Kofinanziert von der Europäischen Union

lea learning environment applications

The LEA Game

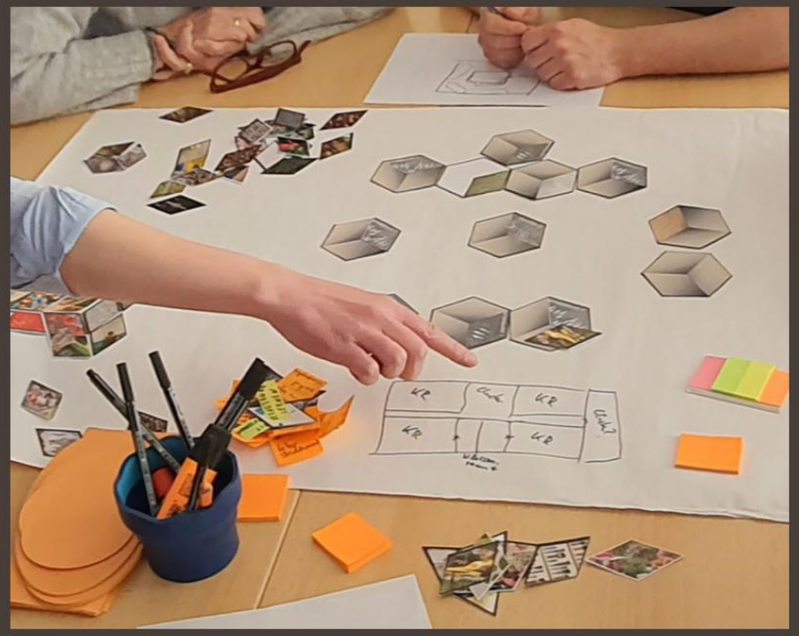
Handout | Petra Moog

Idea & Development | Beate Weyland & Alexandra Galetti

ERASMUS+ Funding Program 2020-1-DE02-KA202-077655

Introduction

Why



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INTRODUCTION

During and after the pandemic, a “serious game” was developed as part of the ERASMUS+ project LEA to support participatory learning space development processes in a communicative, playful and creative way. It is based on the 10 years of research experience of Prof. Beate Weyland and Alexandra Galetti in the field of learning and developing space (Institute for Pedagogy, Free University of Bozen-Bolzano). At the beginning of the project you took over the lead for the LEA game. The simulation game consists of various materials that can also be used online.

During the 2.5 year development period, a total of seven different versions were created, which were tested, reflected and further developed in more than 25 phase zero processes at the Sophia::Akademie in Germany, the PH Lucerne in Switzerland and the PAD-Lab in Italy became.

These instructions describe the final version, which can be produced inexpensively in Fablabs or Maker Spaces and is freely available for download as open educational materials (OER) in four languages via the partner websites and the European Project Results Platform.

We would like to thank the more than 400 teachers, learners, school construction consultants, architects, representatives of authorities, bar camp and symposium participants from 18 countries for their critical and benevolent feedback, which enabled us to develop the game step-by-step .

Another little tip from participation practice: The materials can also be used very profitably in other issues, e.g. in school development processes for team building, mission statements, etc. It is also worth combining with other methods and materials, e.g. design thinking, LEGO, etc

Düsseldorf, August 30, 2023

Dr. Petra Regina Moog
(Project Manager Erasmus+ Project LEA)

PLAYING INSTRUCTIONS

The LEA game is a board game that allows teams to develop and optimize learning spaces in a playful way. With the help of various materials, a constructive dialogue between the teachers, learners and planners involved in participatory school (re)construction processes is promoted. As a simulation game, it facilitates needs analysis in participatory learning space design processes. The aim is to initiate a joint brainstorming session based on clearly formulated requirements, needs, visions, feelings and your own personal and professional expertise, which provides a reliable basis for a phase zero process.

The LEA game consists of various elements that can be used in a variety of ways:

- to engage in an in-depth exchange of ideas about the future design of the school, to support a working
- group in the needs analysis and the specification of the pedagogical-spatial requirements, to recognize and name
- activities and pedagogical requirements and to derive multifunctional uses from them, pedagogically meaningful and everyday
- spatial relationships based on the needs of the school stakeholders, to develop a common picture of the pedagogical-spatial
- school development in a short time.

