



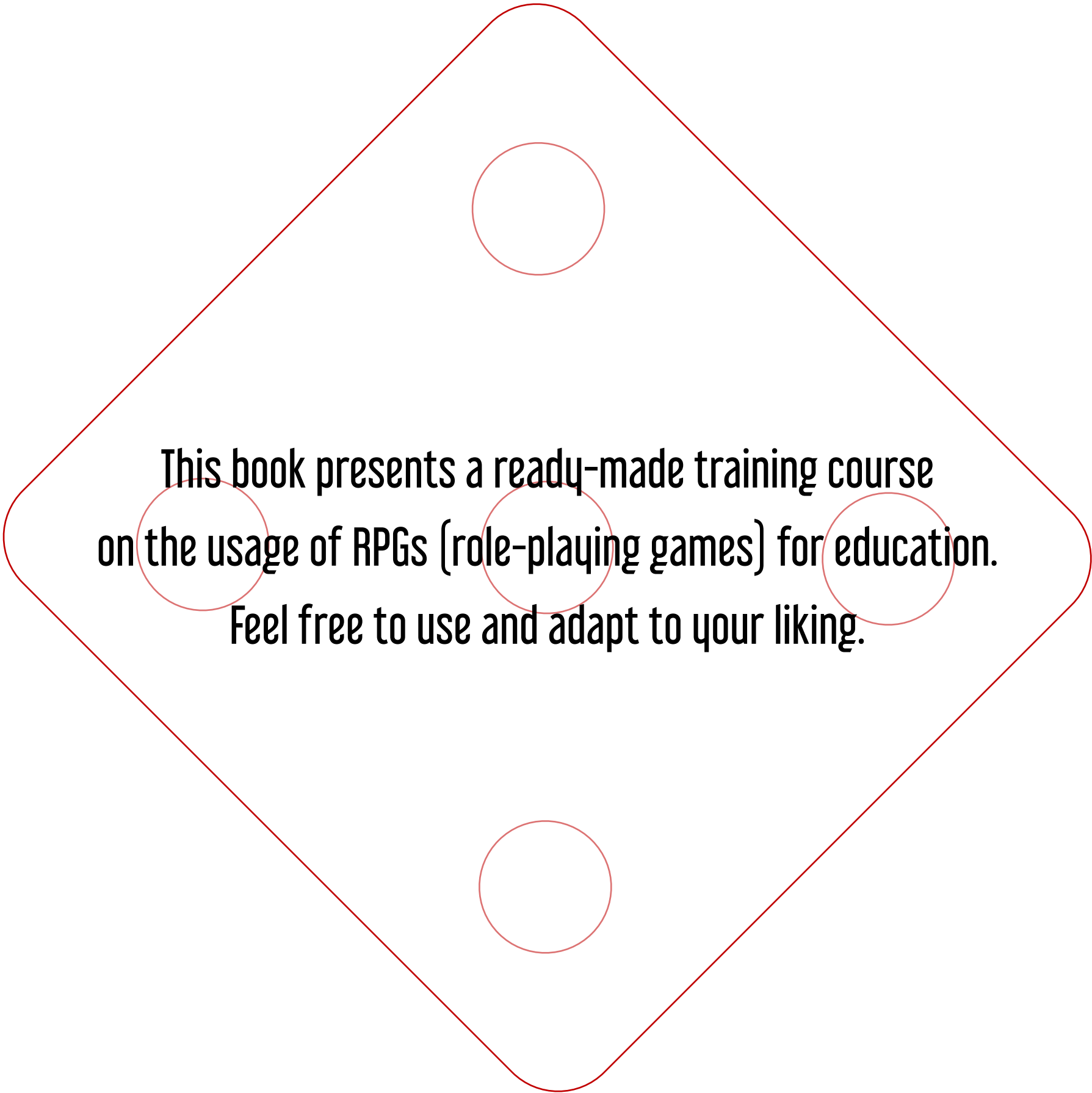
Role for a Change

Training Concept



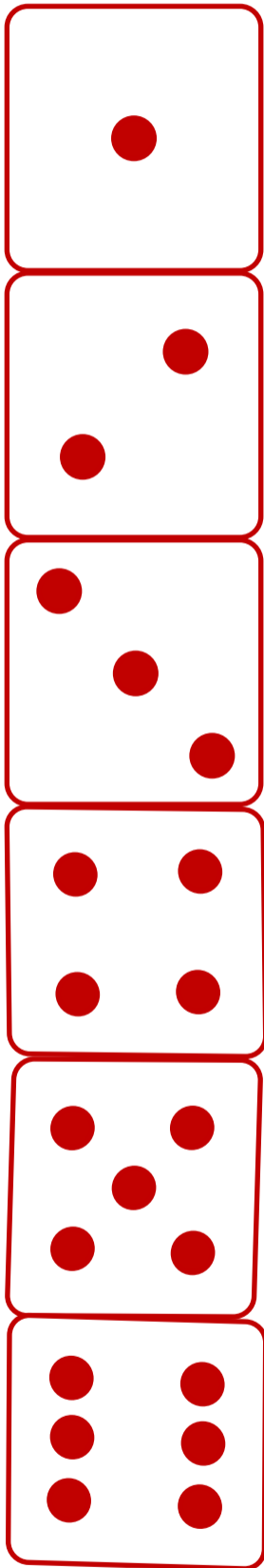
Funded by
the European Union





**This book presents a ready-made training course
on the usage of RPGs (role-playing games) for education.
Feel free to use and adapt to your liking.**





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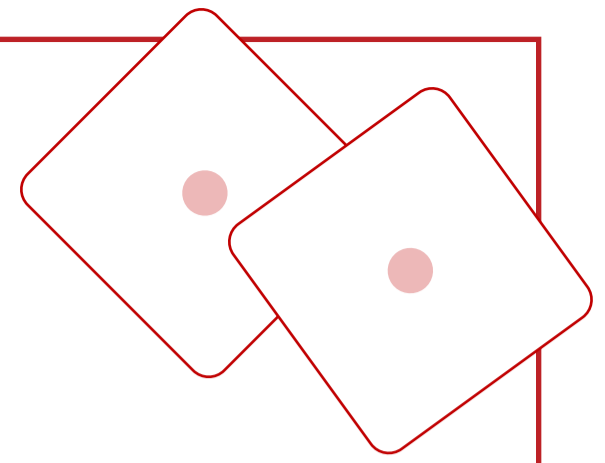
Implementation





1. Preface

In this chapter, you will find more about how to use this book and what it is built on.

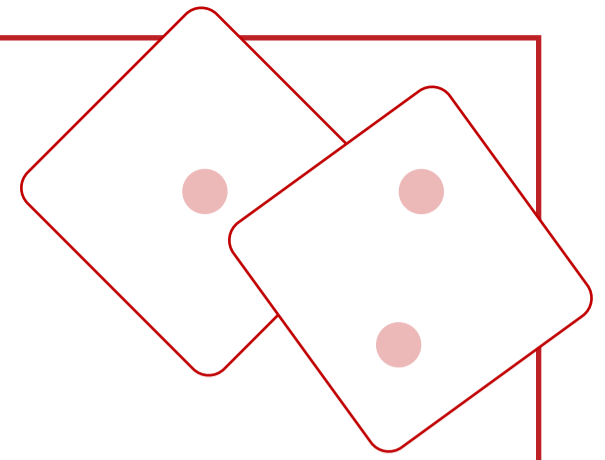


1.1.

About Role for a Change and this Training Course

The aim of Role for a Change project is to explore RPG (Role Playing Games) and LARP (Life Action Role Playing) as educational tools and make them accessible to all organisations. For this reason, the partnership developed a course about these methodologies and made it available to other professionals and institutions.

The course will not only include plain methods, but also give further information that will make it easier also for organizations and trainers with fewer experiences to implement the methods.

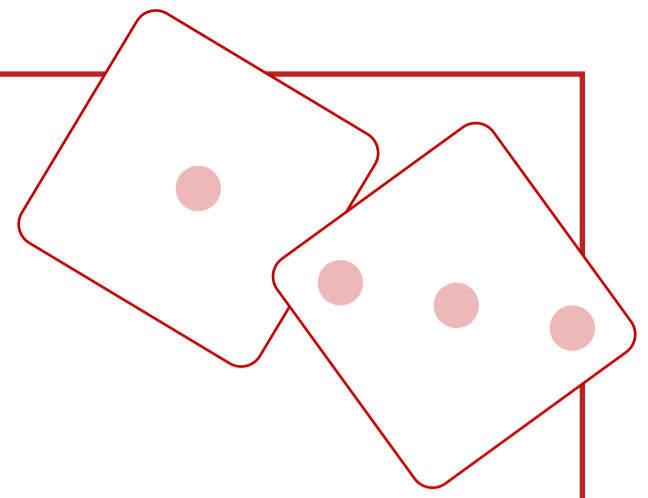


1.2. How to use this book

In this book, you are going to discover a description of a Training Course about the usage of Role Playing Games for education we implemented in Orvieto, Italy, from 5th to 11th of September 2022.

It starts with explaining the context and methodologies, continues to practical preparation, documenting the experience and finalises with the reflection of the experience.

If you want, you can take it and recreate it partly or fully to your liking. What can help you is a [manual] with different RPG activities we created.



1.3. Intro

RPG (role-playing games) and **LARP** (Life Action Role Playing) can be seen as containers of individual and community experiences for the development of skills, practical skills, critical thinking, empathy and entrepreneurship; tools to create group relationships, to communicate, facilitating creativity and thus growth.

Gaming (and thus also RPG and LARP) is an immersive experience in which different areas of the person are mobilised and interact: cognitive, emotional, bodily, relational, existential, situational... During the Role for a Change training course, we overwhelmingly use Play as a tool.

The second main tool was an **outdoor** - an effective vector of experiential learning. Through “Practising reality” allows each person to recognize their own ways of participating and collaborating in the achievement of results and to experience others.

