age:** 14+
- **Game session duration (including briefing/debriefing):**
 - Option 1 (Express - Single Lesson): 45 minutes
 - 5 min: Intro trailer, game options, & meta-rules briefing
 - 5 min: Faction strategy & role preparation (reading materials, selecting Champions)
 - 15 min: Hot Seats gameplay & live map negotiation (2 debate rounds + crisis card)
 - 5 min: Treaty signing & historical/alternative outcome reveal
 - 5 min: De-roling ritual
 - 10 min: Core debriefing & reflection
 - Option 2 (Standard - Double Lesson): 90 minutes
 - 10 min: Intro trailer, map display, & full rules briefing
 - 15 min: Deep source analysis, map strategy, & role preparation
 - 40 min: Extended Hot Seats gameplay (4 debate & crisis negotiation rounds)
 - 5 min: Final treaty signing, de-roling, & alternate history reveal
 - 20 min: Comprehensive 3-phase debriefing & Alternative History Worksheet

Ultimate mission

To live-negotiate and physically draw a new map of Europe, reaching a unanimous signed "Treaty of Vienna" that best balances your nation's imperial security, trade interests, and geopolitical dominance.

Disclaimer

Content & Sensitivity Warning: This scenario touches on historical imperial expansion, suppression of national identities, and territorial bargaining without population consent.

Teacher Note: Remind students that they are exploring alternative history solutions through assigned diplomatic roles. The arguments and territorial demands made in the game are strictly for role-play and historical simulation—they do not reflect the personal beliefs or values of the players. Anyone can step out of character or take a break at any time.

Game setup

Room Layout:

- **In-Character (IC) Zone:** Place 4 central chairs ("Hot Seats") around a shared central negotiation space containing a large blank map of Europe (A2/A3 format).
- **Metagame / Out-of-Character (OOC) Zone:** Place 4 working tables directly behind each chair for the remaining faction team members (strategists, map designers, and diplomats).

Board Setup:

Display the central negotiation options and color legend clearly at the front of the room:

- ● Austria (Blue) | ● Russia (Red) | ● Britain (Green) | ● France (Yellow)
- Map Legend:
 - Solid Color = Control
 - Light Shading = Influence
 - Arrows = Expansion/Diplomacy
 - Striped Grey = Disputed Zones

Materials Distribution:

Place one Faction Card packet, colored markers corresponding to the nation's assigned color, map drafts, and crisis card responses at each working table.

Intro trailer (read to players)

"Europe has collapsed after Napoleon. Years of war have shattered dynasties, redrawn borders, and unleashed revolutionary fervor across the continent.

In the autumn of 1814, the rulers and diplomats of Europe gather in Vienna to build a new political order: Austria seeks imperial order and stability. Russia aims to expand its sphere of influence into Poland and the East. Britain demands a strict balance of power to protect global trade. France, defeated but cunning, fights to escape isolation and reclaim its status as a great power.

Are you ready to step into the hot seats, pick up the markers, and redraw the future of Europe?"

Game rules (what is introduced to players)

HYBRID EDU-LARP STRUCTURE

- **Sitting in the Central Chair (In-Character):** You speak on behalf of your nation as its active delegate, making live deals and drawing on the shared central map. (Role-play intensity ranges from strategic 3rd-person argument presentation to full 1st-person acting as historical figures like Metternich or Talleyrand).
- **Sitting at the Working Table (Metagame):** You act as a foreign ministry strategy team, analyzing historical briefing sheets, drafting border proposals, and preparing crisis responses.

THE "TAG-IN" META-MECHANIC

At any point during live debate, a teammate from the working table can walk to the hot seats, tap their delegate on the shoulder or forearm, and take their place. The active delegate must immediately return to the team table.

ADDITIONAL MECHANIC – TIME FREEZE

Players can raise two crossed hands to freeze the game and ask the facilitator questions about historical facts or rules.

MAP DRAWING & TREATY CONSENSUS

Factions draw spheres of influence and borders directly on the shared map using their assigned marker colors. To pass a final Treaty of Vienna, all 4 factions must sign the document. **If even one nation refuses, no consensus is reached and European diplomacy collapses.**

Step-by-step facilitation (what does the teacher do)

PHASE 1: SETUP, FRAMING & META-RULES (5-10 MIN)

- Read the **Intro Trailer** out loud to set the **historical scene**.
- Introduce the **4 Faction Colors** and the shared **Map Legend** on the board.
- Divide the class into **4 faction working tables** (Austria, Russia, Britain, France).
- Explain the **Hot Seats mechanism** (1 active delegate per nation) and demonstrate the shoulder-tap **"Tag-In" rule**.
- Remind students of the **safety framing** and the flexibility of **role-play intensity**.

PHASE 2: FACTION STRATEGY & MAP PLANNING (5-15 MIN)

- Hand out **Faction Role Cards**, **color markers**, and strategy **briefing sheets** to each table.
- Teams analyze their red lines, secret win conditions, and initial map priorities.
- Teams elect their **starting Hot-Seat delegate** and prepare an **opening 1-minute pitch**.



PHASE 3: HOT SEATS NEGOTIATION, MAP BUILDING & CRISES (15–40 MIN)

- **Round 1 (Opening Map Visions):** Each delegate states their nation's vision for post-Napoleonic Europe and draws initial claims on the central map.
- **Round 2 (Crisis Injections & Open Debate):** The teacher draws 2–3 Crisis Cards (e.g., The Polish Question, German Confederation, French Leak). Delegates must immediately adapt, redraw disputed zones, and negotiate live alliances.
- **Round 3 (Diplomatic Caucus & Alliances):** Working group members actively search strategy sheets, pass secret notes, and tag in new delegates to push specific territorial compromises.
- **Round 4 (Final Treaty Pressures):** The teacher issues a 5-minute pressure warning: "You have 5 minutes to reach an agreement and sign the Treaty, or Europe falls into renewed war!"

PHASE 4: RESOLUTION & TREATY SIGNING (3–5 MIN)

- Call for formal **treaty signing** on the final colored map.
- Verify if all 4 factions have signed.
- Announce whether a unanimous Treaty of Vienna was established or if diplomacy collapsed, and **reveal the immediate geopolitical outcome**.

Endgame

TRIGGER

Final unanimous signing of the Treaty of Vienna (or failure to reach consensus).

OUTCOME REVEAL

- **Unanimous Treaty Signed:** A new European Balance of Power is established based on the players' drawn map. The teacher highlights which empires expanded, which buffer states were created, and where future conflicts are likely to erupt.
- **Diplomatic Collapse (No Consensus):** Failure to agree leads to immediate coalition breakdown, militarization of disputed border zones, and widespread revolutionary outbreaks across unaligned territories.

DE-ROLING RITUAL

- All students stand up, physically "shake off" their diplomatic personas, and state their real names.
- Brief 1-sentence check-out: "In character I fought for country X's borders, but personally I thought Y."

Analysis

The purpose of the debrief is to analyze the long-term political, cultural, and systemic consequences of the alternative European order created by the students on their map.

Procedure:

1. Begin by asking delegates how it felt to bargain over whole populations and redraw sovereign borders.
2. Hand out or project the Alternative History Worksheet.
3. Guide discussion through political consequences, language impacts, nationalism, and modern reflections.

