

**IMAGINATION  
HAS  
NO  
BARRIERS**



**HANDBOOK**



This publication was created by the participants of the training course named „Imagination has no barriers’

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## ABOUT THE TRAINING COURSE

The project aimed at introducing a new tool to youth workers, **Live Action Role Play** or **LARP** and demonstrate how it can be used for the inclusion of young people with special needs. Through experiencing the process and delivery of **2 LARPs** participants learnt about how this method creates a space where hidden skills and strengths can be expressed and developed. The TC was also aimed at raising awareness about the diversity of needs of people living with disabilities and giving first hand knowledge on how to accommodate these needs in the context of LARPs and youth work.

By planning the methodology themselves, this addition to the youth workers tool kit allows the participants to plan and implement integrated activities including young people with a variety of needs, abilities and limitations in congruence with aims of ERASMUS+ programme.

Horizontal aims of the project is to let participants expand their creative and interpersonal skills and taking a different perspective help them enhance their self-knowledge through LARP.

Methodology of the TC was based on non-formal education methods.

The training course was taking place in Gánt, Hungary running between the 8th and 17th November 2017 with 23 participants.

## THE PARTNERSHIP:



Diabetes, prediabetes and metabolic syndrome (DiP) (Bulgaria)



Associação de Paralisia Cerebral de Coimbra - APCC



HEureka Generator (Poland)



Association Co-Efficient (Hungary)



Nevo Parudimos (Romania)



Associazione Uniamoci Onlus (Italy)

## DISABILITIES AND YOUTH WORK

### DEFINITIONS OF DISABILITY

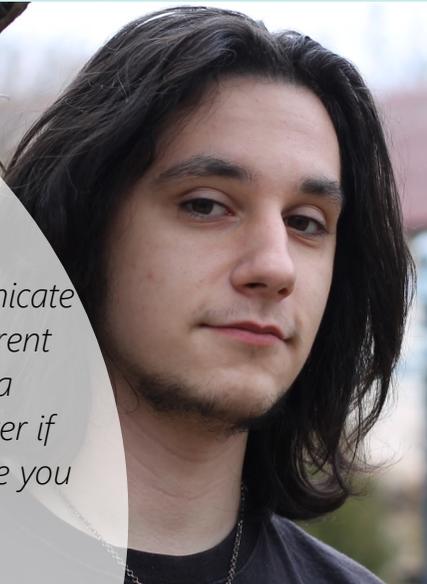
Disability is an impairment that may be cognitive, developmental, intellectual, mental, physical, sensory, or some combination of these. It substantially affects a person's life activities and may be present from birth or occur during a person's lifetime. (Wikipedia)

For the World Health Organization disability is an umbrella term, covering impairments, activity limitations, and participation restrictions. An impairment is a problem in body function or structure; and activity limitation is a difficulty encountered by an individual in executing a task or action; while a participation restriction is a problem experienced by an individual in involvement in life situations.

Disability is not just a health problem. It is a complex phenomenon, reflecting the interaction between features of a person's body and features of the society in which he or she lives.

#### ADRIAN

*The LARP experience was very enjoyable and fun. The most important thing I learned is how to be more patient, how to communicate with different people in a different language and to be a part of a group. In LARP it doesn't matter if you have a disabilities because you can be who you want to be.*



The discussion over disability's definition arose out of disability activism in U.S and U.K in the 1970s - this challenged how the medical concept of disability dominated perception and discourse about disabilities. Debates about proper terminology and their implied politics continue in disability communities and the academic field of disability studies. In some countries, the law requires that disabilities are documented by a healthcare provider in order to assess qualifications for disability benefits. (Wikipedia)

### THE INDEPENDENT LIVING MOVEMENT

The Independent Living movement began in Berkeley, California in 1972 where the first Centre for Independent Living was founded by disability rights activists, encouraged by the African-American civil rights movement and the women's rights movement.

Founders of the Movement were Ed Roberts who was a student at University and his people with disabilities there. The community of the student call themselves: "Rolling Quads".

The history of the independent living movement comes from this philosophy: people with disabilities have the same rights, options, and choices as anybody else.

Applying the principles of human rights to people with disabilities, the Independent Living movement claims that people of any age and with any disability:

- ◇ have a right to live in the community, as opposed to living in an institution;
- ◇ have a right to the same range or choices as everybody else in housing, transportation, education and employment;
- ◇ have a right to participate in the social, economic and political life of their communities;
- ◇ have a right to have a family and to live as responsible and respected members of their communities with all the duties and privileges that this entails, and to unfold their potential.

The Independent Living movement promoted the change in the subject of disability from being a welfare topic to a human rights topic; from the medical model to the social model of disability. The medical model defines someone with a disability as a "patient"; the social model defines people with disabilities as "consumers".

The model of independent living was founded by the Government of United States and first Center of Independent Living (CIL) was established. Centers are advocacy organizations - not a social service agency. Centers focused on assisting people with disabilities to live in the community with whatever supports they needed.

Today there are over 600 Independent Living (IL) Centers throughout the US which help disabled persons to live independently.

The movement has had a big influence on Europe and in the end of 20th century European Network of Independent Living (ENIL) was established according to principles of Ed Roberts and the

6.



**DIMA**

*In the end, I can say that I am proud of our teamwork and our story, and I understand that I can make more, more, more!*

Rolling Squad.