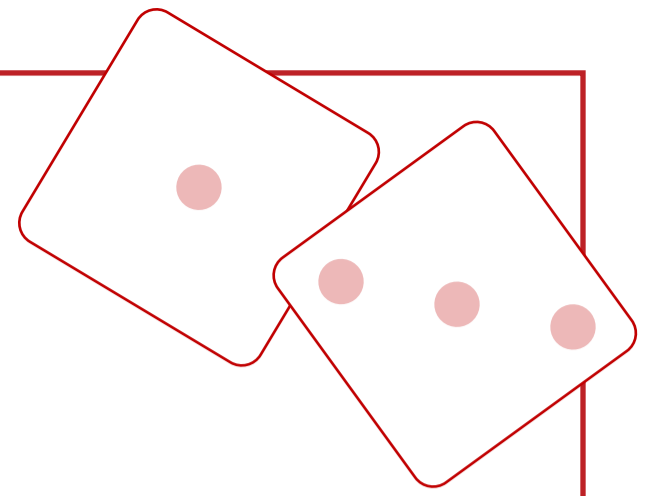
The concept of outdoor education is closely associated with that of **experiential pedagogy**, meaning precisely learning outdoors, not physically limited in space and rigidly structured in time.

Outdoor activities and Role Play complement each other and place the pedagogical value **on practical experience as the primary source of learning**.

The proposed course provides and guarantees a **high level of physical and psychological safety**: participants will face cooperative games, to develop team spirit, sense of responsibility, resilience, and the ability to concentrate and commit to the achievement of a common goal.

The **learnings** from it are numerous. Issues such as self-esteem, personal identity, and the ability to overcome often self-imposed limitations will also be kept in mind. Activities of higher physical engagement in nature are more appropriate here, and help participants become more self-confident, acquire a greater state of equilibrium, be more willing to learn from experience, lend a helping hand to those who are more in need, don't give up in the face of the first obstacles, and commit to a goal.

Play, RPG, LARP and outdoor training activities are the privileged tools of the path. Not play for play's sake, but a type of game and activities designed and structured, replicable and usable for the construction of RPG and LARP pathways, to act on some relational, expressive and communicative dynamics of the participants and develop and make them acquire skills.



“
Cooperative games are based on teamwork in which participants have to cooperate with each other to fulfil the playful tasks, improving the quality of results with the level of cooperation that is based on mutual help. The practical value of teamwork becomes apparent when conflicts surface in the games consequent to having to make difficult decisions, when there is time pressure, when there are different solution strategies or a lack of commitment by some, valuable learning opportunities in which helping others and letting them help us manifests commitment to them, but also a willingness to recognize one's own limitations by allowing them to help us.¹

1 Giochi cooperativi contro la violenza a scuola di Valter Sarro, da www.istruzionevenezia.it

To do this, the methods of proposal and conduct are such as to foster an atmosphere of exchange and trust among participants.

The team was composed of Professional Trainers experienced in managing group dynamics and Role Playing, and an Expert in Outdoor Training. It was a multidisciplinary team that derives its effectiveness from the real sharing of skills and the interchange between the points of view derived from the different disciplines.

Special attention will be given by the practitioners to communication and language:

“
Being aware of the content and relationship that the words we speak carry helps us to create transparent, concrete, linear interpersonal relationships and above all allows us to go beyond appearances, to move from our own point of view to go and understand that of our interlocutor.²

- Luigi Infantino, project coordinator

2 Cit. articolo <https://www.psiconline.it/news-di-psicologia/in-chat-pi-facile.html> - Watzlawick, P., Beavin, J. H., & Jackson, D. D. (1971). Pragmatica della comunicazione umana. Astrolabio

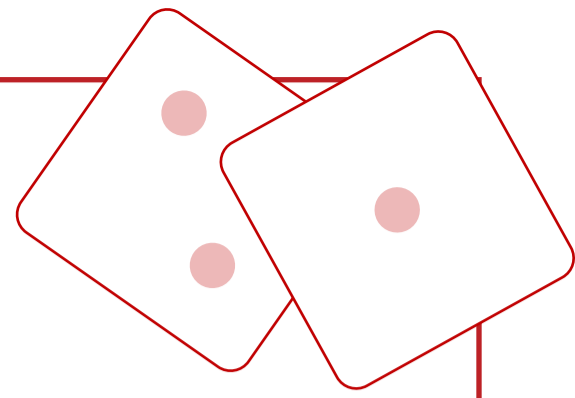




2.

Project planning

Project should be tailored to the needs of a target group. You can freely take, use, adapt and change this training concept to your liking, but it might be good to understand from whom we were preparing it.



2.1. Why RPG

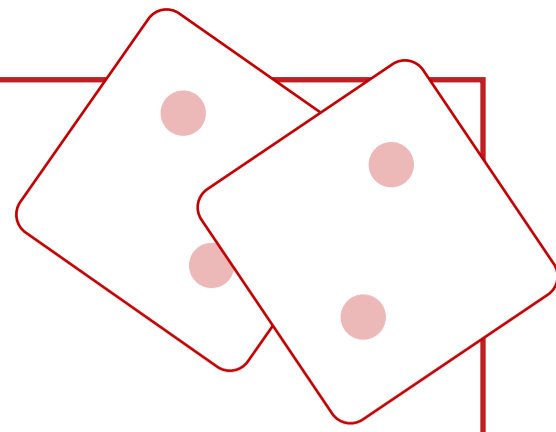
This training course was meant to train youth workers¹ in the usage of RPG in education.

Why RPGs?

Because RPGs are a very attractive form of games that can be used in very unique and effective ways (we discuss this in detail in [Manual]), and it is not well known in the educational field at this point.

This training was not focused on the creation of edu-RPGs (that would be a specific topic by itself), but on the facilitation of edu-RPGs.

1 What is Youth Work according Council of Europe: <https://www.coe.int/en/web/youth/youth-work>



2.3. Aims and objectives

Aim: To introduce edu-RPGs to educators, and support them in discovering how to use them for educating.

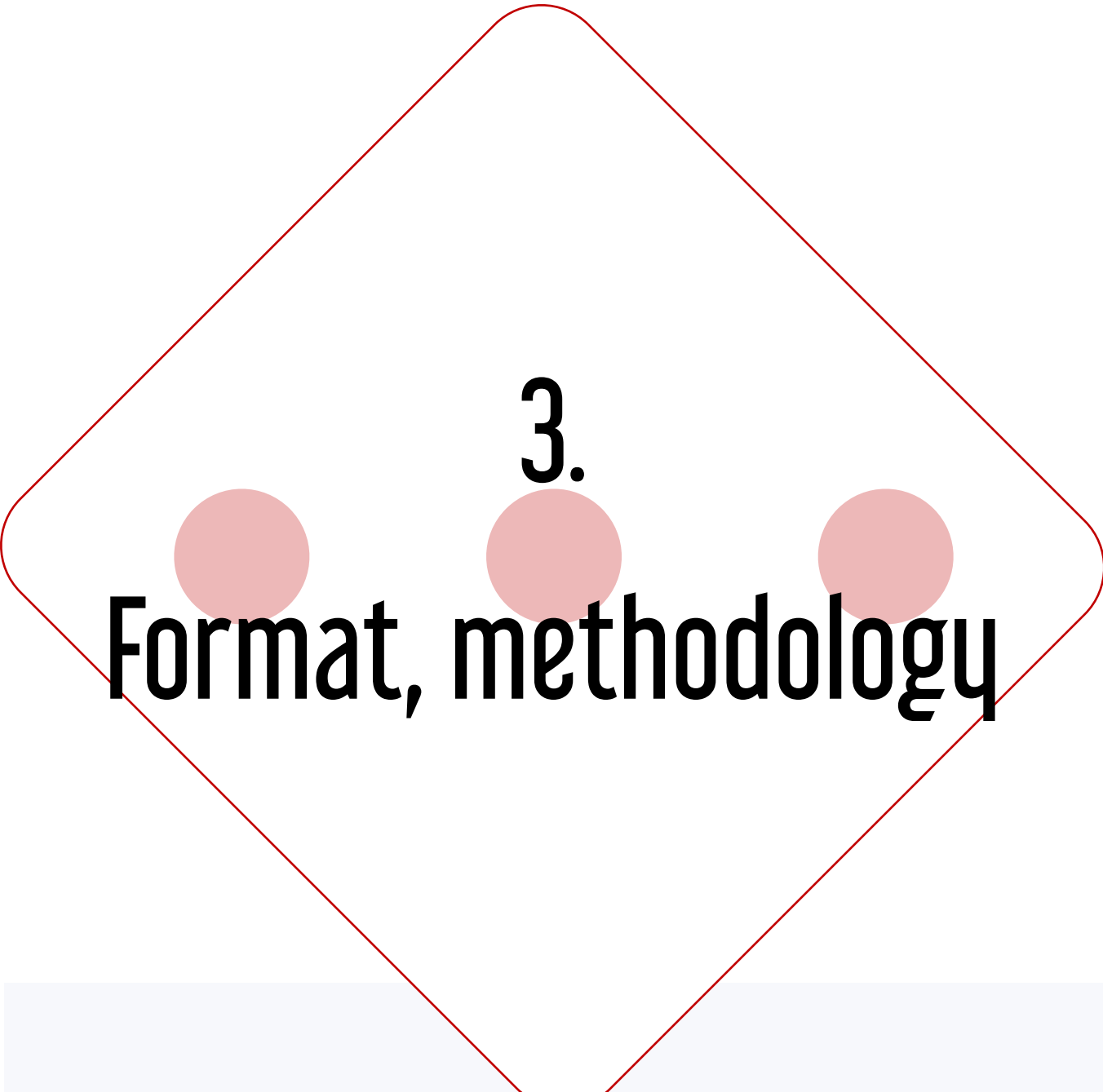
Objectives:

1. To bring 30 youth workers to the activity.
2. To introduce them to the RPGs, and how to use them for education, with the focus on TTRPG and LARP.
3. To experience good practice of edu-RPGs.
4. To practise implementation of edu-RPG activities.