Facilitator Guiding Questions:

- Role & Power: Who held the most real diplomatic power during negotiations? Who had to compromise the most?
- Political Consequences: Look at your final map. Which state became the strongest power? Which became fragmented or weakened?
- Borders & Future Conflict: Which specific border drawn on your map is most likely to cause a future war in 20–30 years? Why?
- Nationalism vs. Imperial Control: Would independence movements and nationalism in your version of Europe be stronger or weaker than in real history?
- Broader Reflections: Was peace worth suppression and territorial control? How different would modern Europe be if your map had become reality?

Follow-up suggestions (ideas for following lessons/meetings)

DEEP DIVE: THE POLISH-SAXON CRISIS

- What we do: Examine the historical diplomatic deadlock between Russia, Prussia, Austria, and Britain over the fate of Poland in 1814–1815.
- Student task: Compare the actual creation of "Congress Poland" under Russian rule with the alternative Polish borders drawn on the student game map.

LANGUAGE, BORDERS, AND MINORITIES

- What we do: Explore how 19th-century imperial border decisions ignored ethnic and linguistic boundaries.
- Student task: Complete section 2 of the Alternative History Worksheet ("Language & Identity Impact") to analyze which linguistic groups would be suppressed under their treaty.

THE CONCERT OF EUROPE VS. MODERN INTERNATIONAL BODIES

- What we do: Compare the Congress of Vienna's balance-of-power model with the League of Nations and the modern United Nations.
- Student task: Conduct a structured debate on whether great-power diplomacy is more effective at preventing global war than democratic international assemblies.

Game variations

5-Faction Expansion (Addition of Prussia):

For larger groups (20–30 players), split the central powers by adding Prussia (Color: White/Grey) as a 5th faction seeking expansion in Saxony and the Rhineland, creating classic 5-power dynamics.

Asymmetric Diplomatic Leaks:

Introduce a "Secret Dispatch Mechanic" where the teacher randomly hands a confidential crisis leak to France or Britain mid-game, giving them temporary leverage over Austria or Russia.

Post-Game Map Presentation:

Have each table present a 2-minute "Alternative 1848 Projection" predicting how their drawn map will look 30 years into the future during the Spring of Nations.

Material list

Furniture & Setup:

- 4 Chairs for the central "Hot Seats" negotiation circle
- 4 Working tables for faction strategy teams
- Shared central table/surface with a large blank political Map of Europe (A2/A3 format)
- Set of 4 Colored Markers (Blue, Red, Green, Yellow) for live map drawing

Printed Materials:

- 4x Faction Role Cards (Austria, Russia, Britain, France)
- 8x Crisis Cards
- 1x Map & diplomacy rules
- 1x Blank Treaty of Vienna signature sheet
- Alternative History Reflection Worksheets (one per group)
- Diplomatic note (one per group)



**Printable
materials**





Logroño 1610: The Basque Witch Trials

LARP-based game

Authors: Vivien Farkas
Visuals by: Olalla González

Learning outcomes

- **Analyze Perspectives & Motivations:** Understand how fear, social pressure, and institutional rules drive human behavior during crises.
- **Identify Scapegoating Mechanisms:** Recognize how panic, rumors, and hardship lead communities to blame and marginalize vulnerable groups.
- **Practice Critical Thinking & Evidence Evaluation:** See why fact-checking, skepticism, and fair procedures are essential for making just decisions.
- **Connect Past Patterns to Present Issues:** Link systemic patterns of discrimination, inequality, and power imbalances to modern human rights challenges.

Specs

- **Group size:** 5 individuals or 5 small teams (1 per character: María de Zozaya, María de Endara, Graciana Xarra, Beltrana de Lafarga, Miguel de Goiburu) + 1 Facilitator (The Secretary)
- **Age:** 14+
- **Game session duration (including briefing/debriefing):**
 - 5 min: Intro trailer & reading character materials
 - 15 min: Presenting defense arguments & confessions to the Secretary
 - 5 min: Verdict reading & historical reveal
 - 10–15 min: De-roling & core debriefing
- **Setting:** Logroño Inquisition Prison, Kingdom of Spain (November 6, 1610)

Ultimate mission

To deliver a final defense speech before the Inquisition Secretary in Logroño, deciding whether to confess to alleged sins or refuse confession while navigating the strict rules of Inquisitorial sentencing.

Disclaimer

Content warning: This scenario covers heavy historical themes, including torture, religious persecution, gender-based violence, executions, and intense emotional pressure.

Teacher Note: Remind players that they are exploring real historical dilemmas through role-play. The arguments, confessions, or accusations they make in the game belong strictly to their characters—not to them. Anyone can pause the game, step out of character, or take a break at any point.

Game setup

Room Layout:

- **The Inquisitor's Bench (The Tribunal Area):** Place a prominent central table and chair at the front of the room for the Facilitator, who plays **The Secretary** (or Inquisitor's Clerk). This represents the seat of official power, where testimonies are recorded, charges are read, and verdicts are delivered.
- **The Accused & Defense Tables (Interrogation Zones):** Arrange 5 distinct working tables around the room—one for each of the 5 accused individuals and their defense team or family members. These serve as private strategy spaces where teams analyze evidence, prepare defense arguments, and support their accused companion.
- **The Testimony Circle (The Hot Seat):** Position a single central chair directly facing the Inquisitor's Bench. This is the **Witness Stand**, where the accused or their representatives step up to testify, face cross-examination, and plead their case before the court.
- **The Sentence Board:** Place a visible board or flipchart in clear view of all tables, displaying the trial outcomes, formal charges, and available verdicts

Intro trailer (read to players)

"It is Saturday, 6th of November, in the year of 1610. You are five locals from all over Navarra, imprisoned now in Logroño, waiting for the final verdict of the Inquisition. In the past few months, you have been tortured and interrogated for being accused of witchcraft and participation in the witch's sabbath—also known as akelarre, named after the male goat, the form of the Devil—in the village of Zugarramurdi or elsewhere.

During this festivity, you all supposedly engaged in sinful acts and made a pact with the Devil. Whether or not it's true, it doesn't matter—the Inquisition wants confessions. If you confess your alleged sins, there is a little chance that you will not be burnt on the stake. But not all of you feel guilty, not at all.

Logroño's streets are flooded with people; curious travellers from all over the region, even from the Kingdom of France who are here for the auto de fe (or 'act of faith'), the public demonstration of justice where the witches will be punished. Tomorrow, someone will burn. And the crowd will watch with enthusiasm.

A secretary arrives to record the last speeches of each accused, and will forward them to the inquisitors in charge, Juan del Valle Alvarado and Alonso Becerra."

Game rules (what is introduced to players)

ROLE OF THE SECRETARY (FACILITATOR)

As the teacher/facilitator, you play The Secretary. You remain completely neutral: you do not offer advice or guidance, only listen to confessions or refusals, and record them in your notes.

RULES FOR SENTENCING

To receive a less severe punishment, the accused must be convincing with their confessions:

1. **Refusal to Confess:** If an accused person refuses to confess, they are automatically sentenced to death by burning at the stake during the auto de fe.
2. **Confession Without Evidence:** Confessing alone does not guarantee a reduced sentence. The accused must provide evidence, naming accomplices is the best way to prove guilt. If they deeply fail to provide evidence (cannot name a single accomplice, etc.), they are sentenced to burn at the stake.
3. **Confession With Evidence & Plea:** The severity of the sentence depends on how convincingly they provide evidence and how earnestly they plead for mercy.