Embracing the social model of disability, the European Network on Independent Living recognizes people with disabilities as expert consultants for the design, development and management of disability services. ENIL believes that people with disability have a right to quality community-based services and a right to personal assistance.

## **WHAT YOUTH WORK CAN DO FOR INDEPENDENT LIVING?**

With youth work you can improve your social independence, and participants can become active members of the society. It can help people to see there is not much difference between the people living with and without disabilities.

Participants have the chance to develop their social competences, their communication and language skills and it can help the participants to know their boundaries and in case extend them.

For example if participants take part in youth exchanges and go abroad they can see the social and cultural differences among the different countries and their people. They can accept cultural diversity and 'otherness' much easier.

If participants do youth work they can develop their working skills on a very big scale. They can learn how to be a leader of a group, how to coordinate and how to motivate the participants. As active members of society people often have to make very hard decisions and participating in youth projects can also help with taking responsibility and being more confident.

The participants learn to ease the stereotypes about foreigners, different social and ethnic groups and about people living with disabilities. The participants can work together with people living with disabilities (for example in

### **GABRIELA**

*Developing a LARP was difficult but at the same time funny. Working as a group made me learn more about teamwork and how accept different opinions. Beside that has been stressful I really enjoyed. This project has been amazing and productive for me.*



changes or training courses) because involvement of young people living with special needs is very important in youth work and Erasmus+ programme.

With youth work participants can learn how to use their voice and how to make independent decisions.

They will be able to formulate their own opinions, feelings and views about society and life and express their needs on an individual and group level in an assertive and efficient way. In youth work this is generally referred to as active citizenship and the process of broadening competences and increasing someone's skills for fulfilling their potentials, is empowerment.

## **LARP IN YOUTH WORK**

### **WHAT IS LARP?**

When we talk about LARP we refer to the "live action role playing". In this game, similar to a drama, there is a game master that has the task of creating a scenario and tasks for players. The role of players is to interpret characters through the given information about their personality, past, relationships with other players and their aim. The peculiarity lies in the fact that the plot is created by interaction with other characters, there is no set ending to the LARP, it is being created on spot and with co-operation.

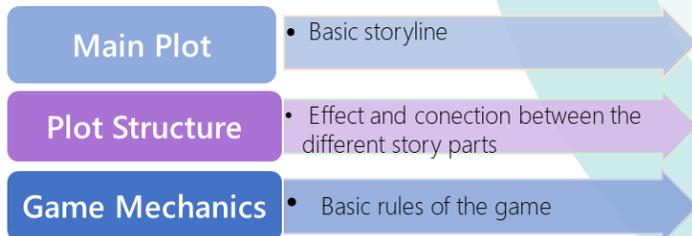
The game master can actively intervene in the action to guide the characters or introduce new ones. As any other game has rules that create the space for interactions in the imaginary world.

## LARP BASICS

LARP: abbreviation for Life Action Role-Playing.

It is a game that simulates a drama play where the roles are given to the players by the “game master”. It gets the members out of their reality and gives a way to use imagination and to express themselves.

Every player has the information for his/her character, including his/her goals and connections with the other players. The components of the LARP are:



## SOME GENERAL LARP SETTINGS

Setting is the description of time, place and everything else where the scenario takes place, providing a background for the story.

Fantasy—a sub-genre of general fantastic and speculative fiction. It is usually associated with magical, medieval-like worlds inhabited by epic heroes, as well as with elves, dragons, dwarves and sorcerers.

Science fiction—a sub-genre of fantasy based on certain predictions involving the future development of science and technology, as well as their influence on human life. The action often takes place in the future in a distant star systems, but it can also describe life on Earth of any historical era - in this case an

## MONIKA

*I didn't know anything about LARP before. Now I think it could be a unique method using imagination for solving problems. The training was extremely intensive, creative, interesting and engaging. I spent great time with great people and enjoyed it much.*



alternative history can be presented. This genre often involves characters such as aliens and AI (artificial intelligence).

Post-apocalypse—a sub-genre of fantastic, which describes human life after some kind of nuclear or biological cataclysm. The characters have to struggle for survival in the destroyed world, which was once full of lively cities, but now is desolated.

## LARP RULES

“Collaborative pretending with rules is how we define larping.” (Larping.org)

Like all games, LARP has rules too. These are there to mark out the boundaries of the game. The rules shouldn't be seen as only limitations; they secure the game space, the game world so they guarantee the possibility to get immersed in these settings, while the outside world stays outside. Agreeing to the rules is the basic step to make it possible that the pretending and taking on the roles can happen.

In LARP the rules work in a special way, because they are the basics of pretending, they are the manufacturers of the imaginary space where the players interact. So instead of the limiting “can’t do” nature of rules, the enabling “can do” nature becomes more significant. The agreed rules basically make the gaming space accessible for everyone. They are also the basic steps towards immersion: the players agree that there is an imaginary space that everybody accepts and pretend to act in for the duration of the LARP. Immersion is the phenomenon when a player gets engaged with their own role and get deeper into the experience of acting out of them.

Another essential aspect of rules is to guarantee the safety of the players. For example in mostLARPs played in the context of youth work there is a strong agreement on the “no touch rule”. According to this the players can only touch each other on the lower arm – this ensures that the players stay comfortable and safe while the game goes on.

The rules should be clearly explained to all players and kept up by the organisers of the LARP if necessary—by intervention.