Expected outcomes:

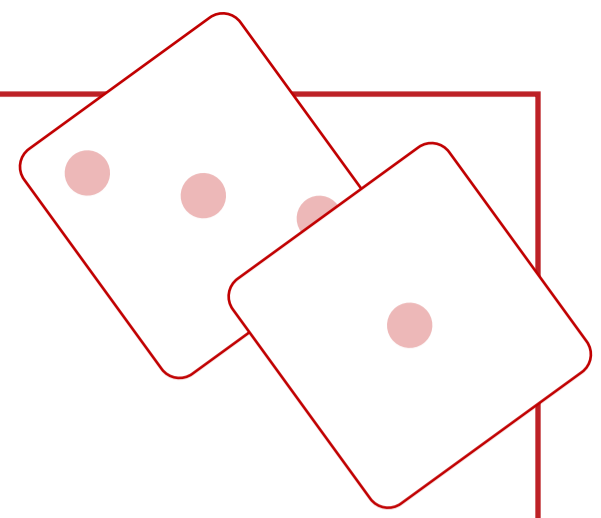
- 30 youth workers equipped the knowledge of the existence of RPGs and their benefits for education
- Awareness on how to transform simple RPG into an educational activity.
- Ability to implement edu-RPG activity.
- Desire to use edu-RPG for education.
- At least 30 edu-RPG activities were implemented by participants of the project, and over 300 youth influenced by the experience.





3. Format, methodology

In this chapter, we introduce basic pedagogical concepts forming the foundation of R4CTC. This is not a guide on non-formal education, therefore we are not explaining them in detail, but provide resources for self-studies, should they be needed.



3.1. Format

The main frame of Role for a Change Training Course was **non-formal education**.¹

It was based on **peer-to-peer exchange** - trainers had been actively creating a learning context in which participants had been learning from each other and actively sharing their knowledge/perspectives.

The **format** pays attention to the educational processes of developing knowledge, know-how, attitudes and values. It promotes cooperation, participation and learning through experience. The foundations of this model can be found in pedagogical activism, which is affirmed with theorizations and experiments, especially in the Anglo-Saxon world with scholars such as **Dewey** and **Kolb**.

The **trainer should act accordingly**. Every phase of work should be preceded by a discussion of the objectives to be achieved, an illustration of the basic rules of the individual activity, and followed by a moment of re-elaboration of the experience.

The proposed activities are fostering a **climate of exchange and trust** among the participants. Each person should have a space to express themselves and co-exist in the group. For that, they need space, time, and a favourable environment.

To this end, various tools and techniques can be used: corporeal, theatrical, outdoor techniques, circle-time, RPG, TTRPG, LARP, games...²

Through this model we want to develop paths and opportunities in which participants become active protagonists, learning through training, testing and experimentation of their own behaviour, structuring and/or improvising (in the sense of seizing opportunities and cues) moments in which “one stops and reflects on” (on the what, how and where one “is”).

It has all been happening in the **intercultural context** - there had been youth workers from 6 different countries and therefore a different cultural background. Therefore, it was necessary to establish a **safe space** for discovery, learning, self-expression, and mutual understanding.

¹ A difference between formal, non-formal and informal education is explained here: <https://www.passionineducation.com/types-of-education-formal-informal-non-formal/>

² The didactic/training moment is also associated with play, since one can also learn and grow while having fun, thus recovering the playful dimension of learning typical of children who, precisely because they use fun and positive emotionality, are able to learn much more quickly than adults)

3.2. Methodology

From the non-formal education, we were using mainly the following methods:

3.2.1. Main method - RPG

In role-playing games, **players are asked to represent** - through their speech, movements, actions, etc. - a different

- **person** (ie. president Trump, Harry Potter, or even a random character like magician, thief, etc.),
- **being** (ie. wolf, demon...),
- or **phenomenon** (ie. love, death...),

usually in a specific situation, with a specific motivation inside.

ie. President Trump is meeting a death coming to take him to the afterlife. While death wants to take Trump to nirvana, Trump isn't ready to die and is attempting to cheat death by pretending death confused him with a different person.

Role play can have many different forms, and very often

is close to social theatre. But we are talking specifically about **Role Playing Games**. It needs to be a Game first, so it can be a Role Playing Game.

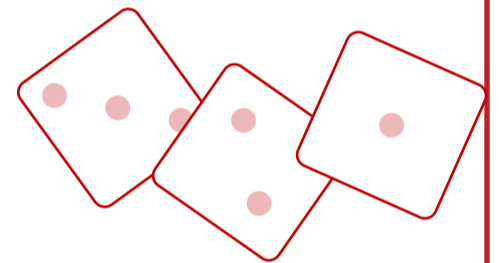
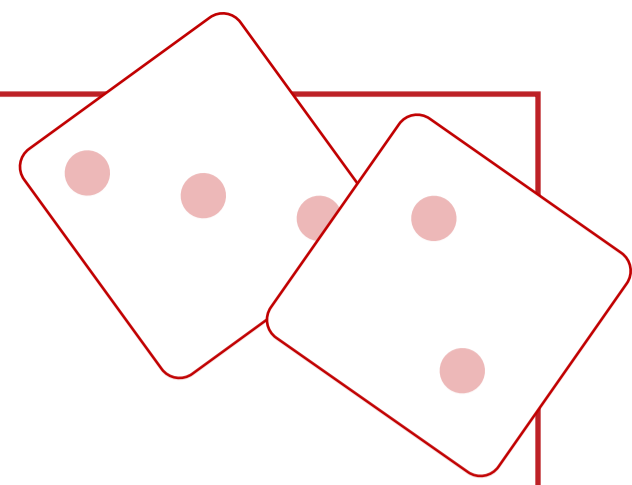
It is important.

In social theatre, there is a certain collaborative effect where people are working under directors or facilitators guidance.

In the game, players are given a specific playground where they can do what they want within given boundaries (rules).

So in a roleplaying game, when they are acting out a drug dealer, they can be playing in a much more flexible way than if they were collaborating towards a specific theatre performance. It is both a game and a very unique, and unpredictable experience with a number of insightful learnings hidden inside.

RPG has a 4 main forms



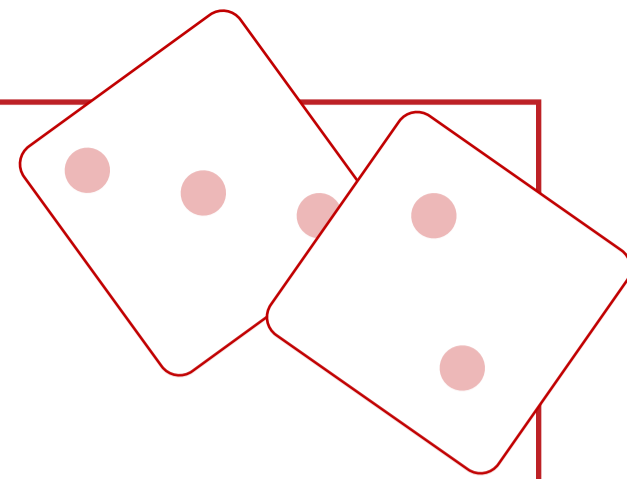
- **TTRPG** aka **Table-Top Role Playing Games** (storytelling game close to board games)
- **LARP**
- **Computer games**
- **Combined** (mostlyLARPs and TTRPG played online, or MMORPG - massive multiplayer online role playing games like World of Warcraft)

In this training, we had focused on the first two categories.

The **benefits of role-playing games and its usage** are discussed in length in our [Booklet].

You can also dive into the topics thanks to our **webinars** in which we are explaining

1. What is it RP/LARP and how to use it
2. Non-formal education and RP/LARP
3. How to facilitate edu-RP/LARP
4. How to use RP/LARP online



Role for a Change webinars



[Click to watch webinars](#)

3.2.2. Supporting methods

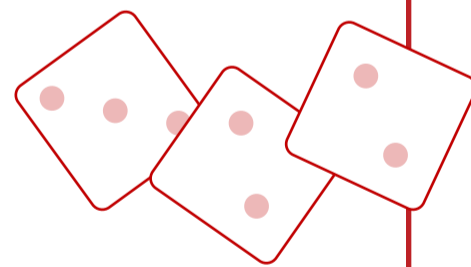
1. Ice-breakers

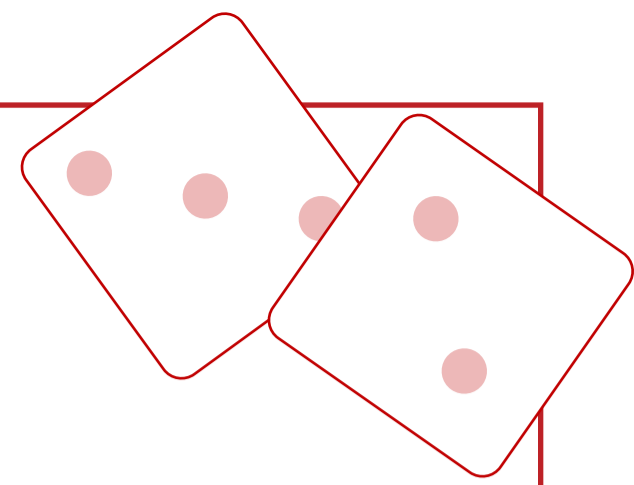
Short activities with the purpose to “break” the barriers in interpersonal relationships, and support communication and interaction in a newly established group. Through an informal, relaxed atmosphere, we are motivating participants to proactivity, and overcoming obstacles in communication, or shyness.

In ice-breakers, we can usually recognize

- **Get-to-know-each-other activities** (name games, learning about each other, etc.)
- **Team-work and cooperation activities**
- **Trust-building activities** (free fall activities, etc.)

2. Reflection





Crucial part of non-formal education, allowing participants to STOP, LOOK BACK on what actually happened during the activities, identify (name) their LEARNING from it, and APPLY it in their life.

Reflection is not necessary for non-formal education, but it is surely enriching and enhancing the learning process.¹

3. Energizers

The purpose of energizers is to activate participants, especially if they are tired, not focused, bored, etc. It is good to use at the beginning of a program, or after calmer activities. It can also lighten the mood, if needed.

4. Presentations

Passing information to listeners through prepared materials. Useful when we want to introduce new information about a topic, statistics, or important experiences.

