

# Manual

for facilitators



### Included in the box:

- 52 *Lifetimers*, keychains, black and coloured whiteboard markers.
- 50 sets of character cards (4 cards per set).
- 5 sets of observer cards (3 cards per set).
- 30 relationship cards.
- 2 sets of non-player character cards (3 cards per set).
- 12 facilitator cards (script, statements, quiz, intro scene 2, epilogue)
- 2 costume elements for the non-playing characters (glasses & orange tie).
- name tags and permanent markers.
- voting material: blank ballot papers, pens, and ballot box (the lid of the storage box turns into a ballot box).
- USB stick with: presentations (3) and videos (5).
- decoration: logo bar and bistro, posters, graduation garlands, and menus.

### Bring your own:

- a device to play music
- a watch to keep time.

### *The Lifetimer* eduLARP requires:

- 2 facilitators
- 5-50 players
- 3 (class)rooms
- the materials listed on this page.

# Welcome

Welcome to *The Lifetimer*, an educational Life Action Roleplay (eduLARP) designed to experience the ethical and societal impact of a new health-care technology.

You should reserve at least three hours for playing *The Lifetimer*. The play consists of three parts, an introduction (45 min), the eduLARP (90 min) and a reflection (45 min). For the exact timing, have a look at the facilitator cards '*Script*'.

This manual explains how to facilitate the play. The manual provides a brief back story that introduces *The Lifetimer*. Next, it describes the role

of the facilitators, followed by information on the various character types and instructions for preparing the game rooms.

The manual also contains detailed information on how to use the introduction presentation. It presents two warming-up exercises and instructions that help players to get into their characters.

Finally, the manual shows how to play the different scenes and how to reflect on the experience after the play.

Preparation



figure 1: Phone with the *Lifetimer* app.



figure 2: Phone without the *Lifetimer* app.

# The Lifetimer

## Background story

*The Lifetimer* is a fictive health technology that is recently launched by the company *EternalInk Technologies* in Scene 1.

*The Lifetimer's* official name is *BioSync Inktelligence 2.0*. It is a biosensor that is coupled to an app. The biosensor consists of sensitive dyes that can detect all kinds of biological functionalities and markers, such as pH, sodium, and glucose, and it also indicates diabetes, obesity, depression, alcohol/drug abuse, cancer, and dementia. The sensitive dyes, like a regular tattoo, are injected into the skin and can transmit the measured data to an app. An algorithm processes the data and can get a good indication of a person's lifestyle and related health status.

Based on this data, the person's exact life expectancy is calculated and shown in the app. Next to monitoring the health status, the app provides daily updates and suggestions for lifestyle changes, such as an altered diet or exercise.

## The Lifetimer in the eduLARP

Players wear *The Lifetimer* (which resembles a smartphone) on a key cord around their neck throughout the play. *The Lifetimer* has two sides: a white side (figure 1) and a yellow side (figure 2). The white side indicates that the player is using the *Lifetimer App*. The yellow side represents a phone without the app.

Players use a black whiteboard marker to write their life expectancy on either the white or yellow side (depending on their app use). For the white side, this represents a calculated expectation. For the yellow side, this number is a mere estimate, as these players are not using the app. Premium users get to write their expected age with a coloured whiteboard marker on the white side.

# Facilitator

As a facilitator, you moderate the introduction, including the warming up, and the reflection.

Additionally, the game contains Non-Player Characters (NPCs) that include facilitators in the story while being able to facilitate the play.

The names of the NPCs are *Morgan Parker* and *Ember Bruins*. Make sure to wear a disguise when role-playing an NPC (glasses for Morgan, orange tie for Ember) and remove the disguise when you are the facilitator.

There are a couple of tips that can help facilitate the eduLARP:

- Be enthusiastic and show students that acting (as NPC) is fine.
- For some students role-playing might be uncomfortable at first. Be positive and encouraging. Create an atmosphere in which students feel safe to experiment.
- In your role as NPC, you can help start conversations and stir the discussions during the scenes in a specific direction. Don't hesitate to use this power.
- Observe the group well. Is there anyone feeling uncomfortable? Is someone not participating? Approach this person as a facilitator or as NPC, and offer, if needed, an observer role (see page 10).