### **PETER**

*Self-confidence,  
communication skills, efficient  
contribution to myself, bravery,  
faster thinking.*

## **LARP DICTIONARY**

Game Master (GM)—the person who knows the whole plot and who looks after the game and the players while the LARP goes on. There can be more GMs and they can have assistance (independent characters) to manage game mechanics and can intervene in to ensure the flow of the game or the inclusion of all players.

Player—a person participating in a larp event. A player is normally not involved in making the larp, nor does he possess all the information the organisers have put into the game. A player is given a role with the necessary instructions, and is himself responsible for playing that role.

Role (Player’s Character) - a character that is active during the game; a role that the Player acts out, relying on the Character Sheet; it is given to the Player by the Game Master.

Character Sheet—the general description of the Role that is given to a Player; it describes the Player Character and his/her Quests.

Independent Character—a character in the game that is not acted out by a Player; can be played by the Game Master or other people (for example: a messenger who delivers messages, and so on) to manage the game gently and without breaking the pretending of the game space.

Main plot—The “main lines” in the plot-structure on a larp. These will usually be the same as the basic idea behind the LARP, and is customary to tie most plotlines and the individual characters’ stories and tasks together.

Game mechanics—The rules about the technical delivery of fighting, exploding a bomb, magic spells or any action that is too physical or impossible to do in real life.

## BENEFITS OF LARP

LARP's biggest potential is the space it provides for the participating players to experiment with their personality, push their boundaries and try themselves in roles, which otherwise they do not take on. This can result in freer expression of themselves and enhancement of skills that were previously hidden.

It can also help them to reflect on their personality and on their strengths and weaknesses in the area of social competences – improving their self-awareness can contribute to developing their skills.

LARP is a good tool on group level as well. The setting the characters and the plotline can be developed to cover a topic that is relevant to the target group's experience. The game master can choose topics such as school life where the topic of bullying or teenagers at risk can come up. This way they can explore roles and the emotional charge of those in a safe environment and they also can reflect on these and have a discussion during the evaluation of the LARP. During this training course the participants were invited to work with the topic of disability and the inclusion of young people living with disabilities.

Knowing the needs of the group of youngsters that we want to work with is essential for the most efficient use of LARP. We need to know what topics, issues are the most relevant to them., we also need to make the educational purposes clear for them so they can benefit from their experience.

LARP as a tool has many positive factors to it:

- ◇ Non-formal Learning Format – you can learn by playing;

**10.**



### ROBERTA

*For me this project has been very formative, interesting, often fun and useful to deal with some challenges with myself. The project has allowed me to learn something new, in particular what is LARP, and what are its important functions, especially in working with young people with disabilities.*

- ◇ Therapeutical aspect – Many people, when playing LARP think about this practice similar to drama therapy. The settings and the roles when carefully chosen, can help the players to process a certain problem, phenomenon. Personal Development – The LARP helps in the Personal Development of each person during the game as learning. There are several ways for Personal Development to be approved and adjusted in a LARP;
- ◇ Social Skills – The LARP can improve these abilities, especially if the game is designed in a way that takes into consideration the players' characters. The players can overcome their boundaries and experiment with roles that our different to the ones they usually take in society.
- ◇ Ability To Lead – Because of the need to accomplish tasks and missions, the players can improve their strategic skills and leadership skills.

- ◇ Discipline And Team Work – to put a LARP together you need the active and co-operative presence of participants.
- ◇ Development Of Social Bonds – Respect, Honour, Group work, making decisions and how deal with the frustration;
- ◇ Development Of Creativity – In the LARP there is a pull to explore one’s creativity in the playing field. The preparations and the presentation of the storyline stimulates the imagination and the collective pretending enables freer creative expression

## HOW TO PLAN A LOCAL LARP EVENT IN YOUTH WORK CONTEXT?

To plan a local LARP event we need to follow certain steps:

- ◇ Acknowledging the problem—E.g.: Disability can be a very limiting factor in social interactions because people are often not aware of how to behave towards people with limitations

- ◇ Mapping individual needs—Before starting the event the organisers need to know the limitations and what special needs the participants have and take them into consideration for the logistics and for the activities.
- ◇ Preparation materials—The preparation materials for the LARP event should include costumes, make-up, instructions, and additional props, decorations. Also materials for the games and exercises.
- ◇ Recruiting / involving young people—In this phase of you need to find participants and prepare the contracts. It's important that the young people connect to the aims of the LARP event
- ◇ Passing key information and the logistics—The participants must receive the information connected to their transportation to the venue, accommodation and activity schedule before arriving and starting the event. It can be distributed through e-mail and social media.
- ◇ Setting up agreement with young people—The organisers prepared the agreement for the participants after getting acquainted with their contents. The participants have to sign the contract and then the agreement is made.
- ◇ Group integration—This is very important for the participants to feel comfortable with each other and to be able to co-operate before and during the LARP. It can be done through different games and exercises. The game must have the participants working together and solve problems.



### PAULA RITA

*The opportunity to develop myself, put my characteristics into a role, and interact with other people. It gave me the chance to challenge myself and overcome my personal difficulties.*

- ◇ Preparing the LARP—Fundamentals for preparing a good LARP are the preparation of a clear plot, a well-defined setting, the selection and attribution of roles to characters and their connections, definition as a game mechanics. For greater immersion between the player and his role, it is necessary to prepare the costumes, potential weapons and make up.
- ◇ Conducting the action—The organizers must prepare a project plan for the whole duration of the work. There must be activities to help gain experience and skills which will help during the LARP.
- ◇ Evaluation—This could be a discussion about the problems that occurred during the LARP and about the experiences and feelings of the participants. This information will help developing the next LARP. It is also necessary for achieving the educational purposes of the event: the participants must reflect on their experience to be more conscious about their processes and to reflect upon the issue that was tackled in the LARP.