POTENTIAL SENTENCES

- **Sentence A:** Punishment by whipping during the auto de fe, confiscation of belongings, and limited prison.
- **Sentence B:** Punishment by whipping during the auto de fe, confiscation of belongings, and life in prison.
- **Sentence C:** Execution by burning on the stake during the auto de fe.

Step-by-step facilitation (what does the teacher do)

PHASE 1: SETUP & BRIEFING (5 MIN)

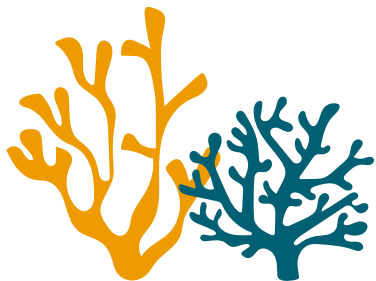
- Read the Intro Trailer aloud to set the scene.
- Distribute the 5 Character Cards to the participants/groups.
- Explain the neutral role of the Secretary and the rules regarding confession and evidence.
- Give players 5 minutes to read their cards and prepare their statements.

PHASE 2: INTERROGATION & DEFENSE SPEECHES (15 MIN)

- Call each character forward one by one to present their final speech to the Secretary.
- The Secretary listens neutrally and takes notes:
- Did they confess or refuse to confess?
- Did they provide evidence or name accomplices?
- How earnestly did they plead for mercy?
- The Secretary decides the sentence for each character based on the criteria.

PHASE 3: SENTENCE PRONOUNCEMENT & HISTORICAL REVEAL (5 MIN)

1. The Secretary reads the game verdicts aloud to the class.
2. Reveal what happened to the characters in real history (see Endgame).



Endgame

PRONOUNCEMENT OF SENTENCES

The Secretary steps forward with their ledger and delivers the individual game verdict for each of the five accused figures based on their testimony and evidence provided.

HISTORICAL REALITY REVEAL

The Facilitator reveals what actually happened to each historical figure in real life after November 1610:

- **María de Zozaya:** Confessed under torture, but died in prison before the auto de fe.
- **María de Endara:** Sentenced to life in prison and property loss, but released after a few years following high-level intervention by the Bishop of Pamplona. She gave birth in prison.
- **Graciana Xarra:** Repeatedly refused to confess and was burned at the stake during the auto de fe.
- **Beltrana de Lafarga:** Confessed, endured public whipping, property loss, and limited imprisonment.
- **Miguel de Goiburu:** Confessed, but died in prison prior to execution. His effigy (wooden dummy) was burned on the stake in his place.

DE-ROLING RITUAL

All players stand up, physically "shake off" their prisoner/defense personas, state their real names out loud, and state one character emotion or pressure they are leaving behind in the cell.

Analysis

(Detailed debriefing, statistical contexts, and web references are located on the separate Debriefing & Historical Sources).

1. **The Image of a Witch:** How does our modern folklore picture of a witch compare to the real historical victims?
2. **Inquisitorial Skepticism:** How did Inquisitor Alonso de Salazar y Frías use skepticism and evidence standards to end witch-burning in Spain?
3. **Gender & Scapegoating:** Why were elderly, impoverished, or widowed women disproportionately targeted as scapegoats during community crises?
4. **Modern Parallels:** Where do we see modern instances of scapegoating, public panic, or gender discrimination today?

Game variations

Family & Community Role-Play

Players at the team tables can play as the family, neighbors, or local villagers of the accused. Instead of just giving advice, they can write secret notes, plead with the Secretary for mercy, or push their relative to either confess to survive or stay silent to protect the family name.

Student Jury & Tribunal Assistants

Instead of the teacher making all sentencing decisions alone, a small group of students can play as the Secretary's Assistants or Inquisitorial Jury. Sitting alongside the Secretary, they take notes during each defense speech, audit whether the accused provided genuine evidence or named accomplices, and help decide the final sentences based on the scoring criteria.

Material list

Room Layout:

- A central table for the Facilitator (playing The Secretary).
- 5 working tables for the 5 accused characters or their defense teams/families.

Printed Materials:

- 1x Secretary Guide & Note Sheet
- 5x Character Cards (María de Zozaya, María de Endara, Graciana Xarra, Beltrana de Lafarga, Miguel de Goiburu)
- 1x Debriefing & Reflection Sheet (for post-game discussion)





Draining the Future

The Great European Wetland Crisis (1926)

LARP-based game

Author: Patrycja Gas-Janczukowicz
Visuals by: Olalla González

Learning outcomes

- **Feel the Crisis:** Experience why post-war nations felt forced to trade nature for immediate food, fuel, and survival.
- **See the Domino Effect:** Spot how drying a swamp in one place triggers droughts, fires, and water shortages across entire borders.
- **Try Eco-Diplomacy:** Test whether neighbouring states can actually share rivers and resources instead of fighting over them.
- **Progress vs. People:** Balance grand plans for "modernisation" against the real lives and cultures of local communities.

Specs

Group size: 12–30 players

(Divided into 4 Factions: Government, Scientists, Locals, League of Nations)

- **Age:** 14+
- **Game session duration (including briefing/debriefing):**
 - Option 1 (Express - Single Lesson): 45 minutes
 - 5 min: Intro trailer & rules briefing
 - 5 min: Faction strategy & role preparation
 - 15 min: Hot Seats debate
 - 5 min: In-character voting & outcome reveal
 - 15 min: De-roling & debriefing
 - Option 2 (Standard - Double Lesson): 90 minutes
 - 10 min: Intro trailer & contextual presentation
 - 15 min: Source analysis & strategy planning
 - 40 min: Extended Hot Seats debate (4 rounds)
 - 5 min: Final vote, de-roling & alternative history reveal
 - 20 min: Comprehensive debriefing & reflection

Ultimate mission

To negotiate and vote on a binding Land & Water Treaty for the shared Prypet/European Peatland Valley that balances national agricultural modernization, local livelihoods, international relations, and ecological preservation.

Game setup

To ensure smooth flow, clear boundaries, and participant safety, set up the physical space before participants enter:

THE HOT SEATS (IN-GAME ARENA)

Place 4 central chairs facing each other in the middle of the room. This represents the central diplomatic floor where active debates happen.

FACTION TABLES (CABINET / ADVISORY ZONES)

Arrange 4 working tables around the outer perimeter - one for each faction (Government, Scientists, Locals, League of Nations). These serve as internal strategy and research spaces.

THE VOTING BOARD

Place a visible board or flipchart in view of all tables displaying the 3 Voting Options (Option A: Full Megaproject Drainage, Option B: Managed Eco-Canals, Option C: International Biosphere Reserve).

Intro trailer (read to players)

"It is 1926. Europe is recovering from the devastating trauma of the Great War. Across the eastern borderlands, young nations face poverty, economic stagnation, and food insecurity.

Governments have launched ambitious megaprojects: draining the vast, ancient European peatlands and marshes to create millions of hectares of farmland, extract peat for industrial energy, and secure volatile borders.