In Role for a Change, this was useful to introduce the background of Role for a Change project, and our findings about edu-RPGs so far.

5. Group work

1 For deeper studies on the concept, you can read more about Kolb's Learning Cycle. I.e. here: <https://www.youtube.com/watch?v=rycjUldMI3k&t=52s>

This approach is built on premises that participants are able to handle many things on their own. Participants are divided in smaller groups, all of them are getting the same or similar assignment which they have to fulfil and present afterwards.

In our case, group work was used for creation of unique edu-RPGs activities on day 3, and the presentation was done by playing the games on day 4.

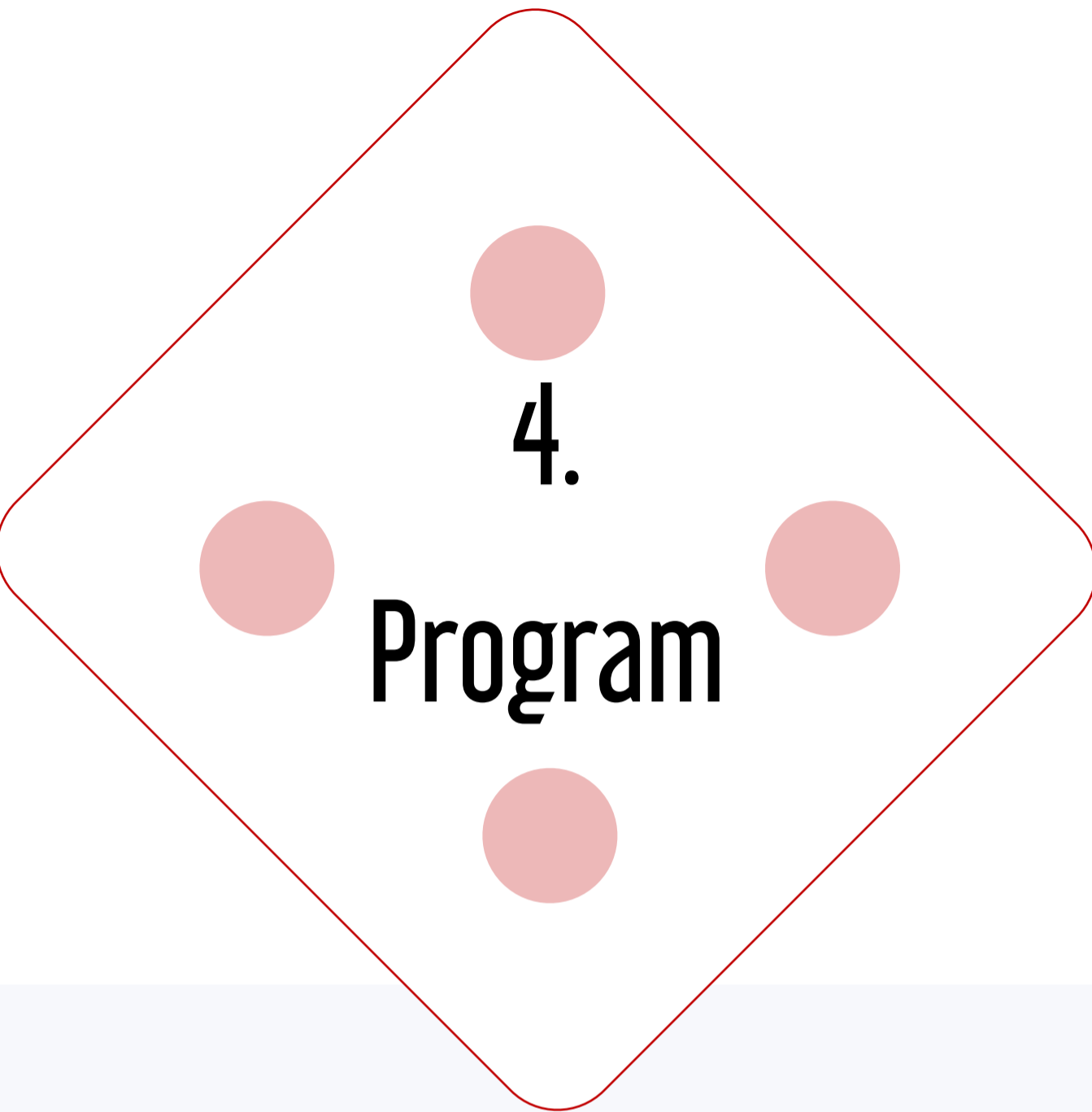
6. Outdoor education²

Outdoor education is an experiential learning approach. It is offering an adventure and challenges to push forward through participant's developmental barriers. As it is encompassing, it is forcing participants to use their whole body, not just voice and mind, therefore it is more engaging.

In summary, many of those methods can be interlinked, or blended, and it was a case also in Role for a Change (as will be explained in the next chapter).

2 Humberstone, Barbara. 2006. Non-formal education through outdoor education in Europe. https://www.academia.edu/1461926/Non_formal_education_through_outdoor_education_in_Europe





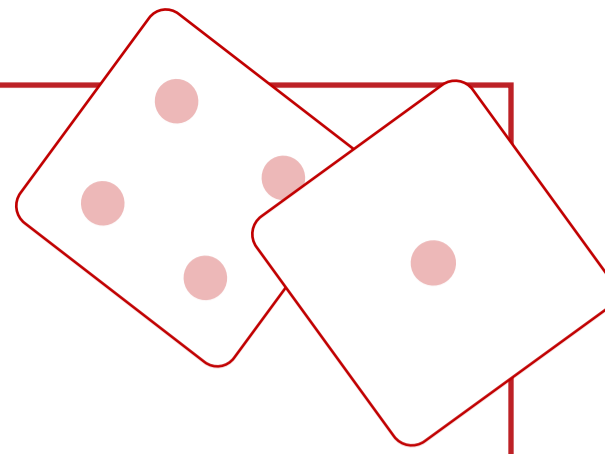
In this chapter, we explain how we plan the program. Keep in mind that plan and realities can differ. It is always necessary to adapt to the participants' needs.

Program plan is your map. Path you are going to take to reach your destination depends on the weather, accidents on the journey, whims, desires, needs.

Keep it in mind. As a good leader, you need to be flexible and listen to the needs of your participants.

	DAY 1	DAY 2	DAY 3				
	<i>arrival</i>	<i>teambuilding, intro to RPGs</i>	<i>edu-RPGs</i>				
8:00							
8:30							
9:00							
9:30							
10:00				Opening activity, Morning circle	Morning circle		
10:30				Presentation of the training	TTRPG: Lasers&Feelings		
11:00				Presentation			
11:30				Team-building/Theatre games 1			
12:00					Reflection of TTRPG		
12:30							
13:00							
13:30							
14:00							
14:30							
15:00						Team-building/Theatre games 2	The Titan has fallen / A Mosque in Sleepyville
15:30							
16:00							
16:30	registration, paperwork	Dragon Egg					
17:00		Reflection groups	Reflection groups				
17:30							
18:00							
18:30							
19:00							
19:30							
20:00							
20:30	name games	intercultural night	karaoke night				
21:00							
21:30							
22:00							
22:30							
23:00							

DAY 4	DAY 5	DAY 6	DAY 7	
<i>preparing edu-RPGs</i>	<i>implementing edu-RPGs</i>	<i>closing</i>	<i>departure</i>	
breakfast				
Morning circle	Morning circle	Morning circle		
Division of groups	edu-RPGs: A>D B>E C>F	sharing		
edu-RPGs prep 1		Youthpass sessions		
lunch				
edu-RPGs prep 2	edu-RPGs: D>B E>C F>A	Planning of local edu-RPGs		
		presentation of local plans		
		E+ opportunities		
	Group reflection	Closing process		
dinner				
voluntary group work	celebration	barbeque		



Day 1 arrival

The arrival day is all about landing. Getting to know the place, the rules, the people around you...

Apart from accommodating people, and going through necessary administration, it might be clever to provide to people semi-formal space for games and getting to know each other.

There are a number of name games. Use the one you like, let the participants propose theirs, or get inspired here:

www.ultimatecampresource.com/ice-breakers/name-games/



Day 2

teambuilding, intro to RPGs

This is the first official day of the program. While in the previous day, activities had been running mostly in an informal spirit, at this point we are slowly establishing a certain culture.

Following stages of group dynamic (based on Bruce Tuckman): this is the time when a group is being formed. This is the time when they need to be given common grounds. To be reminded what the project is about, what are its goals, principles, etc.

- Group might be given some time to form their own rules.
- If you have any hard, unbreakable rules, this is the moment to share or remind them.

Bigger part of the day should be dedicated to forming a connection and team building. Creating trust. People who trust each other are feeling safer and are much more effective in cooperation.

The flow we propose is following:

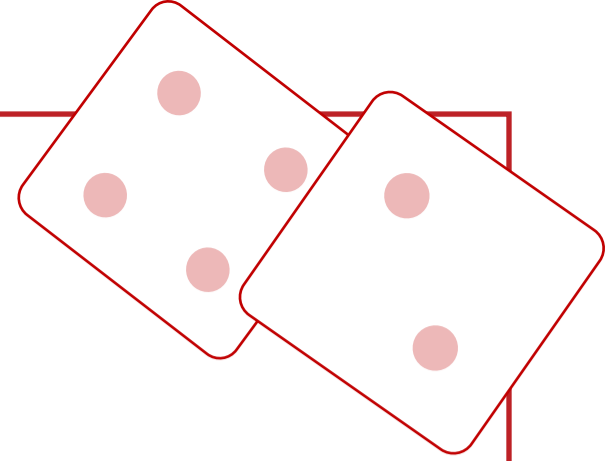
Opening activity

Personally, I like to open a program with an interactive activity where people immediately need to do something. It provides a sense of involvement, plus allows the facilitator to observe behaviour of participants and form first observations that might come handy later.

Proposed activity is [Remember the Name\(s\)](#) - the only name game I respect.

Alternatively, you can switch the Opening activity with the Morning circle.





Morning circle

Good morning is a format where you meet all participants in a circle and give them space for an open sharing.