Below you will find various illustrated game instructions. They result from the more than 25 different processes in Italy, Germany and Switzerland in which the game was developed co-creatively with primary schools, secondary schools, high schools and universities.
Please feel free to modify and add rules and materials according to your needs in order to adapt it flexibly to your own process and its requirements.

DOWNLOAD (-> Imprint)
All files for self-production of the materials are available free of charge as Open Educational Resources [-> Materials]. They can be printed with laser cutters in wood and on cardboard or paper.

HOW TO PLAY (ITALY)

by Alexandra Galetti & Beate Weyland, Free University of Bozen, Brixen

In Italy, the simulation game called LEA Neverland School Kit is divided into three phases:

1. Who am I and who are we: A slogan for our school!
Participants take a hexagonal card and place two illustrated cards on it and a white diamond-shaped card on which they write a wish for the school that does not (yet) exist.

After a presentation of their hexagons with the indicated images and wishes, the participants select those that the group considers most suitable to represent a common idea for the school that does not (yet) exist and place them on the reflection sheet, which can be found in the kit.
The group uses the markers to identify a slogan for their school.

2. My place where I really feel comfortable, our project for the “dream school”!
The participants distribute the hexagonal cards in equal numbers. The "ENTRANCE" card is placed in the center of the table, and everyone in turn places a hexagon card with a picture and a colored diamond-shaped card (corresponding to the functions that the room should have) on the table, which they mark, choosing the one they want Specify a location in the school that does not (yet) exist.
The goal is to create the functional diagram of the dreamed school. Participants can discuss the arrangement of the cards together. There is still a diamond-shaped space left on the hexagonal cards.

3. Let's conquer the school that now exists together!
Participants select a marker and place it on the ENTRANCE card. They take turns rolling the dice and moving the marker across the created playing field with the goal of "conquering" all of the created locations. The conquest consists of marking the space you arrive at and writing more precise design instructions (what the place should look like, what you do there, how you do it) in the still empty diamond-shaped space. The effort is to collaborate on the best description of the space.

The game ends when all rooms have been marked by the group.

HOW TO PLAY FOR D- A- CH - NL

by Petra Regina Moog, Sophia::Akademie, Düsseldorf

The game can be found in general education schools in Germany, Austria, the Netherlands and Switzerland under the name LEA simulation game.

1. Needs analysis

The first step is a visual brainstorming: The trapezoidal picture cards are spread out on the table. The participants intuitively choose the picture cards that they find suitable for the question and formulate their association on a post-it note. In the subsequent group phase, there is an exchange between participants using the think-pair-share method. The needs analysis results in a results poster that consists of a total of 9 images arranged like a diamond.

It represents the working group's common ideas as a result of the previous discussion process, based on the Diamond Ranking Method (Wollner 2010). Important terms and central ideas and characteristics are recorded on post-it notes associated with the images. This method is suitable both as an introduction to phase zero and for the reorganization of existing buildings or the redesign of outdoor areas. The combination of the picture cards in conjunction with a specifically formulated question in a participatory process leads to a creative and lively exchange, especially in cross-generational or transprofessional teams, and ensures an open exchange at eye level.

2. Pedagogical-spatial characteristics

Imagine an ideal learning place where you feel completely comfortable: Choose a photo from each of the 3 different spatial categories and place them next to each other on the wooden cards. Add the matching color activity card and combine it with the matching needs or function card. This creates a meaningful learning center.

Place your center on the table and match the colors of the centers of the other participants. Make sure that cards of the same color are next to each other. This ultimately gives you visually defined assignments of the learning and activity centers.

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HOW TO PLAY (D - A - CH - NL)

In a phase zero process, the resulting collages can now be translated into spatial relationships and spatial functional programs. For spatial school development processes, the documented characteristics, atmospheres and needs are the basis for the redesign of the learning spaces.

3. The final step is three-dimensional representation to obtain a draft functional diagram of the activities and interventions. A floor plan is created using wooden and picture cards, partitions and small elements to simulate objects, furniture and people.

The simulation game is suitable for the establishment of new schools, as well as for renovation and expansion measures or the redesign of the outdoor area.

INSTRUCTIONS FOR UNIVERSITIES

by Cornelia Dinsleder, University of Education, Lucerne (edited PM)

Preparation: Building floor plans, hexagonal wooden cards, game pieces, overview of the different room types, choose group size so that all room types are processed.