## CONSIDERATIONS WHEN YOU INVOLVE YOUNG PEOPLE WITH DISABILITIES

There are some barriers that can generate various problems, which is why we need to plan the projects in the right way.

The difficulties we need to consider:

1. Physical environment—Physical barriers prevent or block mobility. It is important to find an accessible place without architecture barriers like steps, curbs or narrow spaces that are not accessible for people in wheelchairs. The building should contain architecture solutions like handles and ramps that



**TEODORA**

*[LARP is] Being creative in the most social way.*

make common daily activities easier for people living with disabilities.

2. Logistics—We need to recognize the special needs of young participants before starting action. It's important to predict special support for them (personal assistant, special buses)

3. Activities—For the activities we should consider the limitations of the participants and encourage them for active participation through exercises and games that are including them and not isolating them. It is important to engage the participants in the preparations of the activities. It's good to make a comfortable zone for integration and collaboration between disabled and non-disabled participants.

## STEP-BY-STEP GUIDE + EXAMPLES

How to develop a LARP?

Putting people in another reality and making them play by certain rules can be a real pleasure if it is taken really responsibly.

To make everything flow well you need to make sure there are no holes in the plot, setting and character cards. All these elements should work like one machine, so to give a trust-worthy experience. Before the beginning you should know exactly what you need and how much time it should take to prepare.

What is your motivation to make the LARP?

Helping people learn something or getting them out of their comfort zone and developing their skills? Maybe it is just for the fun, or there is a problem they can solve in their society, personal life. The most important thing to remember is that imagination has no barriers—joke intended! If you don't have an idea: think of a book or movie that moved you. Even a personal story can be the prototype.

### ROLAND

*I would recommend the LARP for everyone because it's a lot of fun. Youth workers and teachers can use it for educational aims. I learned many things from theLARPs, and I could improve my communication and group work skills.*



### Step 1 – Scenario

Presenting the setting in an interesting way that is also very clear for the players is important for the motivation and general atmosphere.

When and where is this taking place?

Key words: time period, year, era, fictional time, Earth, space, fictional world, other dimension

Example: In Medieval times there was a castle in the wood of Magna Silva Bulgarica. In the year 3078 on the planet of Jupiter there was a network of flying cities. Before the disappearing of dinosaurs there was a civilization that no one knew of.

If ideas are not coming: imagine if you were a fantastic creature where would you live? If you could be any famous person when and where would you live?

### Step 2 – Main plot

General story should be clear.

What is the starting situation of the LARP? What type of people, creatures or forces are involved? Are there some group goals and what is their motivation?

Ideas: saving the world, fighting against an evil sorcerer etc.

### Step 3 – Characters, roles

What type of characters are you going to involve in the story?

Key words: name, age, personality, goals, special powers, weaknesses

Having superpowers can be awesome. Especially when there are some obstacles to overcome. You can distribute the roles with conscious decisions as well if you know your group well, but it's always recommended to calculate with the personalities of the players so that they can get something out of the roles.

What are the relationships between them?

Key words: family relations, love, hate, apathy, alliance

Be careful with the conflicts. They have to be with reason. Putting too much conflict is not a good strategy, because it is against the general idea of LARP, which is collaboration.

Important thing is that you may hide information from the characters that they might discover later.

Ideas: What kind of relationship changed your character in your personal life?

#### **Step 4 – Plot structure**

When the characters act in a specific way and do certain things there is a consequence.

While building the consequence you can align it with the character's aims.

What is it? How is it acted out?

#### **Step 5 – Game mechanics**

How should the players interact with this world?

Is there a place they cannot reach?

How is magic acted out? Have in mind that if the players have too



#### **VINCENZO**

*My experience during this project was fantastic. I never heard about LARP before and it was so funny. In addition, the group and the facilitators were so kind to me and about my needs.*

much mechanic to think about that may lead to confusion or constant stopping of the flow because they need to remember the game mechanics.

No touching rule – touching is allowed only from the elbow to the fingers.

#### **Step 6 – Preparation and special effects**

Can you make the scene look as close as possible to the setting? It is very interesting when music and light effects are added for example.

# EXAMPLE LARP 1

## Educational Aims:

- ◇ Empowerment and self-determination of young people with disabilities
- ◇ increasing self-acceptance and promote the inclusion
- ◇ To promote the inclusion between the diversity among people
- ◇ Promote integration and awareness of alternative skills

**Target Group:** Young people with and without disabilities

## Plot and settings:

1. Training Room

2. Dining Room

3. Front room

The Laboratory

Oracle Space

Crow Gang Society's cave

The Laboratory is the place where the scientist and heroes live. Is full of scientific equipment and books. It's the starting point for the missions for the scientist and the heroes.

### IZABELA

*For me this LARP was a nice adventure. It was an opportunity to meet the new people as well as to know more about other types of disability and improving my English. On the other hand, it was also quite hard – preparing the LARP required a lot of work.*



The Oracle Space is where the Two-Headed Oracle lives and answers people's questions with a table and a bowl of water. The light is dark and mysterious.