The sharing can be focused on many things, few propositions:

- **Practicals** - space to address any questions or problems related to practicals, like food, cold at night, etc.
- **Learnings** - space to share about learnings from a previous days, as well as setting up a learning focus for a day (ie.: Today, I would like to discover more about how to design my own edu-RPGs.)
- **Intentions** - possibly to help people with their personal development (ie.: Today, I will spend at least 30 minutes journaling.)
- ... and many other options.

It is useful to use a **talking stone** - an object (ie.: tennis ball) - which is sent around a circle. Who holds it, has an opportunity to speak. If they don't want to share (or have nothing to address), they pass the stone further.

It can also come handy to employ principles of **Way of Council**¹ in the Morning circle, and/or principles of **Nonviolent communication**², if people are at least partly familiar with them.

Morning circle is a useful tool for meeting everybody at the same spot, starting a day together, passing important information, addressing things that need to be addressed in front of the whole group, and working on a community spirit. If done well, it provided a feeling of togetherness, empathy, and connection.

Presentation

In the presentation, the facilitator is passing to participants all crucial info about the project, and its context, practicals included. It is important so participants have a common ground.

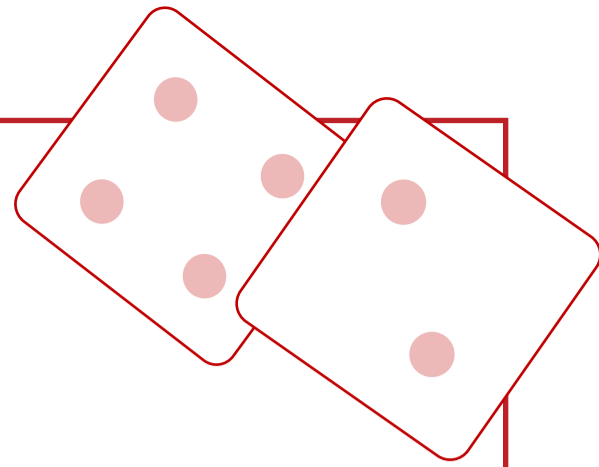
Use **visual materials** - flipcharts, and graphic facilitation skills are definitely helpful.

Through interactive presentation, be sure participants understand what is

- Formal/non-formal/informal contexts in education/learning
- Principles of game
- What is RPGs

Consult our **Manual** and **Webinars** if you don't know the answers yourself.

1 <https://jinjicounseling.com/the-way-of-council-practice/>
2 <https://baynvc.org/basics-of-nonviolent-communication/>



Team Building/theatre games

In this phase, we divided the group into 2 smaller groups of 15 people. This allowed us to work with them more easily.

- the 1st group was focused on team-building activities.
- the 2nd group had a chance to get to know different role-playing activities (not RPGs yet)).

In the afternoon, the groups switched places.

You can choose team-building and RPGs activities of your liking, but those are the ones we propose for you.

Teambuilding activities

- [Flying circle](#)
- [Two-way rescue](#)
- [Falling circle](#)
- [Spider's web](#)
- [Acid river](#)
- [Flip the Raft](#)
- [Removal of Diamond](#)
- [Who are I? Albert Jacquard](#)



Role playing activities

- [Mice, and cats](#)
- [Props](#)
- [I give you Holy Grail](#)

Dragon Egg

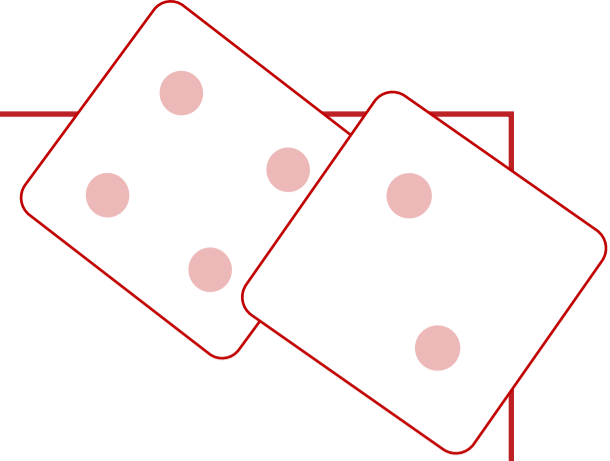
If you handle team building and theatre activities well timewise, you have a good opportunity to let participants have their **first RPG experience**.

We have chosen **Dragon Egg** because it is very gamistic LARP with simple mechanics.



It is based diplomacy, negotiation-based games which could be easily done without the role-playing element, but the role-play part offers very lovely space for playing, enjoyment, and having a quick peek behind the curtain of LARP without going straight away into demanding roles.

The roles are defined just by a few lines and they are giving players a chance to decide for themselves how deep they want to go into the role.



Reflection group

Reflection is an important part of the learning process. It provides people a look back on what happened and identify learning they can carry from it for life (vide **Kolb's Learning Cycle**).

We were doing reflection immediately after most of the activities, but at the end of the day, it is also good to zoom out a little bit and take a look at the whole day's experience.

There are many ways of doing reflection, and most probably you have your own approaches. If you feel you would like **to learn more about it**, you can consult, for example, the booklet [IN-LEARNING](#).

Further on, we are presenting our approach to reflection. **Reflection groups** served as a monitoring system with several purposes:

- Support participants with **anchoring their learning**
- Create a safe, intimate space for **sharing emotions** and offering support to each other
- Gather a **feedback** for organisers on what is working/not working

In an **intercultural setting with adults**, it can be wise to form reflection groups where there are a maximum of 2 people from the same country.

Participants formed **6 reflection groups of 5 people** that were to meet almost every evening. They choose a comfortable spot in the venue and have **1 hour to talk**.

In the first reflection group meeting, it was important to support participants in creating connection, therefore we gave them following instructions:

"Each of you answer following questions:

- 1) *My name is... and you should know about me...*
- 2) *You can support me daily by...*
- 3) *Today, what wasn't working for me is...*
- 4) *Today, what was working for me is..."*

We also asked every reflection team to write on paper a **summary** of what was and wasn't working for people (**anonymous**, without mentioning who said what) and pass it to facilitators, so we could review the feedback and adjust the following days based on participants' needs.

Intercultural night

Evening program is up to you. We would recommend leaving it voluntarily so people who feel they need extra rest have a space for it.

At the same time, it might be clever to offer participants some program, otherwise they might start to get inventive and too much inventiveness leads to unpleasant accidents and people with hangovers.

Intercultural nights had become a tradition of Erasmus+ projects. Participants very often expect them to happen.

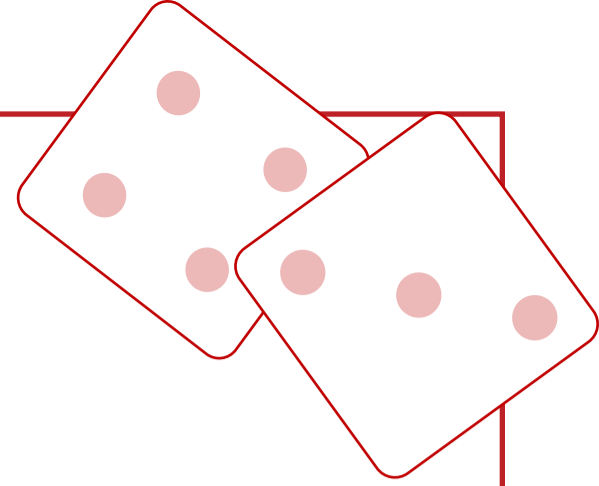
During the intercultural evening, participants from different parts of Europe can **share their traditions** and satisfy their curiosity about their cultures: it is an activity in which participants present their country, their city, their traditions through songs, dances, local flavours and traditional games but also, and above all, express and present themselves.

During the intercultural evening of the training, participants could wear traditional clothes of their own country, play music (several musical instruments were made available) play their favourite music, propose games, taste and drink local specialities but also cook (simple and quick to prepare dishes) tell stories around the fire.

It might come handy to give participants some **guidelines** for how the event should look like, and provide a **facilitator** of the event (facilitation can be done also by participants, but unskilled facilitation leads to less-than-ideal experiences).

Some ideas of tasks that can be given to participants:

- Limit your presentation to 10 minutes (especially if there is more than 5 countries present)
- Prepare national food and drinks
- Prepare a Kahoot quiz about your country
- Teach others a national dance/song
- Play national game
- Make it interactive (so other can actively participate)



Day 3

edu-RPGs

On day 2, participants got to know each other, created basic relationships, understood some theoretical basis of edu-RPG and experienced their first LARP.

On the second day, there is an opportunity to experience the **edu- part of edu-RPGs** more deeply.

On the level of **group dynamic**, participants should be entering the “norming” phase - some things - like morning circle, and reflection groups - are becoming a ritual. It provides a feeling of safety, and knowing what is coming.

We propose to dedicate the morning to TTRPG experience, and the afternoon to LARP experience.

Energizer

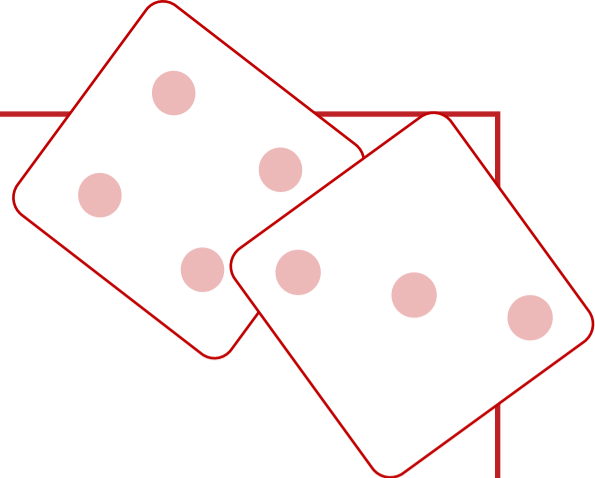
If participants are still sleepy, low-energy, etc., might be needed to wake them up with morning stretching, body-movement exercise, or dynamic energizer of your choice.

Morning circle

If you have any practical announcements, this is your moment. It might be also clever to give participants an overview of what is in front of them that day.