# Characters

## Number of players

The eduLARP can be played with a minimum of 5 and a maximum of 50 players. In total, there are 25 different character cards. The same cards are used for more than 25 players but with different character names. The players can choose a pronoun: all character names are gender-neutral.

Always include the first five characters (Sam, Robin, Lou, Bo and Alex). The character cards are organised in groups of five different characters (figure 4). In these groups, one character embraces *The Lifetimer* technology and uses the app directly from scene 1 onwards. A second character is against *The Lifetimer* technology and will not use the app throughout the game. The other three characters hold ambivalent attitudes

towards *The Lifetimer*. Add additional character cards from the next group of five while remembering that these are organised in groups of five different character types.

## Character cards

Each player receives four character cards throughout the game (figure 3).

- **Blue cards:** The players start with two blue cards during the warming up. These cards contain a character description (persona) and information about the character's perceptions towards *The Lifetimer* (attitude).
- **Green card:** After the first scene, players receive a green card, which describes the developments between scene 1 and scene 2 especially in their career (job).



- **Red card:** Just before scene 3, the players receive a red card. The red card sketches the character's experiences in their life in the time that passed between scenes 2 and 3 (life).

The **persona card**, the **job card**, and the **life card** show the character's life expectancy in the top right corner. This life expectancy changes throughout the game; its increase or decrease shows on the green and red cards of scenes 2 and 3. A white number with a grey background corresponds to non-users (yellow side of *The Lifetimer*), while the white background corresponds to users of *The Lifetimer* which have the normal app (black number) or the premium version (colored number).

### Observer role

For some students, playing a character may be too uncomfortable; they can switch temporarily to an observer role if it suits them better. Specific questions are formulated to help students follow the dynamics of the play and the conversations that take place.

You can introduce the observer role in the introduction and hand out the cards if players are not participating. Check in after a certain amount of time if people want to switch to being an active participant again. This is not obligatory. Make sure to include the observers in the reflection afterwards.

figure 3: The different character card options. Two blue cards for scene 1, one green card for scene 2 and one red card for scene 3.



Character	Sam/Jody			Robin/Dale			Lou/Skyler			Bo/Dana			Alex/Avery		
Attitude	+	+	+	-	-	-/+	+	+	+/-	-	-	-	+	+	+/-
User	+	+	+	-	-	+	-	+	+	-	-	-	-	+	+
Life Expectancy	101	+11	+8	91	+5	+16	102	+17	+13	96	-3	-8	82	+6	+27
Character	Chris/Frankie			Rene/Beau			Kim/Riley			Valentine/Phoenix			Sacha/Lennox		
Attitude	+	+	+	-	+	-/+	-	-	+/-	+	-	+/-	-	-	-
User	+	+	+	-	+	+	-	+	+	-	-	+	-	-	-
Life Expectancy	105	+18	+12	76	+5	-20	85	+8	-5	93	+7	+9	65	-5	+2
Character	Casey/Drew			Andy/Blair			Charlie/Ellis			Jordan/Madison			Dani/Hayden		
Attitude	+	+	-/+	-	+	-/+	+	+	+	-	-	-	+	+	+/-
User	-	+	+	-	-	+	+	+	+	-	-	-	-	+	+
Life Expectancy	81	+5	-6	92	-3	-7	67	+19	+27	93	+5	-11	89	+8	+15

Character	Remi/Tory			Lane/Sage			Jules/Reese			Indy/Kendall			Ash/Cameron		
Attitude	+	+	+	-	-	-	-	+	+/-	+	+	+/-	+	+	+/-
User	+	+	+	-	-	-	-	-	+	-	+	+	-	+	+
Life Expectancy	109	+18	+15	76	-8	-5	79	+9	+15	91	+3	+9	98	+13	+9
Character	Luca/Terry			Jamie/Logan			Harper/Kelly			Rowan/Henley			Toni/Marlow		
Attitude	-	-	-	+	-	-	+	+	+	-	-	+/-	+	+	-/+
User	+	+	+	-	-	-	-	+	+	-	+	+	-	-	+
Life Expectancy	88	+16	+18	78	+5	-8	96	+19	+23	75	-4	-21	68	+7	+12

figure 4: character overview

This overview shows the different features of the various character types. The attitude describes whether a character has a positive (+), negative (-) or mixed (+/-) perception of *The Lifer*. A distinction is also made between characters who are users (+) or non-users (-) of the technology. The life expectancy is given for the first scene or as increase or decrease in the second and third scene. A coloured background corresponds to premium users, a grey background to normal users, and a white background to non-users of the technology.