The Crow Gang Society's cave is the place where the Crows live and it's their headquarters, where they make their plans to conquer the world. It's very closed off so there is not much light coming in.

Plot: There was a time when the Crows ruled the world and they are the original race of the Earth.

The Crows are half human half crows. When the humans came they fought with each other for power, but humans won the war and started ruling the world.

The Crows went extinct, but some of them managed to survive. Now they live as The Crows Gang Society, which has the goal to rule the world. They are preparing to take over the world, but they need the power of the scientists.

The human kind has three super heroes that live with disabilities because they were in accidents. The scientists rescued them and gave them super powers to fight the evil. On the planet exists a mysterious creature called The Two-Head Oracle, who can answer someone's question only twice.

## Characters

### FLASHITA

Speed

10/10

charisma

10/10

smart

7/10

strength

8/10

Power: Speed, Weakness: Flashlight

Miss Flashita is an attractive 20 years old waitress who has just lost her job because she is very distracted and slow. The day she is fired on is the same day she got run over by a car.

Tasks: Collaborate with other two super heroes to save the world and the two scientists. Tell Dr. Crowzan that she is pregnant of him. If you need to know more about the other heroes, go to game mechanics. Invincible is claustrophobic. Super Rol has fear of snooze.

### **SUPEROL**

Speed 4/10

Charisma 7/10

Smart 10/10

Strength 6/10

Power: Stop time

Weakness: snooze

Rol is a 25 year old boy who has fought all life with discrimination for his sexual orientation. His shyness is overcome when he meets an older man, the Prime Minister. While he went to the University he was involved in an accident after which he developed his powers.

Tasks: Collaborate with other two super heroes to save the world and the two scientists. Be suspicious with Prime Minister. If you need to know more about the other heroes, go to game mechanics.

Flashita has fear of flashlights. Invincible is claustrophobic.

### **INVINCIBLE**

Speed 5/10



### **MARIANA**

*The training course was very well designed so that I could reach my goals in a very concrete way.*

*Now I can answer more concretely what LARP is.*

*LARP means intervention, empowerment, self-development, group development, responsibility, autonomy, fun and reflection.*

Charisma 4/10

Strength 8/10

Smart 8/10

Power: Invisibility Weakness: Claustrophobia

18 year old boy, who after school decides not to go out of his house, locking in the digital world. One day when he ate near the keyboard of PC, he dropped the water over it, and he decided to go after new keyboard, and he was knocked down by car.

Tasks: Collaborate with other two super heroes to save the world and the two scientists. For him everything is a joke.

If you need to know more about the other heroes, go to game mechanics.

## TWO-HEADED ORACLE

The oracle has 2 heads, he is alive for 200 years, he can answer all the questions because he sees it in the water. But he can't predict the future only answer to the questions that people come to ask. He lives in the lab where the scientists work and where the superheroes live.

Tasks: Answer all the questions after watching in water. Only answer the questions when the people come and say "Oracle! Oh! Oracle!" Can answer questions to everyone: heroes, minister and villains.

## PRIME MINISTER

The Prime Minister secretly wants to rule the world, he wants power because he was never given a chance to prove himself or any freedom when he was a child. He can't stop laughing at jokes and he is very emotional and dominant. He hates the heroes, he believes the crows. He is a lover to Super Rol.

**Tasks:** Go to the Oracle and ask a question Show his love to Super Rol and keep eye on the heroes

## MILADINA

*In this project I learned a lot about how LARP works and how it can be used for education and integration for the participants. I had a very good experience being a Player and a Game Master, which helped me look for solutions to the problems from both sides.*



## CRONIKA

Many years ago the crows rule the world. She is a crow. She is the first crow, the most powerful one. She is always cold, without emotion. Her power is to hypnotize people. She is the older sister of Crania.

Tasks: To be the great crow master of the world Abduct scientist and take an advantage with their knowledge Persuade the Prime Minister to be ally of the crows, and promises him a new place in the new government.

Fight against the super 3 using her power

## CRANIA

She is a crow. She wants to rule the world again. She is a pride crow with the power of shoot feathers. Her ancestors were the first of crows government. She has a good heart and sometimes she gets sentimental. She wears black with the eyes painted in black, and she shoots black socks from her pocket. She has been always the second crow, so she is really looking for someone who cares about her. When she listens Romantic music she makes sad things.

Tasks: Fight against the super 3 (because she has to)

Abduct the scientist – Dr. Bear and Dr. Crowzon

Because of her ancestors, she thinks that she has the right to rule the world, and fight against humans, but for her she will do it without violence.

## DR. T-BEAR

She is very smart, IQ – 200, wears glasses and loves pink and romantic walks. Very self-conscious and is worried about her brother Crowzan.

She is hypnotized only for short period of time – 1 minute. She helps the heroes to get super powers and doesn't trust the prime minister, hates the crows.

Tasks: Find a way to make Super roll, Flashita and Invincible super-heroes. Keep an eye on the Prime Minister. Talk to the Oracle.

### **DR. CROWZAN**

Dr. Crowzan is very naïve, easily manipulated and has a severe depression. Very easy to hypnotize, sometimes even they are after effects like dizziness and temporary amnesia.

He is big brother of T-Bear and he is jealous of her, he is friends with the Prime Minister secretly.