Engineers call it progress. But local communities face the destruction of their traditional way of life, neighboring states warn of drying rivers across borders, and scientists caution that burning and draining peatlands will trigger unprecedented ecological fires and soil collapse.

Are you ready to step into the hot seats, weigh economic progress against environmental survival, and decide the fate of the wetlands?"



Game rules (what is introduced to players)

HYBRID EDU-LARP MECHANICS

- **Hot Seat Champion:** Speaks in the central circle on behalf of their faction.
- **Cabinet & Delegation Teams:** Research facts, pass diplomatic notes, negotiate corridor deals, and advise their Champion.

THE "TAG-IN" MECHANIC

Teammates can walk to the center, tap their Champion on the shoulder, and swap places at any time.

TIME FREEZE

Raising two crossed hands pauses the game for rule or history clarifications.

FACTION ALIGNMENTS & DYNAMICS

- **The Government (State Modernizers & Ministry of Agriculture / Pro-Drainage):**
Pushing for complete wetland drainage to secure national food independence, fuel (peat), and border infrastructure.
- **The Scientists (Scientific Commission & Conservationists / Anti-Drainage):**
Warning against catastrophic peat fires, soil degradation, drying rivers, and permanent loss of Europe's unique carbon sinks.
- **Locals (Local Peatland Farmers & Native Communities / Directly Impacted):**
Torn between promises of new arable land/jobs and the destruction of their traditional way of life and forced displacement.
- **The League of Nations (Transboundary Observers / Undecided & Swing Vote):**
Evaluating cross-border hydrological risks and deciding whether to fund state infrastructure or international biosphere protection.

OPTIONAL TABLE ROLES & GAMEPLAY STYLE

Assigning specific roles at the working table is completely optional:

- **Active Role-Play Mode:** Each team member chooses a 1-word role to add depth to internal discussions and note-passing. (In longer formats, players may invent custom roles).
- **Advisor Mode:** Team members act purely as strategic advisors assisting their central Lead Negotiator.
- **Optional Roles:**
 - The Government: Minister, Engineer, Administrator, Officer, Analyst
 - The Scientists: Hydrologist, Geologist, Biologist, Ecologist, Cartographer
 - The Locals: Fisherman, Farmer, Activist, Youth, Healer, Priest
 - The League of Nations: Diplomat, Banker, Lawyer, Delegate, Journalist

VOTING OPTIONS (DISPLAY ON BOARD)

- **Option A (Full Megaproject Drainage):** Complete drainage of the wetlands to maximize agricultural land, extract industrial peat, and construct border military infrastructure.
- **Option B (Bilateral Managed Eco-Canals):** Partial drainage with regulated water gates, shared border water management, and protected local farming zones.
- **Option C (International Wetland Reserve & Peat Stoppage):** Halting large-scale drainage, establishing an international protected biosphere, and compensating local farmers through international conservation funds.

Step-by-step facilitation (what does the teacher do)

PHASE 1: SETUP & FRAMING (5-10 MIN)

- Read the **Intro Trailer**.
- Display the **3 Voting Options** (A, B, C) on the board.
- Divide participants into the **4 factions**, explain optional table roles, and demonstrate the **Hot Seats** and **Tag-In** mechanics.

PHASE 2: FACTION STRATEGY & SOURCE ANALYSIS (5-15 MIN)

- Distribute **Faction Cards** and **Primary Source Packets**.
- Teams assign optional roles, analyze dilemmas, outline core arguments, and select their **first Lead Negotiator**.

PHASE 3: HOT SEATS DEBATE (15-40 MIN)

- **Round 1 (Opening Statements):** Each Lead Negotiator presents their position (1 min each).
- **Round 2 (Open Cross-Examination & Corridor Talks):** Direct debate over drainage maps, water rights, and soil impact. Sub-delegates pass diplomatic notes and hold side meetings.
- **Round 3 (Diplomatic Caucus):** Cabinet consultations and bilateral coalition building with undecided voters.
- **Round 4 (Closing Statements):** Final appeal by Champions.

TIE-BREAKING & COALITION RULES (IF SPLIT 2-2 OR 1-1-2)

- **The League's Decisive Vote:** In a 2-2 tie, The League of Nations holds the casting vote due to their control over international loans.
- **1-Minute Diplomatic Caucus:** If no majority is reached, teams get 1 minute for rapid negotiations to form coalitions or swap votes for policy amendments.
- **Random Event (Dice Roll Fallback):** If the deadlock remains unbroken, roll a D6 to let unpredictable history decide:
 - **Roll 1-2: Option A passes** (State unilaterally enforces full drainage).
 - **Roll 3-4: Option B passes** (Emergency drought forces a managed canal compromise).
 - **Roll 5-6: Option C passes** (Financial crisis freezes loans; biosphere reserve enacted).

Endgame & Alternate History Reveal

OPTION A OUTCOME (FULL DRAINAGE)

Short-term agricultural boost, but severe long-term ecological collapse: massive peat fires, soil degradation, drying of regional rivers, and loss of local biodiversity. (Historical reality)

OPTION B OUTCOME (MANAGED ECO-CANALS)

Balanced economic growth and regulated hydrology, but requires permanent diplomatic cooperation and ongoing infrastructure maintenance.

OPTION C OUTCOME (INTERNATIONAL BIOSPHERE RESERVE)

Preservation of unique ecosystems and traditional lifestyles, but requires heavy international funding and slows down immediate state agricultural modernization.

Analysis

DE-ROLING RITUAL

Stand in a circle, shake off your character roles, state your real name, and share one personal emotion from the debate.

KEY REFLECTION QUESTIONS

- **Trade-offs:** How did it feel balancing immediate human survival (food, fuel, jobs) against long-term ecological risks?
- **Domino Effects:** How do the 1926 cross-border water shortages and peat fires mirror modern climate crises today?
- **Historical Reality:** Most European states historically chose Option A (Full Drainage). Today, modern Europe spends billions on re-wetting restoration (Option C) to undo this damage; what does this teach us about long-term policy making?

EXTENDED DEBRIEFING QUESTIONS

1. Personal & Faction Experience

- How did it feel to advocate for your faction's interests? Did you find yourself agreeing with your role's priorities, or was there personal tension between your character's goals and your own values?
- If you used the **Tag-In mechanic**, what triggered your decision to step into the Hot Seat? How did the atmosphere change when you moved between being an advisor at the table and a negotiator in the center?

2. Trade-Offs & Compromise

- What was the hardest trade-off your group faced between immediate human needs (food, fuel, economic survival) and long-term ecological risks?
- For **The Government** and **The Locals**: Was there any point where you felt economic development directly threatened local human rights or cultural identity?
- For **The Scientists** and **The League of Nations**: How difficult was it to convince politicians to care about long-term carbon sinks and water table collapse when faced with short-term poverty?

3. Connecting 1926 to Today

- In the game, we saw how drying a swamp in one area caused droughts and fires across borders. How do these "domino effects" mirror current environmental and climate crises today?
- Was environmental preservation a realistic priority for a poor European state in 1926, or was it a luxury that interwar governments felt they simply couldn't afford? What can modern policymakers learn from this?



Game Variations & Local Adaptations

Before starting Phase 1, briefly mention your country's local historical example in 1–2 sentences during the Intro Trailer. This instantly anchors the abstract theme of "wetland drainage" in the students' local history and landscape!