# Room preparation

## Off-Game Room

### Introduction, warming up, reflection

- Arrange the furniture in the room so players have a chair to sit on while leaving ample room to move around freely.
- Place name tags, pens, paper, character cards, and material for the NPCs on a table.
- Arrange the character cards and the corresponding *Lifetimers* with the life expectancy of scene 1.
- Have the music ready to go.
- Start the presentation '*Introduction eduLARP*'.

## Game Room 1

### Scene 1: The Lecture

- Arrange the furniture in the room so that it resembles a lecture room.
- Start the presentation '*Presentation scene 1\_lecture*'.

## Game Room 2

### Scene 2: The Graduation

- Arrange the furniture in the room to resemble a bar where a graduation party takes place.
- Ideally, you would have high tables in the room that can serve as bar tables. Remove regular chairs and arrange a few tables to resemble the bar.
- Hang posters with the bar's name, a sign with 'Congratulations Alex', and posters reflecting the bar's vibe.
- Have **video 2** ready to be played and start the presentation '*Scene 2\_Quiz*'.

## Game Room 2

### Scene 3: The Reunion

- Rearrange the tables and chairs in another part of the room into small groups, such as in a bistro setting.
- Hang posters with the bar name and reflect the healthy vibe of the bistro. Additionally, you can put plants, placemats or menus on the tables.
- Create a space in the room that can be used as a polling station for the elections with a ballot box, blank ballot papers and pens. You can also decorate it with election posters.
- Have **video 5** ready to be played.



# Introduction

# Introduction

Before the actual play starts in scene 1, the facilitator provides the players with background information and instructions for playing.

During the introduction, the facilitator presents presentation 1: '*Introduction eduLARP*'. This part of the manual explains the purpose of the various slides in this presentation and provides tips on how to present them.

The introduction takes place in the Off-game Room. After the presentation, the facilitator helps players get into the character with a series of exercises.

## Presentation 1: Introduction eduLARP

### Background information

Start presentation 1 '*Introduction eduLARP*' slides 01 – 12.

### Slide 1

- Welcome the players.
- Provide info on structure (introduction, play, reflection).
- Acknowledgement<sup>1</sup>.

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<sup>1</sup> The eduLARP has been developed by Verena Schulze Greiving from Saxion University of Applied Sciences as part of a Comenius Teaching Fellow grant (Comenius Network, NRO) and in close collaboration with her Saxion colleagues Tjark Huizinga (research evaluation) and Afra Willems (layout and design), and with Gijs van Bilsen from Live Action Learning.



## Slide 2

- Goals of the eduLARP: developed to let players experience the impact of technology on society.
- Various concepts used to reach learning goals and have been basis for design: Concept of RRI to make players aware of developers role in innovation process<sup>2,3</sup>.

## Slide 3

- Stakeholders play an important role in an innovation process.
- Various stakeholder perspectives and dynamics are inscribed in the characters of this eduLARP.

## Slide 4

- An innovation can change society and a changing society creates room for new innovations. Socio-technical changes are the basis

for this eduLARP<sup>4</sup>.

## Slide 5

- Context of the eduLARP and *The Lifetimer*
- All societal developments and technologies in the eduLARP are based on actual ongoing developments, but exaggerated and extrapolated into the future.

## Slide 6

- The eduLARP plays in the year 2045.
- Show **video 1** to give players an impression how the world they play in looks like.

## Slide 7

- Explain more details about *The Lifetimer* technology which is central in this eduLARP
- Show *The Lifetimer* that is used in the play and explain how it works.

## Slide 8

- Most of the target group the eduLARP is designed for (technical students) have no experience in roleplaying.
- Introduce them to the concept and try to create a safe environment where they feel encouraged to play.