In the morning circle, we recommend to run 2 rounds:

1. *Is there anything practical you would like to address?*
2. *What did you learn yesterday that you definitely want to apply today?*



TTRPG

Point of this activity is to let people practise and/or experience how they can be using TTRPG for education.

It needs to be done in **smaller groups**, and if you don't have enough facilitators, you will need to involve Game Masters from participants.

In other words, you can do this activity, only if you have among participants people who already have experiences with TTRPGs.

As a system, we had chosen [Lasers & Feelings](#), because it is a very easy, fast system that can be quickly learned and applied. There are many variations, so you can choose a system of your liking.

The whole process of activity as we planned it is [explained here](#).



LARP

For the afternoon, participants can enter the deeper LARP experience. Proper facilitation of the learning process is this time your tasks. You can see useful tips on how to do it in our webinar no. 3.

Selection of LARP is up to you. Bring your own, choose a fitting LARP [from here](#), or get inspired by theLARPs we are offering.

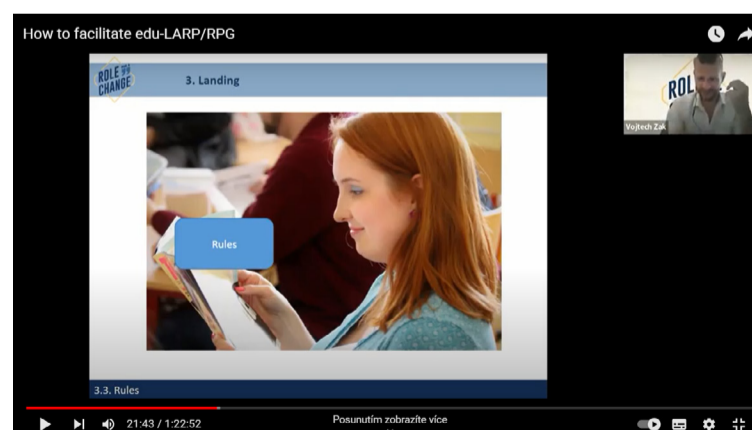
You might need to divide the group into smaller teams based on the quantity of people available for the LARP you are going to play.

Following LARPS had been created by partners of Role for a Change project.

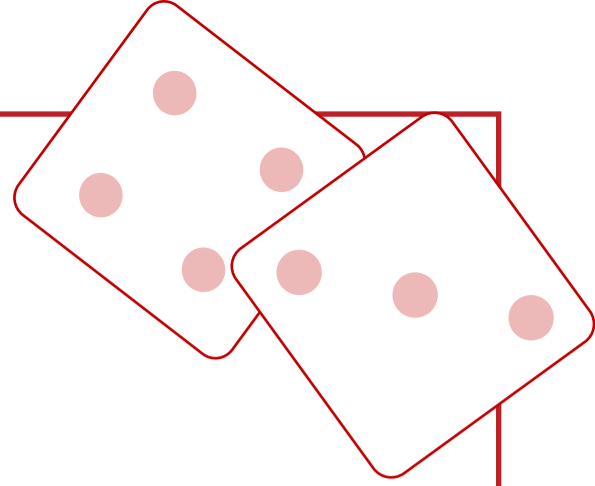
- **The Titan has fallen** (can be played both as a LARP and as a TTRPG)
- **A Mosque in Sleepyville**



How to facilitate edu-RP/LARP webinar



[Click to watch webinar](#)



Reflection group

We gave following questions to the reflection groups:

1. *How do you feel right now? Is there any support you need?*
2. *What have I learned today?*
3. *What was working/not working for you today?*

Evening program

For the second evening, we had Karaoke night.

If you have instruments, it is a great opportunity for group singing. Might be clever to provide people singing books in English, otherwise it can be challenging for people to find a song they all know.

Day 4

preparing edu-RPGs

Now, participants already have first hand experience with RPGs and their usage for education. They might have an idea of how to use them, now it is about time they actually practise its usage.

It is a space for **group work** - participants should be divided into international groups and prepare activities for each other.

We are entering a **storming phase** - a time when all disagreements, problems, differences, etc. are going to pop out. It can be challenging, and chaotic, but there is a huge learning in going through storms.

Logistic of the day is very simple.

Participants will create 6 working teams: A, B, C, D, E, and F. They know that the next day, they are to organize an edu-RPG for one of the other teams in followig way:

In the mornings, teams have 2.5 hours to implement an activity: A for D, B for E, C for F.

In the afternoon, teams have 2.5 hours to implement an activity: D for B, E for C, and F for A.

(To avoid “revenge-factor”, the team should never be a player of the same team they organized the activity for.)

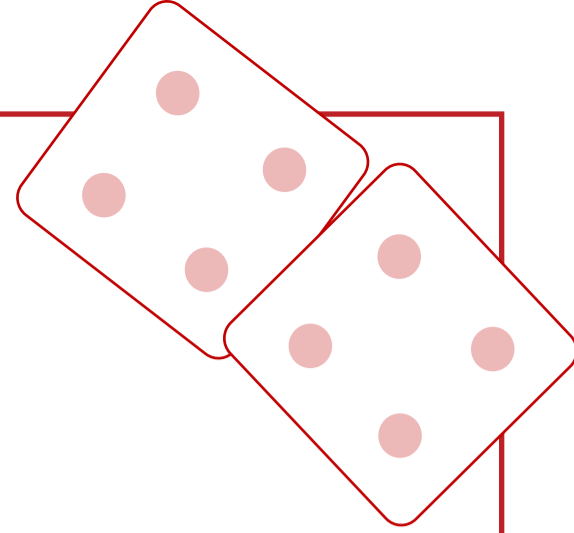
That also means that you will need 3 different playing spaces for the next day. You can let up to teams to make agreements on who will be where.

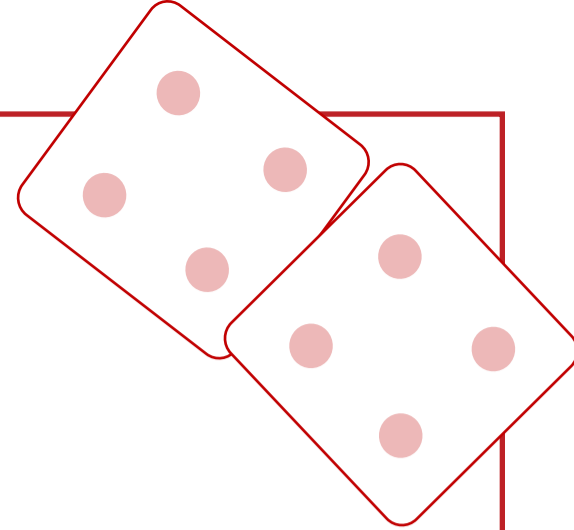
All teams should have a plan for following stages:

0. Preparation
1. Meeting people, landing
2. Explaining rules
3. Game itself
4. Reflection of the game (learning part for players)
5. Feedback from players to organizers

This all need to happen within 2.5 hours, and it is up to group to keep it.

There should be 1 organiser present at every implemented activity to guarantee the safety of the process, to observe, and to provide an educated feedback to the organizers.





Energizer

If participants are still sleepy, low-energy, etc., might be needed to wake them up with morning stretching, body-movement exercise, or dynamic energizer of your choice.

Morning circle

If you have any practical announcements, this is your moment. It might be also clever to give participants an overview of what is in front of them that day.

In the morning circle, we recommend to run 2 rounds:

1. *Is there anything practical you would like to address?*
2. *Share one idea on how to use RPGs for education.*

Division of group

There are many ways you can divide a group. We propose following:

1. Each participant writes on the paper to what educational topic they would like to pay attention
2. Participants has 10 minutes to mingle, share their topics and form 6 groups of 5 people

Group work

This is a whole day process with many phases which you can adjust to your liking, based on your experiences. We propose following:

Team-building in working groups

If you want to make participants process smoother, advice them to begin with team-building.

Give them **15-30 mintes** to play [Falling circle](#) or other game that might support them.

Why

Team has **30 minutes** to discuss why is the learning topic they have chosen important for them, and prepare Elevator pitch¹ (1 min speech) on that.

Then, all teams are to present in front of each other.

Getting very clear on why they are busy with the topic they have chosenn will allow the group to be alligned in what they are doing.

Selection of RPGs

Teams should have a chance to select a game they want to implement.

You can offer them again [this database](#).

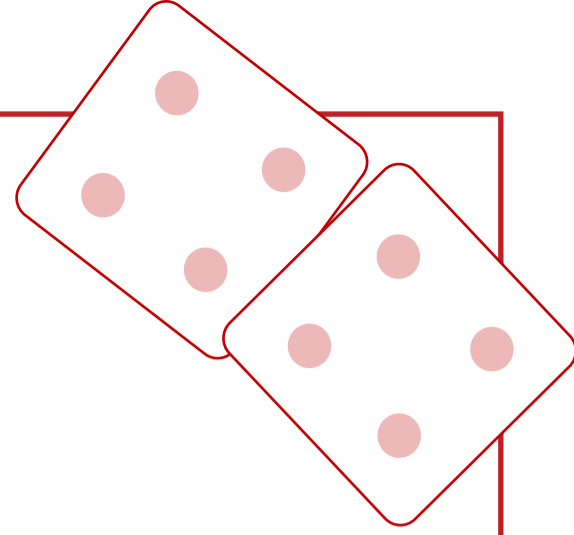
If you have very experienced team, you can also offer them they can create their own edu-RPGs. For that, you can offer them [this template](#) to support them.

Group process

Group process continues the whole day. As organizers, you should be walking around the working teams, and provide mentoring.

It is also clever to organize a checkpoints with all teamms to see how the process is going, if there is any extra support needed, and to give teams chances to pass each other information (ie. where each team is going to play; if players needs to bring some extra materials, etc.)