Step 1 (10-15 minutes)

Introduction to the spatial framework structures of the PH building using the floor plans. What is fixed? What is variable? Where are the load-bearing walls? Distribute room types and wooden cards in the group.

Step 2 Individual work (10-15 minutes)

Think about what qualities the respective type of room can have: very quiet, lots of light, shielded, separated by a wall, a cozy place, supports communication...
Write these qualities on post-it notes - you can also make them quick to understand with symbols or sketches.

Step 3 Small group (15-20 minutes)

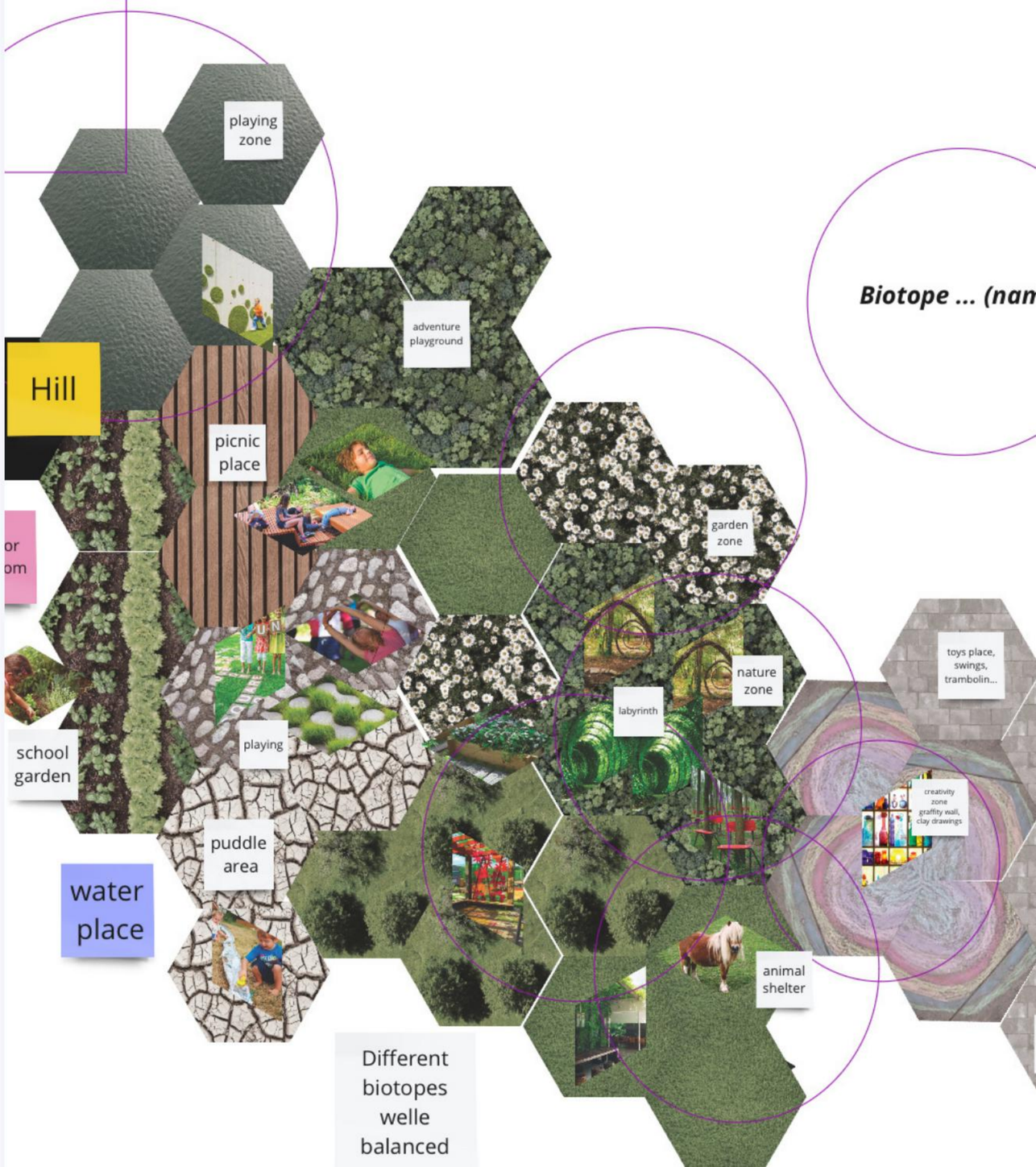
Introduce your room type and its respective qualities to the other “players” – justify the chosen qualities.