He doesn't believe in the Oracle so he is forbidden to go and ask him questions. He has doubt about his origins. Helps the heroes to gain their powers

### **THE ALL-SEEING EYE**

The all-seeing eye is an artificial satellite that sees everything and records it for history. He is free to interact in the game.

The All-Seeing Eye often takes photographs.

### **BUBBLICIOUS MONKS**

The Bubblicious monks are independent characters who were alive for a long time, they are the oldest tribe in the world so they have a lot of knowledge about the world and the Crows. They give advices to the people and help them, and sometimes they are meditating in a bubble. They're immune to superpowers.

### **Game mechanics**

**ORACLE** – to call him the player must say "Oracle, oh, Oracle"

**18.**



### **MARTINA**

*This project was very important for me. I have learned a lot about the LARP and I want to apply it in my association. It was nice to see how disability did not represent a problem during LARP and we could make a further step in empowerment.*

and ask a question. A player can call him only two times.

**TIME STOP** – When you hear "FREEZE" the time stop. "UNFREEZE" starts the time again. (Super Roli's power)

**HYPNOZIS** – Cronica has the power to hypnotize when someone looks at her hand her and when snaps her fingers it stops.

**SHOOTING FEATHERS** – Crania has to power of shooting feathers (socks) at people and the player who is hit by the sock stay in the place for 10 seconds

**FLASH** – Flashita runs screams "FLASH" everybody must slow down their actions.

**INVINCIBLE** – Invincible has the power of invisibility. He wears a hoodie and when he puts his hood he becomes invisible.

**BUBBLICIOUS** – Independent characters: When they are meditating they are not interactive. Immunity to all other powers.

## LESSONS LEARNT FROM THE FIRST LARP

It was a responsibility to make a LARP. It was a hard work, but with the help of everyone, we have made a good job. It is very important to work in team and to express our ideas as freely as possible. It's hard to find the limit between fun and educational aim because from every LARP we should get some good discussion. We organized in good way, but we don't have a lot of time for explaining better what they need to do. We wanted to encourage our heroes to be more pride and more open. They needed to learn how to collaborate and most of all trust in our story. A well-performing team is always more productive than a well-performing individual.

We learned that whether you're center stage in front of a captive audience, or on a set with all cameras focused on you, the high pressure situations that come along with performing in front of an audience can be excellent in helping even naturally

### **ANIA**

*The training course was very well designed so that I could reach my goals in a very concrete way.*

*LARP means intervention, empowerment, self-development, group development, responsibility, autonomy, fun and reflection.*



shy people to overcome being self-conscious.

Even auditioning in front of many people or practicing performance with small group like ours can help to build a strong sense of confidence that will carry over into your everyday life.

Through performances, rehearsals and class exercises, acting requires the ability to collaborate with others and to work as a team. Having experience in working as a helpful member of a team can translate into success in countless other aspects of your life in addition to acting. In acting, a person must take on the persona and characteristics of the role they are playing. Often, the role being played is represented by feelings, viewpoints and personality traits that are quite different from the players' standard behaviour or taken roles. This means that to truly capture the essence of the character and portray the role in a believable way, the actor must place themselves in the shoes – and often inside the mind – of someone whose viewpoints may be foreign to them so that they can understand them. This skill is incredibly beneficial in all aspects of life. It is very interesting and nervous to look at what we have made up and how they play. Sometimes I wanted to come in, but it I try to make difference between LARP and Theater.

**The LARP was created by: MARIANA, MILADINA, ROBERTA, IZABELA, DIMA, PETER, GABRIELA**

## EXAMPLE LARP 2

### Educational Aims:

- ◇ Give people without disabilities the chance to put themselves in the shoes of people with disabilities
- ◇ Inclusion and group work
- ◇ Sensitization
- ◇ Promote integration and awareness of alternative skills

**Target Group:** Young people with and without disabilities

### Settings:

A community of rich people gathered in a charity gathering. By chance they were all in one room and suddenly a portal opened and transported them into the future in 2050. There they find themselves in a base of rebels, who were fighting against the dictators, who caused WWII by attacking each other with biological weapons. The war started in 2030 and killed almost everybody. The disease that killed them sucks their energy and gives it to the person who infected them. The disease has side effects. It was almost gone, but some say it is still active in this world.

The base has some broken robots and machines. Not the entire base is open. The rebels said that there is some energy blocking the other parts of the base. The rebels themselves left the base 2 years ago to fight in another country. There is no info from them. They left Adele to guard the base.

In 2050 agriculture is mechanized so well that it is cultivated, cooked and transported by machines.

You passed the portal from the door with the blue circle. Five days have passed and tension is getting stronger. It is said that in



### GEORGI

*LARP helped me get a deeper knowledge about myself. I would recommend it to everyone who wants to try something new, especially if they are afraid of acting.*

days have passed and tension is getting stronger. It is said that in the base there is a lab. There are these strange creatures around the building. Some of them, the Googlers, are very smart and they know the answers for everything. There is a zombie-robot that goes around and distracts them.

### Plot:

After being transferred to this dimension some may want to go back and some may want to stay and gather information about the world. To return they need to explore the base of the rebels and solve some quests. In order to do so they need to stay together.

You passed the portal from the door with the blue circle. Five days have passed and tension is getting stronger. It is said that in the base there is a lab. There are these strange creatures around the building.

Some of them, the Googlers, are very smart and they know the answers for everything. There is this zombie-robot that goes around and distracts them.