¹ If you don't know what is elevator pitch, take a look here: https://en.wikipedia.org/wiki/Elevator_pitch



Reflection groups

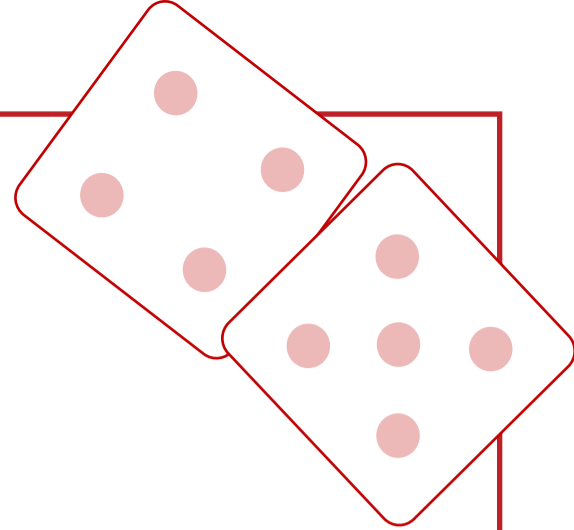
It might be clever to skip reflection groups this day not to break the flow of the process.

Evening program

It might be clever not to organize any activity this evening. Many teams still might be working on preparation of their activities.

Day 5

implementing edu-RPGs



The flow of the day 5 should be clear. Yesterday, participants (hopefully) overcame the storming, and they are entering the **performing phase**.

The most important elements of the day are **SAFETY** and **TIME**.

As facilitators, be sure that nothing dangerous is going on, provide emotional support to participants, and keep an eye on time to avoid the avalanche effect of delays.

Since there should be three stages running in parallel, you need to **coordinate well with your co-facilitators**, and keep a smooth communication in between each other.

The most important part of the day will be evening whole group reflection, but let's not forestall.

It is useful to open the day with a morning circle, and apart of the practical round, you can give to participants following question for a 2nd round:

"How can I support my players the most?"

After the morning, and afternoon session, we are entering the reflection phase.

Reflection groups

First, send people to their reflection groups to answer following questions:

1. *How do you feel right now? Is there any support you need?*
2. *How did I enjoy the RPG I was playing?*
3. *What are my learnings from the game I played?*
4. *What are my learnings from the group work?*
5. *What are my learnings from implementing a game?*

(You can also ask reflection groups to give you a paper with anonymous feedback on what was working for them so far, and what wasn't working.)

After 30-45 minutes, invite all groups to a big circle for a group sharing. Present them a "talking stone" and a questions:

"What is the potential you see in RPGs for education?"

Make a space for open sharing, discussion, and mutual inspiration.

Evening program

Participants have an intensive experience behind themselves. It needs to release some steam. This is an opportunity for a big celebration of successes and informal fun.

Day 6 closing

The whole day is about tying loose ends, closing the experience, planning the dissemination of the learning, saying goodbye and preparing for departure.

Sharing

You can open the day with a practical round of a morning circle. It is also an opportunity to inform the group about all the important logistical aspects of the day (printing tickets, if needed, cleaning, etc.).

In the second round, it is a space for sharing. It is a time where (hopefully) everybody will be ready to speak in front of the whole group, when the talking stone reaches them.

The proposed questions is:

- This project brought me...
- I see the following opportunities in edu-RPGs...
- I am grateful for...

Choose one, or bring your own question.

You should give this process as much time as necessary, possible with a short break in between.

When the sharing is over, you can provide a summary of the most important learning from the whole project.

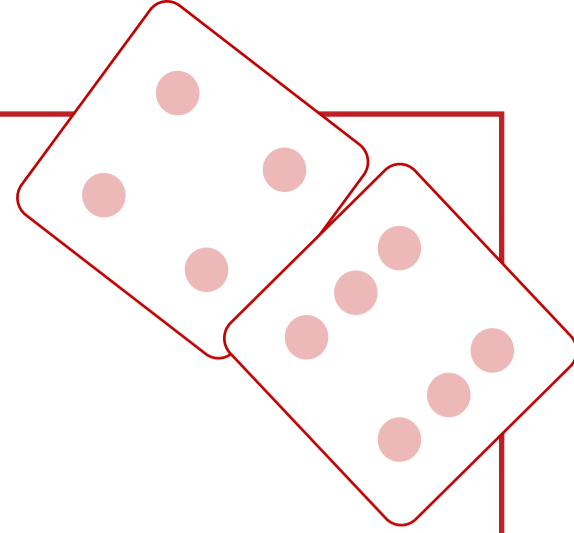
Youthpass session

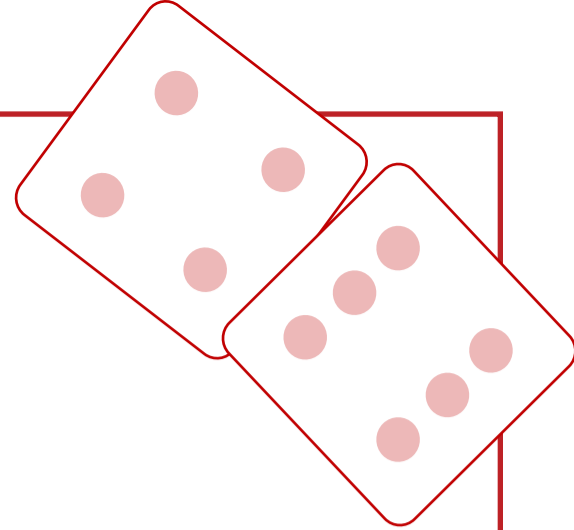
Even now, not everybody is familiar with Youthpass.¹

If you haven't introduced Youthpass yet, you should do it now. You can do it in a following way:

- Explain Youthpass, if necessary.
- Create 6 groups of 5 people
- In each group, team has 5 min to brainstorm what they have learned from a specific competence.
- After each 5 min, every group share out loud 1 of their learnings.

¹ For more info on Youthpass here: <https://www.youthpass.eu/en/help/faqs/keycompetences/>





Planning of local edu-RPGs

Make a space for participants from the same countries to meet and make a concrete plan on when and how they are going to implement an edu-RPG on a local level. If they do it once, there is a greater chance they will do it again. It is like throwing a small stone, then it can create an avalanche.

Give national teams 1 hour to meet and discuss following aspects:

- Who is their target group? Who will be the players?
- What are their needs, and based on it, which edu-RPG to offer them?
- Where and when it could happen?
- What are the practical arrangements?
- How will you attract the players, and how will you communicate with them?

Ask them to plan it **as specific as possible** (with exact dates, numbers, etc.).

Give them flipchart paper and markers so they can prepare a **visual presentation** of their plan.

After one hour, all teams will meet, and every one of them will have **3 minutes to present**, and listeners will have **2 minutes to ask supportive questions**.

This is also the moment when the national team can ask the rest of the participants for any support possible.

E+ opportunities

Not everybody who is taking part in Erasmus+ projects has a good overview of what everything is possible under the Erasmus+. That's why we like to offer a short presentation on different opportunities: ESC, KA1 opportunities, Erasmus for young entrepreneurs, etc.

You can do it in an interactive way:

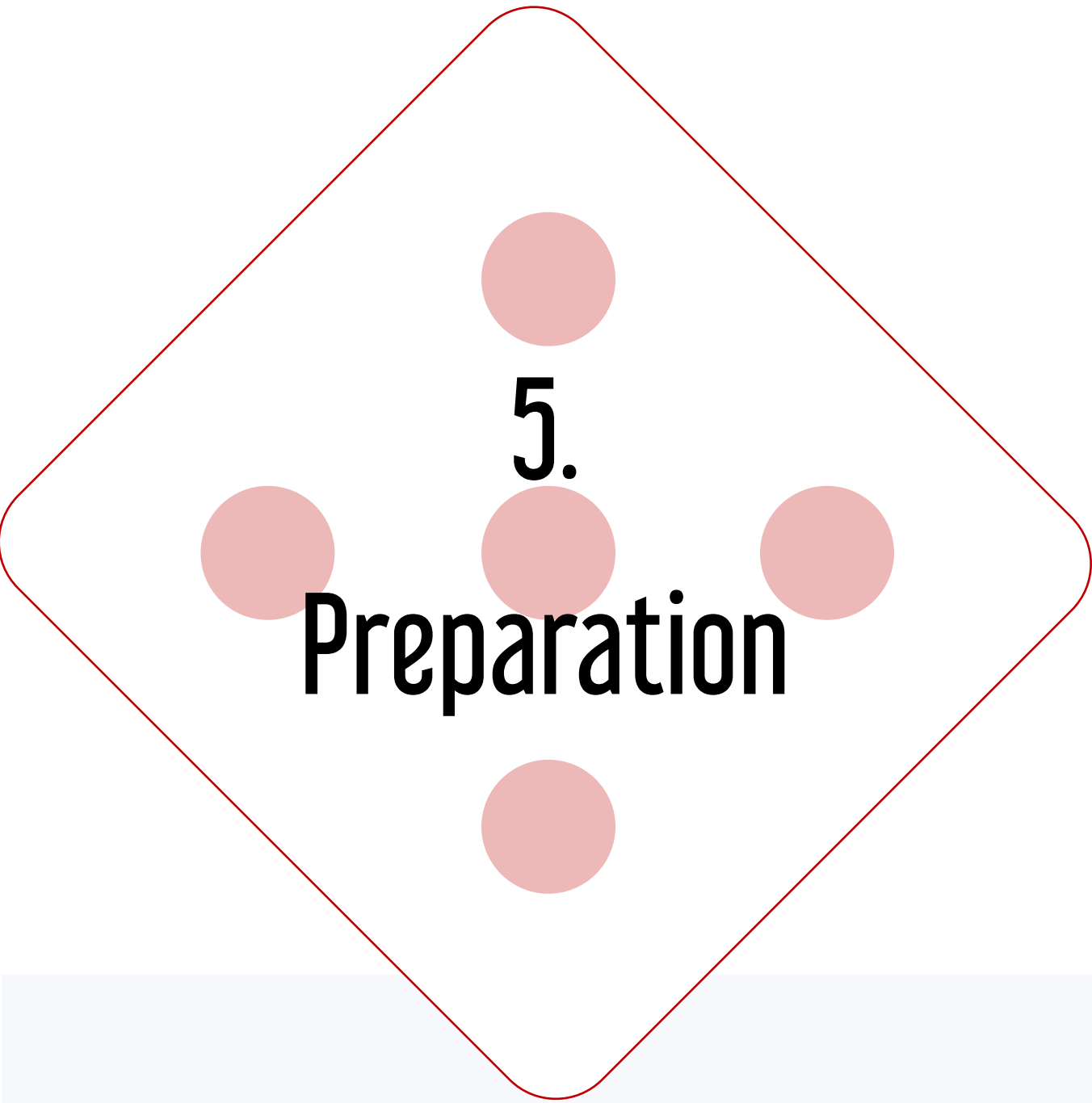
Make 5 small groups, let them discuss following E+ opportunities, and ask you questions if they don't know something:

- Youth exchanges
- Training courses
- ESC
- Solidarity projects
- ...