Step 4 Small group (30 minutes)

- Lay out room plans (levels of the building), create
- hexagons in each level in a meaningful way, determine: What should
- be in the entrance area? What qualities should he have?
- Document qualities through Post-it's, move
- through the rooms with 3 game characters (= different actors), develop teaching and learning scenarios and as
- Shoot a short video (mobile phone), recording the respective movements through the rooms + Story about the spatial qualities you find there;

Step 5 Presentation in plenary session (5 minutes)

Present your scenarios: Clarify the arrangement of the spaces, qualities and perspectives of the chosen actors. Mention three key findings at the end



MATERIALS

WOODEN CARDS [hexagonal]
The hexagonal tiles can be made by cutting a 1.5 mm thick fiberboard with a laser machine, with the radius of the circumscribed perimeter being 13 cm and the apothem being 5.5 cm; they contain discontinuous cuts of 1.5 mm thick to facilitate the perpendicular interlocking of the pieces, which can be achieved by breaking the tiles into sections; this process is facilitated by the weakening due to the cuts. This type of tile symbolizes the perimeter of a room, is used either alone or with others, and is characterized by vertically interlocking walls.

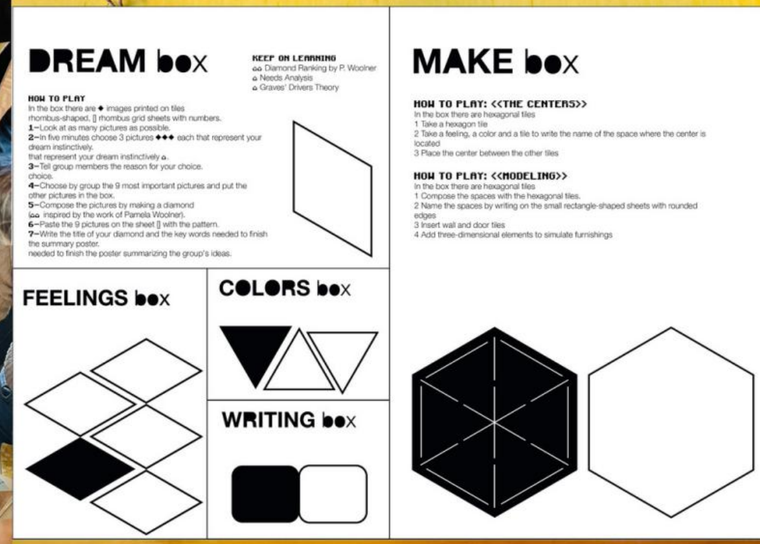
PICTURE CARDS [trapezoidal]
The diamond-shaped cards are made by printing and cutting a 50x70 sheet of 90gsm.

ACTIVITY ZONES [Half Hexagons]
The semi-hexagonal tiles are made by cutting out sheets of colored printed paper. The colors represent the following activities and properties (memes):

Recommended paper:
semi-transparent
tracing paper in the
respective color.

NEEDS and FUNCTION CARDS [triangles and trapezoids]
These diamond and triangular cards can be printed on 90gsm A4 sheets and contain the names of the emotions and the school rooms; they are used for the identification activity in the center and must be placed on the hexagonal cards.

LEA_Neverland school is a board game designed to use play to facilitate participatory design processes for school spaces by encouraging dialogue between different professionals (such as teachers, designers, institutions) through playful experience, creativity, and dreaming. With these goals, Dreams, Wishes, Feelings, and Brainstorming will metaphorically be the "first stone laid of the building."



IMPRINT

The development of the LEA simulation game was led by Prof. Beate Weyland from the Pedagogical Institute of the Free University of Bozen-Bolzano. It is one of four project results of the Erasmus+ project 2020-1-DE02-KA202-007655 LEA (Learning Environment Applications).

The LEA project results are available on the following platforms/websites in four languages (D, NL, I, and GB) and are available for free download as open educational resources:

www.lea.learning-space.eu
www.sophia-akademie.de
www.projektlernraum.de
https://leaneverlandschool.wordpress.com/
Projects | Erasmus+ (europa.eu)

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Projektpartner*innen im LEA-Projekt

Erasmus+
Enriching lives, opening minds.

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