## Slide 9

- Try to motivate players that they really get into character and when playing, that they stay there (no phones in the game rooms!).
- Explain the concept of Alibi and the “Yes, and...”-technique<sup>5</sup>.
- Mention all safety options.
- Introduce observer role as safety option.

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<sup>5</sup> Alibi: as player you have a character. This character is saying and doing things, not you! Keep this in mind and use this as a safe space to act differently that you normally would do. For example start a heated conversation about the bad influence of the Lifetimer, or be an annoying prick when bragging about your premium Lifetimer membership. The “Yes, and...”-technique describes that you accept whatever another players says and based on that you add your own story to it.

## Slide 10

- Introduce the different rounds of the play and the colour codes.
- Explain the life expectancy and its colour code on the character cards.

## Slide 11

- Introduce the 2 NPCs, ideally by putting on the disguise.
- Act according to the roles (teacher Morgan speaks serious, student Ember is very chatty). This shows players that it is ok to act.

## Slide 12

- Introduce shortly the warming up and the character building.
- Players can stand up and move to the empty space in the room, forming a circle.

Pause the presentation after slide 12. The remaining slides of this presentation are shown between scene 1 and 2 (slides 13-16), between scene 2 and 3 (slides 17-20) and during the reflection (slides 21-25).

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<sup>2</sup> von Schomberg. (2013). A Vision of Responsible Research and Innovation. DOI:10.1002/9781118551424.ch3

<sup>3</sup> Owen et al. (2013) A Framework for Responsible Innovation. DOI:10.1002/9781118551424.ch2

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<sup>4</sup> Geels. (2002) Technological transitions as evolutionary reconfiguration processes: a multi-level perspective and a case-study. DOI:10.1016/S0048-7333(02)00062-8

# Warming up exercises

## Pass the clap

**Objective:** Move your body, make contact with the others.

**Summary:** A simple starting exercise where players stand in a circle and pass on a handclap to their neighbour.

**Duration:** minimum 10 minutes.

**Number of players:** max. 25 in a circle (split if the group is >25).

### Description of the activity:

The players and the facilitator stand in a circle. The facilitator starts the exercise by looking at their neighbor. They both clap in unison (both at the same time) once. The neighbour then turns to the person standing on the other side, makes

eye contact and claps in unison with that person. This way, the clap is passed around the circle. Once the players get the hang of this, challenge the group to speed up the exercise by passing the clap as quickly as possible while clapping in unison.



figure 5: pass the clap.

### Tips & directions

- Try to get into a single rhythm.
- Try to mix things up by changing the speed and tempo.
- Ensure that the players stick to the task and do not try to make up all sorts of different versions straightaway.

## Circle of emotions

**Objective:** teamwork, observation, association.

**Summary:** to copy an emotion and make it bigger.

**Duration:** 10 minutes.

**Number of players:** split the group for groups >25.

### Description of the activity

The players stand in a circle and pass on an emotion. The facilitator asks for a sentence and an emotion (e.g., "I need coffee." with the emotion 'anger').

One person starts saying the sentence in this

emotion to their neighbour. This person says the same sentence to the next neighbour in the circle, with a slightly bigger emotion. This way, the emotion grows bigger and bigger as it goes around the circle. The last person in the circle thus has to make the emotion as big as possible.

Repeat this cycle with another sentence and an opposite emotion.

### Tips & directions

- While the emotion grows, the facilitator must monitor the build-up carefully. The emotion should not be at its biggest halfway through the circle because otherwise, there is no way anyone next can make it any bigger. This exercise also shows whether a group can work together and move beyond (their own) boundaries.
- As the facilitator, you decide the starting point and direction within the circle. Doing so automatically determines who will go last and has to go completely crazy...

# Getting into character

After the general warming up, players get acquainted with their characters.

## Character cards

- Hand out the first two **character cards** (persona & attitude). The cards provide guidelines for playing.
- Encourage players to develop their character further in the same line.

## Silent walk

Walking around in character: players walk around in the room and try to enact the characteristics of their role with their body, e.g., by walking as a sporty person or being very shy.