While the core game setup centers on the European transboundary peatland crisis of 1926, the historical dilemma of wetland drainage vs. conservation was a major issue across Europe in the 1920s and 1930s.

To increase participant engagement and local relevance, facilitators can adapt the scenario's geographic setting, primary sources, or debriefing examples to match their region.

Regional Framing:

Adapt the geographic context to local history (e.g., Italy's Bonifica Integrale, Baltic Asundustalud homesteads, Polish Prypet Marshes, or UK Fens).

Extended Formats:

In longer sessions, players can invent custom table roles, draft written treaty amendments, or hold secret bilateral deal-making meetings.

(See Materials for localized source packs and setup details).

Material list

Furniture & Setup:

- 4x Central Chairs (Hot Seats)
- 4x Working Tables
- Voting Board & Markers (Options A, B, C)

Printed Materials:

- 5x Printable Faction Cards (Government, Scientists, Locals, League of Nations)



Draining the Future

Historical Reality & Alternate History Reveal

HISTORICAL REALITY: OPTION A (FULL MEGAPROJECT DRAINAGE)

What Actually Happened?

In the 1920s and throughout the 20th century, most European governments chose **Option A (Full Megaproject Drainage)**. Wetlands were viewed as unproductive “wastelands” that needed to be conquered to secure food independence, fuel (peat), and state control. From the Prypet Marshes in Polesia to the Pontine Marshes in Italy and the bogs of the Baltic states, millions of hectares were drained.

The Historical Price

While it generated short-term agricultural gains, Option A led to severe, irreversible ecological degradation: drying water tables, massive underground peat fires, loss of unique biodiversity, and the destruction of traditional wetland livelihoods.

The Modern U-Turn

Today, modern Europe is spending billions of euros to reverse this 20th-century choice through **re-wetting initiatives** and peatland restoration (essentially attempting a modern shift back to **Option C**). Dry peatlands emit massive amounts of stored carbon and trigger severe regional droughts—proving that interwar scientific warnings were accurate all along.

ALTERNATIVE HISTORY SCENARIOS (BASED ON FINAL VOTES)

If Option A Won in Your Game (Full Drainage):

- Outcome: You replicated historical reality! The state achieves immediate agricultural expansion and fuel independence, but within 15–20 years, regional river basins dry up, crop yields plummet due to soil degradation, and catastrophic underground peat fires plague the borderlands.

If Option B Won in Your Game (Managed Eco-Canals):

- Outcome: You created an alternative middle path! Controlled water gates limit the worst hydrological collapse while still allowing moderate farming expansion. However, maintaining this system requires permanent diplomatic cooperation and ongoing infrastructure funding between neighboring states—a fragile arrangement during the turbulent late 1930s.

If Option C Won in Your Game (International Wetland Reserve):

- Outcome: You achieved a pioneering eco-diplomatic breakthrough decades ahead of its time! The European peatlands remain intact as a major natural carbon sink and biodiversity sanctuary, protecting indigenous livelihoods. However, the state faces short-term economic strain and must rely heavily on League of Nations loans and alternative industrial modernization programs.



For Freedom!

The Polish Legions in the Haitian Revolution

LARP-based game

Authors:

Antonios Triantafyllakis, Vivien Farkas, Patrycja Gas-Janczukowicz, Zbyszek Janczukowicz

Visuals by: Olalla González

Learning outcomes

- **Seeing Different Perspectives:** Understand why different people chase power, money, or freedom in tough situations.
- **Making Ethical Choices:** Figure out what to do when your duty directly conflicts with your conscience.
- **Systems Thinking:** See how small, short-term decisions can cause huge, long-term problems for future generations.
- **Critical Negotiation:** Test "what-if" scenarios and see how different choices and alliances change the outcome.

Specs

Group size: 12–30 players

(Divided into 4 Factions: Polish Legions, Haitians, British Empire, French Republic)

- **Age:** 14+
- **Game session duration (including briefing/debriefing):**
 - Option 1 (Express - Single Lesson): 45 minutes
 - 5 min: Intro trailer, game options, & meta-rules briefing
 - 5 min: Faction strategy & role preparation (reading materials, selecting Champions)
 - 15 min: Hot Seats gameplay (discussion of Champions)
 - 5 min: In-character vote & historical outcome reveal
 - 5 min: De-roling ritual
 - 10 min: Core debriefing & reflection
 - Option 2 (Standard - Double Lesson): 90 minutes
 - 10 min: Intro trailer, media display, & full rules briefing
 - 15 min: Deep source analysis & strategy planning
 - 40 min: Extended Hot Seats gameplay (4 debate & caucus rounds)
 - 5 min: In-character vote, de-roling, & alternate history reveal
 - 20 min: Comprehensive 3-phase debriefing & reflection

Ultimate mission

To negotiate and vote on a unified political path for Haiti's future (Option A, B, or C) that best balances your faction's survival, ethical values, and geopolitical interests.

Disclaimer

Content & Sensitivity Warning: This scenario touches on historical slavery, colonial violence, and racial discrimination.

Teacher Note: Remind students that they are exploring alternative history solutions through assigned roles. The arguments and choices made in the game are strictly for role-play and historical speculation, they do not reflect the personal beliefs or values of the players. Anyone can step out of character or take a break at any time.

Game setup

Room Layout:

- **In-Character (IC) Zone:** Place 4 central chairs ("Hot Seats") in a semi-circle facing each other for the active faction Champions/negotiators.
- **Metagame / Out-of-Character (OOC) Zone:** Place 4 working tables directly behind each chair for the remaining faction team members (researchers and strategists).

Board Setup:

Display the 3 Voting Options clearly at the front of the room:

- **Option A:** Haiti should be fully independent without any external obligations or ties.
- **Option B:** Haiti should be recognized as independent, but compensate France for lost property and economic interests.
- **Option C:** Haiti (Saint-Domingue) should remain a French colony and retain plantation control.

Materials Distribution:

Place one Faction Card packet and primary source materials at each of the 4 working tables.

Intro trailer (read to players)

"It is the early 1800s. The colony of Saint-Domingue is in flames. What began as an uprising of enslaved Africans has shattered the French colonial system. Napoleon Bonaparte has sent thousands of troops—including Polish Legionnaires—to regain control. Britain watches closely, weighing imperial rivalries against the fear of slave revolts across the Caribbean.

Poles are trapped between military honor and solidarity with a people fighting for freedom. Haitians fight for total liberation despite catastrophic losses. France demands the restoration of order and wealth. Britain seeks to protect its empire.

Are you ready to step into the hot seats, weigh the trade-offs, and decide the future of Haiti?"

Game rules (what is introduced to players)

HYBRID EDU-LARP STRUCTURE

- **Sitting in the Central Chair (In-Character):** You speak on behalf of your nation as its Champion. (Role-play intensity ranges from 3rd-person argument presentation to full 1st-person acting).
- **Sitting at the Working Table (Metagame):** You act as a research and strategy team, analyzing primary sources, drafting arguments, and advising your Champion.

THE "TAG-IN" META-MECHANIC

At any point during open debate, a teammate from the working table can walk to the hot seats, tap their Champion on the shoulder, and take their place. The Champion must stand up and return to the team table.