Closing

Closing needs to be chosen based on the state of the group. For inspiration, we propose the Golden Corridor.



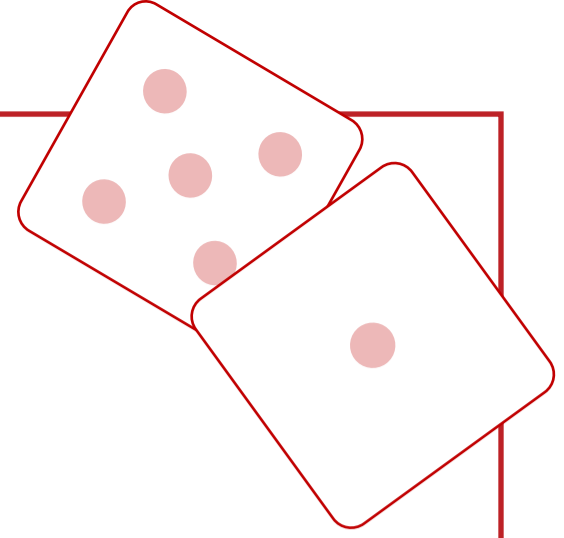


5. Preparation

In this chapter, we address some important questions regarding logistics when preparing for the program.

Preparation comes after planning and before the implementation of the event itself. It is anything connected to practical preparation of the event.

It is following the plan, but what needs to be understood, the plan needs to be flexibly adjusted based on everything that goes on in the preparation process.



5.1. Milestones

Main milestones of R4C TC preparation were the following:

1. Making an infoletter and application form

Infoletter is a material for potential participants, where they learn all the important information about the training course (where, when, for how many people, what countries, travel conditions, etc.).

You can [see it here](#).

Part of infoletter has also been the **application form** - a centralised document collecting info about all participants (or applicants), including

- **Basic information** (like name, date of birth, etc., connected to bureaucracy of Erasmus+ projects)
- **Background** (experiences with youth work, info about its target group...)
- **Individual needs** (like allergies, health problems, diets...)
- **Motivation** to join the project (it helps both trainers and participants. Trainers get better awareness on what are the learning needs of its participants, participants get better awareness on their individual learning goals).
- **GDPR** related information (agreement to be in photos etc.)

Our application form [is here](#).

2. Selecting of participants

Selection of participants had been the responsibility of partners of R4C. In the ideal case, the partner knew the participants personally, and had a talk with them about the project.

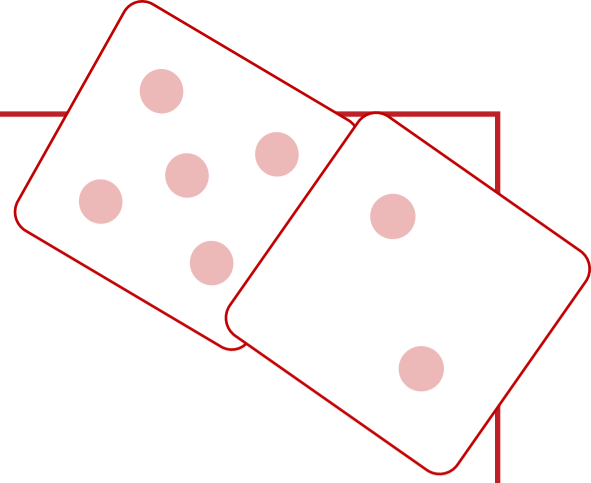
To centralise the communication, the **production manager** had been sending import information to all selected participants afterwards.

3. Preparation for a project

Partners had been responsible for their national groups. They were to prepare them for intercultural experience, support them with getting their travel tickets, insurance, etc. The production manager had helped with coordination of arrivals.

4. Project Management

In the meantime, the project manager had to handle everything connected to finances, renting the venue, arranging the catering, materials for the project, etc.



5.2.

Project Management

In a project management, you might need to answer the following questions:

Accommodation

- Where is the group going to sleep? Will they have appropriate comfort?
- Does the group need to bring something? (towel, slippers, sleeping bag, etc.)
- What working spaces does the venue offer? Does it fit my needs?
- For outdoor projects: if the weather will be bad, do I have covered space where we can continue working?

Travel

- How to get the whole group on a spot in time, according to the plan?

Food

- What food service is provided?
- What are participants' diets, and how can I answer them?

Safety

- Do participants have insurance?
- In case of an accident, where is the nearest doctor/hospital? How will participants get there?
- What are participant's individual needs (including mental and physical health) and how shall we answer them?

Money

- Does this all fit the budget?

Equipment

- Do we have all the materials we need? How shall we get them to the venue?

Administration

- What administrative requirement do I have to fulfil? When and how? Do I have a plan on how to do it?





6. Implementation

In this chapter, you can take a look at how our training course in Italy, Orvieto, 5-11 September 2022, looked like, and what participants and trainers thought about it.



Luigi Infantino
project coordinator

The training experience was very important: above all, it gave an opportunity to reflect on what is important to take into consideration when creating a format, in this case, of a training on RPG and LARP in non-formal education.

Our **multidisciplinary team** had great richness and potential, but also some aspects to take into account. If you are going to have an international team, you must be able to communicate easily. You must be sharing skills, knowledge and languages.

You can work remotely, but there must be (at least one month before the training) a meeting of at least 3 to 5 days in person, during which you will work out the program.

Among the skills each team member must possess are:

- **problem-solving:** dealing with and constructively solving everyday problems;
- **critical and creative thinking:** analysing the situation analytically, exploring possible alternatives and finding original solutions;
- **effective communication and teamwork skills:** express oneself in a manner appropriate to the situation and the interlocutor, both verbally and non-verbally (active listening, communication/relational skills);
- **intercultural and empathic approach:** recognizing, discriminating and sharing the emotions of others, challenging stereotypes and prejudices; emotion

and stress management: recognizing and regulating one's own emotions and states of tension;

- **personal effectiveness:** belief that one can effectively organize a series of actions necessary to deal with new situations, trials and challenges;
- **organizational/management skills** (of the group, context, time, etc.);
- **management of unforeseen events**
- **theoretical and/or practical knowledge and competence** of the training topics;
- at least 2 people on the team must be **native speakers** of the place where the training takes place.

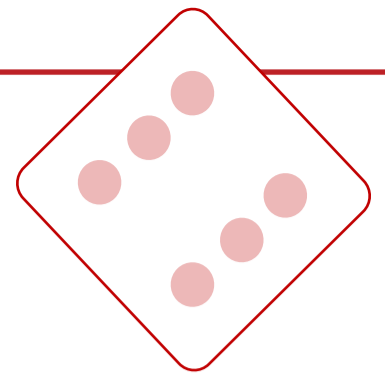
You should **divide roles clearly:** who does what, by when, who is in charge of materials (preparation, recovery and care), set up, logistics, etc. All team members must know what other colleagues are doing.

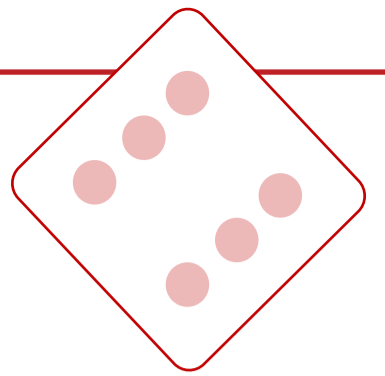
The **objectives** of the training must be well understood by team-members so they clearly explain them to the participants.

The **program** must be clearly established (either you take our propositions, or replace it partly or fully with your activities). Nothing must be left to chance. At the same time, the program must be flexible, modifiable, adaptable. Several aspects must be taken into account during a training, not least both the needs and/or requirements of the participants and the stimuli and suggestions that the individual or group may express or bring forth. Team members must be able to enhance such inputs or suggestions.

The construction of the program involves **time management:** it is advisable to prepare a data sheet for each session that includes an indicative calculation of time from explanation, to unfolding, etc.).

The **de-briefing** (reflection) should be meticulously prepared with prompting questions, and it should be clear what should be avoided (e.g., judgment or wanting to bring the answer toward one's own idea at all costs).





Barbora Urbancová
participant

I have enjoyed the training a lot. From an organizational perspective, everything was all right. Facilitators were great, when something wasn't working, they listened to our feedback and have been there for us.

I was a little bit disappointed the program was focused on a first contact with RPG - trying to build a character, testing TTRPG and LARP for the first time in life.

What I enjoyed a lot was creating our own activities, using RPG with educational context. I stepped out a lot from my personal comfort zone during that, which helped me a lot.

The group process of making activities gave me more than the rest of the project, and I truly enjoyed participating in activities created by others. Some of them were awesome.



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Created by:

Proofreading: Rebeka Hrubšová

Contributors: Vojta Žák, Luigi Infantino

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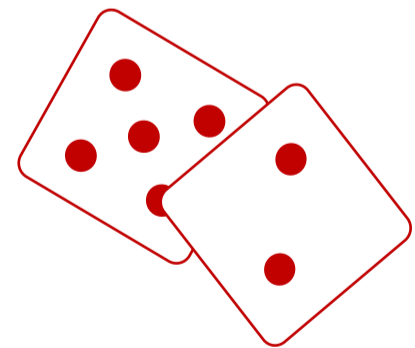
ROLE FOR A CHANGE

Training Concept

Role for a Change: Training Concept

is ready-made training
on usage of RPGs in education
that you can take and implement.

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Let's play!