## Characters

### CHER

Age: 24

You are a successful singer, you love your work, and want to go back to the real world. You are getting impatient with the situation. You don't want to waste more time here. You blame Hermione and Leka for opening the portal. They ruined your career. Vader is your uncle. You trust him. He has always been good to you and protected you.

Superpower: Becoming super tiny when it's needed by drinking the transparent liquid.

### LEKA

Age: 20



### RODICA

*People that participate in LARP learn how to be more patient, friendlier and how to be more emphatic to people who have disabilities.*

Your father worked on the development of the viruses with Tesla. You are immune to the disease and have the antidote, meaning you can heal people. You really want to go back to your family that you love and normal life.

You found out that Adele is your great-granddaughter and feel nothing but love towards her.

Superpower: healing people with a potion that only you can touch

### ADELE

Age 30

You are born and raised by the rebel community. When the rebels left they put you in charge of the base alone. After two years of loneliness you succeeded in opening the portal, which is illegal in the community of the rebels.

You know that there are some broken machines. They can't be fixed, they have been like that for 30 years. But only one can be fixed - the food machine. You have never fixed the food machine before. You know that there is a lab somewhere, but don't know where exactly.

You fell in love with Ricky and want to get away from this world, because you are afraid of punishment from the rebels for opening the portal and you also don't trust the robots.

Leka is your great-grandmother and you feel really connected to her.

Vader is acting very suspicious.

Superpower: super strength, activated by saying 'Hulk smash'.

### RICKY

Age: 35

People call you handsome all the time. Women love you and you are a very passionate person who fell in love with Adele. You show your appreciation for her with gifts and gestures.

Back home you have a dream-job and you want to return.

Superpower: flying and immunity to the disease, flying is activated by saying 'I am Batman'.

### **VADER**

Age: 55

You are a very successful businessman with your own car-selling company. Sometimes you do immoral stuff so you can expand your company. You are very good at manipulation.

You know that you are infected and need other's energy by infecting them with the disease by marking them with the marker on the hand. If you mark 5 of them you get the most powerful weapon – immortality. If you win this immortal status you can wish for something and the LARP ends.

Sydney is very close to you. She loves you, but you have no feeling for her. Cher is your niece. She is your favourite relative

### **HERMIONE**

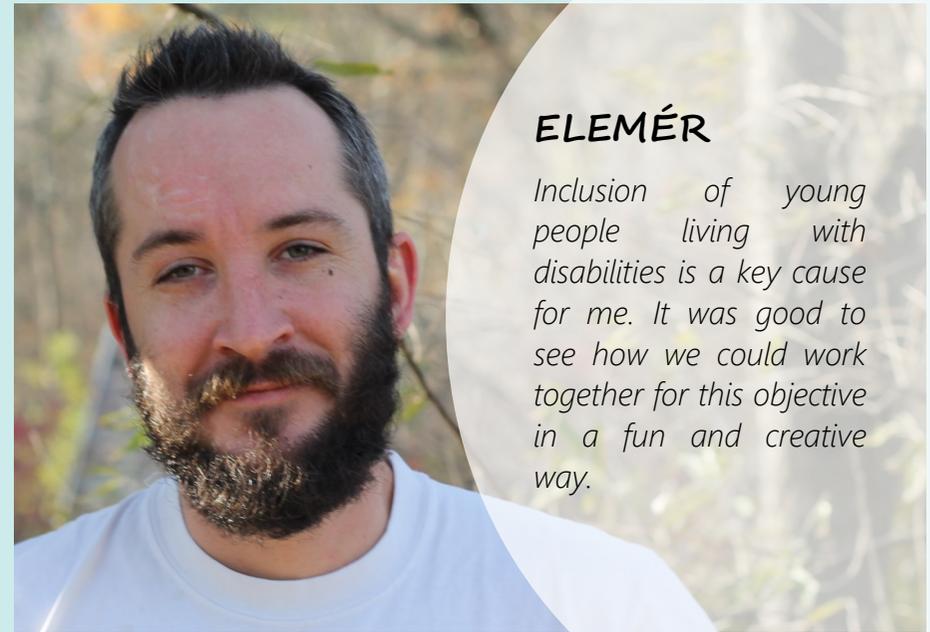
Age: 30

You are working as Tesla's assistant and you get along together. You think hurting people is immoral. Your passion and curiosity for science is limitless. In the other dimension you are fed up with life, because you have nothing else to explore and are very interested in the situation with the virus.

### **TESLA**

Age: 65

**22.**



### **ELEMÉR**

*Inclusion of young people living with disabilities is a key cause for me. It was good to see how we could work together for this objective in a fun and creative way.*

You are selfish and hungry for power. Your life's work is the virus. You had this developed with Leka's father.

Other people for you are only experimental material, like lab mice. It is very interesting for you to stay in this world, because of your research.

Hermione is your lab assistant. You are grateful that she is besides you but you use her only for your advantage.

Your goal is to observe others and study the effect of the virus. Then you can control the virus and make a huge army to control the world. For this you need to find the lab.

### **SYDNEY**

Age: 28

You are a personal assistant in a big company, which happens to be owned by Vader.