ADDITIONAL MECHANIC - TIME FREEZE

Players can raise two crossed hands to freeze the game and ask the facilitator questions about historical facts or rules.

NEGOTIATION AND VOTING

To pass a decision, factions must form coalitions. Factions can pass secret notes or hold brief bilateral negotiations to build alliances around Option A, B, or C. No physical violence is allowed, and in-game character conflict must remain separate from player-to-player relationships.

Step-by-step facilitation (what does the teacher do)

PHASE 1: SETUP, FRAMING & META-RULES (5-10 MIN)

- Read the **Intro Trailer** out loud to set the scene.
- Introduce the **3 Voting Options** (A, B, C) on the board.
- Divide the class into **4 faction working tables** (Poles, Haitians, French, British).
- Explain the **Hot Seats mechanism**: 1 active Champion per faction in the central chair, backed by their strategy table. Demonstrate the shoulder-tap "**Tag-In**" rule.
- Remind students of the **safety framing**: exploring historical perspectives, not personal values.

PHASE 2: FACTION STRATEGY & SOURCE ANALYSIS (5-15 MIN)

- Hand out **Faction Cards** and **Primary Source Packs**.
- Groups analyze their faction's preferences, risks, and primary sources.
- Teams elect their starting Champion and outline 2-3 core arguments.



PHASE 3: HOT SEATS NEGOTIATION & DEBATE (15–40 MIN)

- **Round 1 (Opening Statements):** Each Champion has 1 minute to state their position and demands.
- **Round 2 (Cross-Examination & Open Debate):** Direct debate in the central circle. Working team members analyze sources and use the "Tag-In" mechanic to swap Champions when they find strong counter-arguments.
- **Round 3 (Diplomatic Caucus):** Champions hold brief bilateral talks or pass secret notes to construct coalitions around Option A, B, or C.
- **Round 4 (Final Appeals):** Champions deliver a 1-minute closing statement before voting.

PHASE 4: RESOLUTION & VOTE (3–5 MIN)

- Call for a formal vote. Each of the 4 Champions casts 1 vote for Option A, B, or C.
- If there is a tie or deadlock, ask for final arguments or facilitate a deciding compromise vote.
- Announce the winning option and move immediately to the outcome reveal.

Endgame

TRIGGER

Final vote on Option A, B, or C by the Hot-Seat negotiators.

OUTCOME REVEAL

- **Option A (Historical 1804):**

Immediate full independence & abolition of slavery.

Teacher note: Explain that in 1825 foreign diplomatic blockades forced Haiti into reparations, shifting it long-term toward Option B.

- **Option B (Historical 1825):**

Conditional independence with massive financial compensation to France, leading to long-term national debt.

- **Option C (Alternative History):**

Restoration of French colonial rule, reinstatement of slavery, and ongoing guerrilla warfare.

DE-ROLING RITUAL

- All students stand up, physically "shake off" their diplomatic roles, and state their real names.
- Brief 1-sentence check-out: "My role required X, but personally I thought Y."

Analysis

The purpose of the debrief is not to determine whether participants reached the "correct" historical outcome. Instead, it is an opportunity to reflect on the perspectives, values, fears, and trade-offs that shaped the decisions of different factions. Encourage participants to step out of their roles and consider both the historical context and their own reactions to the experience.

Begin by inviting participants to share how they felt while representing their faction. Then explore the reasoning behind their decisions, the tensions they encountered during negotiations, and the potential consequences of the outcome they selected.

Finally, connect the discussion to the historical events that actually occurred and encourage participants to consider what lessons can be drawn about power, justice, freedom, colonialism, and conflict.

PROCEDURE

- **Emotions & Roles:** Invite participants to step out of character and share how it felt to represent their faction.
- **Decisions & Trade-offs:** Discuss the main arguments, hard choices, and tensions during negotiations.
- **Historical Connection:** Compare the players' decision with what actually happened in history and reflect on who paid the highest cost.

KEY REFLECTION QUESTIONS:

- How did it feel to represent your faction?
- What values or interests drove your decisions?
- What was the hardest trade-off your faction faced?
- Did you find yourself agreeing with your faction's historical position?
- Which faction's arguments were most convincing to you and why?
- Who benefited most from the outcome your group selected?
- Who paid the greatest cost?
- How might ordinary people have experienced the consequences of your decision?
- How does the historical outcome compare with the alternatives?
- The group may have voted for A, but history eventually moved partially toward B. Why do you think military victory was not enough to guarantee genuine independence?
- What lessons about power, freedom, colonialism, or justice can we draw from this case today?
- Can a struggle for freedom justify violence? If so, where should the limits be?
- How do historical traumas influence political decisions long after a conflict ends?
- If you had the chance to replay the scenario with everything you know now, would you make the same decision? Why or why not?



Follow-up Suggestions (ideas for following lessons/meetings)

Where Did Haiti's Debt Come From? (History & Present Day)

- **What we do:** Examine the 1825 agreement where France forced Haiti to pay for its freedom.
- **Student task:** A short discussion or chart analysis on how a decision made 200 years ago still impacts daily life in Haiti today.

Poles in Haiti: Heroes or Invaders?

- **What we do:** Step into the shoes of the Polish legionnaires sent across the world by Napoleon.
- **Student task:** Write a short diary entry or letter home from the perspective of a Polish soldier torn between following orders and listening to his conscience.

How Does the Media Shape History?

- **What we do:** Look at 19th-century newspaper headlines and compare them with modern history textbooks.
- **Student task:** Analyze why certain freedom struggles were framed back then as "violent chaos" while others were called "heroic revolutions."

Game Variations

- **5th Faction Addition (United States or Spanish Empire):**

For larger groups (25–30 players), add a 5th faction: The United States Representatives (concerned with southern slaveholder fears vs. trade interests) or The Spanish Empire (concerned with territorial containment on the island of Hispaniola).

- **Asymmetric Voting Power:**

Instead of 1 vote per faction, assign voting weights based on military/economic power (e.g., France and Britain get 2 votes, Poles get 1, Haitians get 2), forcing smaller factions to form tight coalitions to pass Option A or B.

- **Secret Negotiation Phase:**

Before the final vote, grant a 3-minute "Secret Diplomacy Phase" where Champions can leave their chairs to hold private 1-on-1 conversations away from the main circle.

Material list

Furniture & Setup:

- 4x Central Chairs (Hot Seats)
- 4x Working Tables
- A board displaying Voting Options A, B, and C

Printed Materials:

- 4x Faction Role Cards with primary Source Packs (1 per table)
- Note paper and pens for passing secret diplomatic notes during debate



**Printable
materials**





A United States of Europe?

The 1950 Gamble for Continental Peace

LARP-based game

Author: Antonios Triantafyllakis
Visuals by: Olalla González

Learning outcomes

- **Analyze Historical Perspectives:** Understand how post-war trauma and economic ruin forced European nations to rethink national sovereignty.
- **Map Economic Interdependence:** Discover how joint control of heavy industry (coal & steel) can physically prevent nations from building war machines.
- **Practice Alternative History:** Test how Western Europe would have developed if nations had chosen traditional trade treaties or permanent occupation instead of integration.
- **Evaluate Trust & Reconciliation:** Examine whether former enemies can genuinely build trust after catastrophic conflict without surrendering independence.

Specs

Group size: 12–30 players

(Divided into 4 Factions: French Republic 🇫🇷, West Germany 🇩🇪, Benelux & Italy 🇧🇪🇮🇹🇱🇺, United Kingdom 🇬🇧)

- **Age:** 14+
- **Game session duration (including briefing/debriefing):**
 - Option 1 (Express - Single Lesson): 45 minutes
 - 5 min: Intro trailer, game options, & meta-rules briefing
 - 5 min: Faction strategy & role preparation (reading materials, selecting Champions)
 - 15 min: Hot Seats gameplay (discussion of Champions)
 - 5 min: In-character vote & historical outcome reveal
 - 5 min: De-rolling ritual
 - 10 min: Core debriefing & reflection
 - Option 2 (Standard - Double Lesson): 90 minutes
 - 10 min: Intro trailer, media display, & full rules briefing
 - 15 min: Deep source analysis & strategy planning
 - 40 min: Extended Hot Seats gameplay (4 debate & caucus rounds)
 - 5 min: In-character vote, de-rolling, & alternate history reveal
 - 20 min: Comprehensive 3-phase debriefing & reflection

Ultimate mission

To negotiate and vote on a unified political and economic framework for Western Europe's strategic industries (Option A, B, or C) that best balances your nation's security, economic recovery, and sovereignty.

Disclaimer

Content & Sensitivity Warning: This scenario touches on post-war trauma, national destruction, military occupation, and historical animosities following World War II.

Teacher Note: Remind students that they are exploring alternative history solutions through assigned diplomatic roles. The arguments made in the game represent 1950s historical perspectives and do not reflect personal beliefs. Anyone can step out of character or take a break at any time using the Time Freeze mechanic.

Game setup

Room Layout:

- **In-Character (IC) Zone:** Place 4 central chairs ("Hot Seats") in a circle facing each other for the active faction Champions/negotiators.
- **Metagame / Out-of-Character (OOC) Zone:** Place 4 working tables directly behind each chair for the remaining faction team members (researchers and strategists).

Board Setup:

Display the 3 Voting Options clearly at the front of the room:

- **Option A (Supranational ECSC / "United States of Europe"):** Create a supranational Coal and Steel Community with a shared High Authority managing key industries above national governments.
- **Option B (Intergovernmental Cooperation / Sovereign Trade):** Cooperate economically and diplomatically, but retain full national control over strategic decisions and industries without surrendering sovereignty.
- **Option C (Continued Allied Control & Restriction of Germany):** Restrict and monitor German industrial power directly, maintaining Allied occupation control over West Germany to prevent renewed militarism.

Materials Distribution:

Place one Faction Card packet and Primary Source Packet at each of the 4 working tables.

Intro trailer (read to players)

"It is 9 May 1950—just five years after the horrific devastation of World War II. Europe lies in ruins, memories of occupation are raw, and the shadow of the Cold War falls across the continent.

French Foreign Minister Robert Schuman has made a revolutionary proposal: pool the coal and steel of France and Germany under a shared European authority, making war between them not merely unthinkable, but materially impossible.

France fears a rebuilt Germany. West Germany seeks rehabilitation and equality. The Benelux nations and Italy fear being crushed between great powers. Britain guards its global empire and parliamentary independence.

Are you ready to step into the hot seats, balance sovereignty against peace, and decide the future of Europe?"

Game rules (what is introduced to players)

HYBRID EDU-LARP STRUCTURE

- **Sitting in the Central Chair (In-Character):** You speak on behalf of your nation as its Champion in the central debate.
- **Sitting at the Working Table (Metagame):** You act as a research and strategy team, analyzing primary sources, drafting arguments, and advising your Champion.

THE "TAG-IN" META-MECHANIC

At any point during debate, a teammate from the working table can walk to the hot seats, tap their Champion on the shoulder, and swap places. The Champion must stand up and return to the team table.

ADDITIONAL MECHANIC – TIME FREEZE

Players can raise two crossed hands to freeze the game and ask the facilitator questions about historical facts or rules.

FACTION STANCES & PREFERENCES

- **French Faction:** Internal A/C Split (Wants security; torn between supranational pooling and keeping Germany restricted).
- **West German Faction:** Internal A/B Split (Wants international equality; torn between European integration and full national sovereignty).
- **Benelux & Italian Faction:** Lean Option A (Seeks safety in shared supranational institutions to prevent domination by larger powers).
- **British Faction:** Lean Option B (Supports European trade, but fiercely rejects surrendering parliamentary sovereignty).

Step-by-step facilitation (what does the teacher do)

PHASE 1: SETUP, FRAMING & META-RULES (5-10 MIN)

- Read the **Intro Trailer** out loud to set the scene.
- Introduce the **3 Voting Options** (A, B, C) on the board.
- Divide the class into **4 faction working tables** (France, West Germany, Benelux & Italy, United Kingdom).
- Explain the **Hot Seats mechanism**: 1 active Champion per faction in the central chair, backed by their strategy table. Demonstrate the shoulder-tap **"Tag-In"** rule.

PHASE 2: FACTION STRATEGY & SOURCE ANALYSIS (5-15 MIN)

- Hand out **Faction Cards** and **Primary Source Packets**.
- Groups analyze Schuman's Declaration, internal dilemmas, fears, and hopes.
- Teams select their starting Champion and outline core arguments.



PHASE 3: HOT SEATS NEGOTIATION & DEBATE (15–40 MIN)

- **Round 1 (Opening Statements):** Each Champion has 1 minute to state their national position.
- **Round 2 (Cross-Examination & Open Debate):** Direct debate in the central circle. Working group members actively search sources and tag in to swap seats.
- **Round 3 (Diplomatic Caucus):** Champions hold brief bilateral talks or pass secret notes to construct coalitions.
- **Round 4 (Final Appeals):** Champions deliver a 1-minute closing statement.

PHASE 4: RESOLUTION & VOTE (3–5 MIN)

- Call for a formal vote. Each of the 4 Champions casts 1 vote for Option A, B, or C.
- Announce the winning option and move immediately to the outcome reveal.

Endgame

TRIGGER

Final vote on Option A, B, or C by the Hot-Seat negotiators.

OUTCOME REVEAL

- **Option A (Historical Trajectory - Treaty of Paris 1951):**

Six nations (France, West Germany, Italy, Benelux) establish the ECSC. Coal and steel are placed under a High Authority, laying the foundation for the EEC and modern European Union. Britain stays out.

- **Option B (Alternative History - Fragile Cooperation):**

Trade increases through traditional intergovernmental treaties, but without supranational ties. Distrust lingers longer, and European integration progresses much slower or stalls entirely.

- **Option C (Alternative History - Continued German Restriction):**

Short-term security for France, but severe long-term resentment in West Germany, destabilizing Western unity during the Cold War.

DE-ROLING RITUAL

- All students stand up, physically "shake off" their diplomatic roles, and state their real names.
- Brief 1-sentence check-out: "My role required X, but personally I thought Y."



Analysis

The purpose of the debrief is to reflect on post-war trauma, the concept of supranationality, and how economic interdependence can build peace.