## Game mechanics

- ◇ Everybody has an energy crystal (marker) that keeps their energy level in this dimension. If they lose this, they will lose energy in 5 minutes. If the crystal returns to them their energy comes back
- ◇ If you get a mark on the hand you are infected. This infection works differently depending on the person. Those who have power will lose them. A message is received by the Game masters when a character is infected.
- ◇ A character can be healed by drinking a potion. Only the healer can touch the healing potion.
- ◇ Some people have different powers which can help them in certain tasks. They use them by saying special words. Your helpers are the Googlers, who are not at their best state. You can ask them multiple questions and this happens by writing on the paper that they have.



## LESSONS LEARNT FROM THE SECOND LARP

During the second LARP, the group gained valuable experience and we got many insights on how to implement a LARP in practice. Here are some of the main points we learnt.

1. Game masters should not intervene in the game. They should be observers and interact only as a last resort. Stopping the game is ruining the experience and may be stressful for some of the participants to re-enter their role. Any pause of the gameplay is ruining the immersion and the general feel of the game atmosphere.
2. After the instructions are given and the game has started, participants should have as much freedom as possible. They should be able to shape their gameplay and act without many interruptions.
3. The tasks should match the skills of the participants. The GM should take into the account the prior knowledge of the participants— their mental, physical and cognitive condition and adapt the gameplay according to it.
4. The plot and the tasks should be executable in the agreed time limit.
5. The setting should be accessible to everyone (including people with disabilities). If there are usable objects, they should be marked as such.
6. Game masters should react to the gameplay. If the participants are confused or unable to complete a task, they should receive a clear instruction. If they are still not able to complete it, it should be removed or solved for them in an adequate way. If the participants are bored, it means that something should change.

If the game is not going according to plan, it is a good idea to go with the flow if it is not changing drastically specific elements or the plot.

7. The game should end for everyone simultaneously. It is a bad idea if player or a group of players ends the game before other people. It prevents the final lesson:

8. The evaluation of the game should start simultaneously for all of the participants. Everyone should share his or her experience and feelings together. This process should start ideally after the game ends because then the emotions are still fresh.

**The 2nd LARP was created by: MARTINA, TEODORA, GEORGI, ANIA, MONIKA, ADRIAN, DANA, RODICA, ROLAND, PAULA RITA, VINCENZO**

## USED RESOURCES

<http://www.larping.org/>

<http://imaginaryrealms.org/>

### LILLA

*It was inspiring and enriching to see how the participants of the training worked so hard to design their LARPs. Even with the difficulties we could see how this creative tool can be a motivating power .*



### GERGŐ

*Outcomes (2 larps and the handbook) of the project can be a strong base of future projects for us and our partners. I am really grateful that I could take a part in this TC and I had an opportunity to exchange ideas, experiences with the others .*

<http://vm136.lib.berkeley.edu/BANC/collections/drilm/index.html> : The Disability Rights and Independent Living Movement, The Bancroft Library University of Berkeley

<http://www.mtstcil.org/skills/il-2-intro.html> : Mountain State Centre for Independent Living, History of the Independent Living Movement

<http://www.independentliving.org/docs6/martinez200309.html> : Independent Living Institute, The Road to Independent Living in the USA: an historical perspective and contemporary challenges

<http://www.nilp.org/about-us/history/> : The Northeast Independent Living Program, The History of Independent Living

<http://www.enil.eu/about-enil/> : European Network on Independent Living, About the ENIL

[https://en.wikipedia.org/wiki/European\\_Network\\_on\\_Independent\\_Living](https://en.wikipedia.org/wiki/European_Network_on_Independent_Living) : Wikipedia The Free Encyclopaedia, European Network on Independent Living

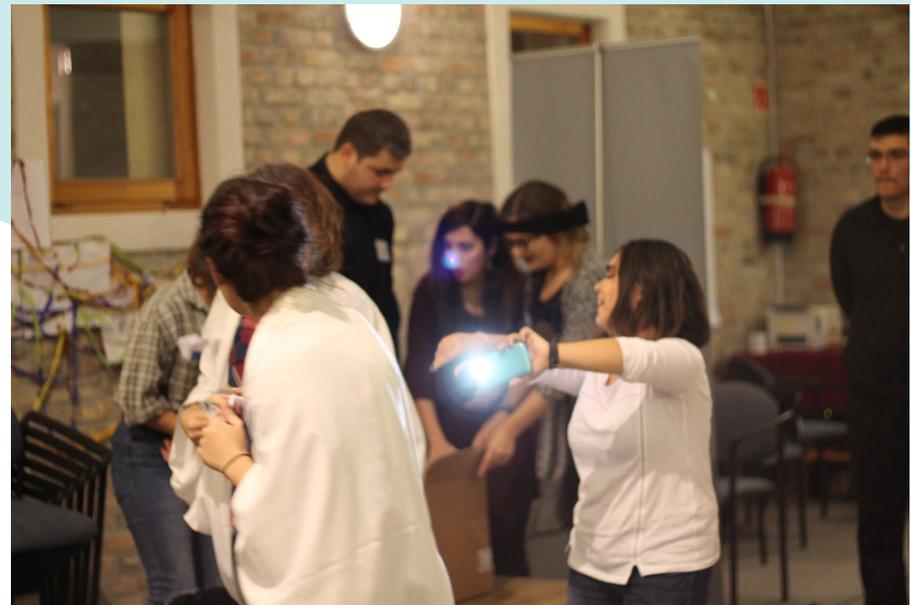


PHOTOS OF THE FIRST LARP





PHOTOS OF THE SECOND LARP





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