PROCEDURE

1. Invite participants to share how it felt to represent their assigned nation.
2. Explore the tensions between immediate national sovereignty and long-term security.
3. Compare the group's vote with the historical ECSC Treaty of Paris (1951) and discuss modern parallels regarding international cooperation.

FACILITATOR GUIDING QUESTIONS:

- **Role & Fears:** How did it feel to represent your country? What fears most influenced your decisions?
- **Trade-offs:** What mattered more during negotiations: peace, sovereignty, security, or economic prosperity?
- **Schuman Vision:** Looking back at your debate, was Schuman's vision of making war "materially impossible" realistic, naïve, or necessary?
- **Trust & Reconciliation:** Was trust between former enemies truly possible in 1950? What changed your thinking during negotiations?
- **Modern Parallels:** What parallels do you see between this 1950 debate and current discussions about European integration and global governance?

Game Variations & Local Adaptations

From ECSC to the European Union

- **Activity:** Map the evolution from the 1951 Coal and Steel Community to the European Economic Community (1957) and the modern EU.

The British Dilemma: 1950 to Brexit

- **Activity:** Analyze the continuity in British foreign policy from rejecting the ECSC in 1950 to the 2016 Brexit referendum.

Material list

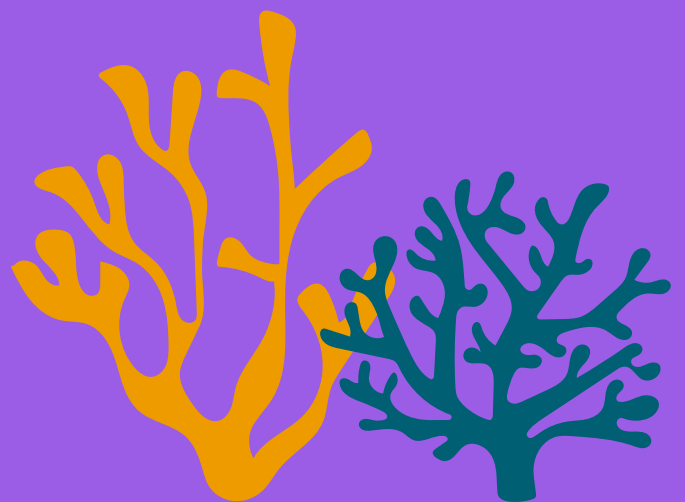
Furniture & Setup:

- 4x Central Chairs (Hot Seats)
- 4x Working Tables
- A board displaying Voting Options A, B, and C

Printed Materials:

- 4x Faction Role Cards
- 4x Primary Source Packs (including Schuman Declaration quotes)
- Note paper and pens for diplomatic note-passing





More resources

EDUCATIONAL LARP IN NONFORMAL EDUCATION:

Erasmus+ Project Result Platform

The official European Commission database containing outputs, scenario toolkits, and project results from all funded Erasmus+ projects.

Use search terms like "EduLARP", "Live Action Role Play", or specific project titles (e.g., LARPIC, Larp for Climate, DivE(d)) in the main search bar to locate downloadable character sheets, manuals, and scenario guides.

SALTO-YOUTH Toolbox

The main repository for non-formal education tools, training booklets, and EduLARP frameworks developed by youth workers and trainers across Europe.

Filter by Tool Type Simulation Exercise / Role Play or search directly for "LARP" or specific guidebooks (such as the LARPIC Guide Manual) to access downloadable PDFs.

OPEN-SOURCE LARP SCENARIOS DATABASE:

Larp Library

<https://library.interactiveliterature.org/>

Alexandria

<https://alexandria.dk/en/>

Larp Factory

<https://larpfactorybookproject.blogspot.com/>

RPG net

https://wiki.rpg.net/index.php/LARP_Scenarios

Stockholm Scenario Festival

<https://scenariofestival.se/scenarios-2022/>

PRISM. Queer Larp Scenarios Anthology

<http://larpbases.pl/portfolio/prism-larp-scenarios-anthology-volume-1-queer/>



LARP-based activity design

If you are interested in designing LARP-based lessons or educational games based on LARP elements, then here are some principles to keep in mind:

1. START WITH THE NEED, LEARNING OBJECTIVES AND DILEMMA

Begin by defining the needs of your group, what is the learning objective and then create the plot around it, eg. place central conflict or system trade-off you want participants to explore (e.g., Economic growth vs. Ecological wellbeing, Survival vs. Moral integrity). Avoid designing a narrative where there is an obvious "good" or "bad" choice. The most engaging EduLarp scenarios force players to navigate gray areas where every potential decision comes with a real cost. If you want to explore a broad topic like migration, pick up one representative example to make it more relatable. If you have a student who can be vulnerable with a chosen topic, you can design "far from home" so not on real-world examples but using metaphoric, fantasy or science-fiction frameworks.

2. CREATE ASYMMETRIC ROLES OR CONFLICTING GOALS

To trigger interactions or drive negotiation, give factions or characters unique info, secret motives, and competing goals. When everyone has the same information, there is no reason to debate. Conflict and collaboration naturally happen when goals only partially overlap. While players can play individually and form their own alliances, factions work best for beginners, first-time players feel much safer and more confident when they have teammates on their side.

3. KEEP MECHANICS SIMPLE AND INTUITIVE

Avoid overly complex rulebooks, heavy statistical calculations, or complicated math that pulls students out of character. Use simple, physical, or visual mechanics, such as voting chips, public speech timers, physical map placement, note-passing, or structured "Hot Seat" interrogations, that keep the focus on human interaction.

4. BUILD SAFE STRUCTURE

Define a Character Alibi for every role so players know their character's actions do not define their personal identity, it's basically permission to play 'bad guy' what is very valuable for the game dynamics. Encourage participants to be bold in their actions as their character actions wouldn't be judged as their own and it can add value to the game as we learn more on negative examples.

Establish clear Out-of-Character (OOC) rules, such as a hand signal for pausing gameplay (Time Freeze) or Off-Game Area. Depending on the level of immersion, calibrate warm-up exercises and derolling.



5. DESIGN FOR SCALABILITY

Write your character briefs and/or faction sheets so they function seamlessly whether played by a single individual or a team of 4–6 students. Frame roles around positions, offices, or interest groups (e.g., The Merchant Guild, The French Command, The Defense Counsel) rather than isolated individuals. This ensures the game scales effortlessly from a small workshop of 4–5 participants up to a full classroom of 30 students. Avoid designing scenarios that strictly require an exact, fixed number of players or rigid, mandatory relationships. In real-world educational settings, whether a school classroom or a youth club, attendance is unpredictable. If a scenario depends entirely on one specific character showing up, a single absent student can derail the entire activity.

6. FOCUS ON THE DEBRIEFING

At the beginning of designing, ask yourself: "What real-world system, historical parallel, or ethical reflection should students discuss after the game?" Design the in-game mechanics and choices specifically to generate the experiences and insights needed to answer those debriefing questions.

7. PLAYTEST AND ADJUST

What seems perfectly logical on paper often plays out unexpectedly in a room full of energetic students. Always playtest your scenario with a small group of colleagues or peer educators before bringing it to the classroom. Pay close attention to timing, power imbalances between factions, and whether any character feels left without meaningful agency. Tweak character goals and information sheets until every player has a compelling reason to engage.





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