Help players to enact their character by asking

guiding questions:

- How do you walk? Do you walk fast, slow, bouncy, or drag your feet?
- Are your shoulders straight or slumped?
- Do you make eye contact?
- Are you physically active?
- What is typical for your character? Are you chaotic or punctual? Do you have a typical habit?

Once players walk as their characters, ask them to enlarge their actions: "Imagine you're now walking at intensity level 5 on a ten-point scale. Enlarge it to the level '6', then to level '7', etc." Let them go to 10 and then back to 6/7 and instruct them to play out their characters slightly enlarged.



figure 6: silent walk

## Statements

Read out six statements. The players sort in corners of the best fitting answer for their character for each statement.

Let them have a look around who has similar perspectives or opposite opinions to the following statements:

- A healthy lifestyle is important.
- Money is an issue for me.
- I am a confident person.
- The Lifetimer is an amazing technology.
- The Lifetimer will provide wealth and a high life expectancy for everyone.
- The Lifetimer will revolutionize our health-care system.

## Relationships

Players form pairs and receive one relation card explaining what they have in common (e.g., regularly meeting at the market, know each other from high school, etc.). Let them create a story about this relationship.

## Lifetimer and name tag

Each player receives a *Lifetimer* and copies the life expectancy from their character card on the *Lifetimer*, if not done already. On a name tag, everyone writes their character name and pronoun.



eduLARP

# eduLARP

The eduLARP consists of three scenes:

1. The Lecture
2. The Graduation
3. The Reunion

The scenes are played in the game rooms. After each scene, the players meet in the off-game room. Here, they receive instructions for the next scene and their new character cards.

Each scene starts and ends with *Greenday* playing the song “Good Riddance (Time of Your Life)” (or a song of your choice).

## Scene 1: The Lecture

### Lecture and discussion

The first scene plays in the year 2045. At this time, the healthcare system is under pressure. An ageing population and an increase in chronic diseases leads to rising healthcare costs. New technologies promise to solve these issues; one is the healthcare technology *BioSync Inktelligence 2.0*, better known as *The Lifetimer*.

Scene 1 is set up as a lecture from Morgan Parker about the *Lifetimer* technology that takes place during the introduction week. Start presentation 2: ‘Scene 1\_Lecture’.

The setting of this scene helps the players get



used to their character in a known environment and situation. The players receive additional information about the technology and its costs in this scene. This information often triggers a discussion based on arguments and attitudes inscribed in the character cards. The second facilitator joins the presentation as student Ember Bruins and can also stir the discussion.

Players can decide how actively they participate in the discussion. The facilitator (as Morgan Parker) can stimulate the discussion by asking questions or making provocative statements about the technology.

### Preparation for the next scene

After the scene is finished, players prepare for the next scene in the off-game room.

- First, the players receive the **job card** for scene 2.
- Resume presentation 1 'Introduction eduLARP' slides 13 – 16.
- Ask the players: "How did the experiences

during the first scene influence the lifestyle of your character?"

- Let them choose between: "I want to change my lifestyle immediately", "Lecture had no impact on my lifestyle", or "I don't believe this crap".
- Based on their choices, players can add +5, 0 or -5 years on their lifetimer, respectively.
- Then set the lifetimer together: New life expectancy = old life expectancy + number character cards + number choice
- Introduce the next scene (facilitator card 'Introduction scene 2').

## Scene 2: The Graduation

### Party and graduation gift

Scene 2 is the graduation party of one of the students – Alex – in 2052, 7 years after the first scene. Alex has done their graduation project at *EternalInk Technologies*, the company that developed *The Lifetimer*. Alex contributed to the further improvement of *The Lifetimer* and gets a lifelong premium subscription to *The Lifetimer* as a graduation gift.

Alex's supervisor at *EternalInk* congratulates them via video call (**video 3**). The facilitator who plays Morgan Parker hands Alex a new *Lifetimer* with a premium life expectancy written on it. After the congratulations, players mingle at the bar and discuss the developments of their character and the technology...

The facilitator who plays Ember initiates this part by announcing that the drinks are ready. Ideally, real drinks and/or snacks are provided to mimic the atmosphere and give players healthy and

unhealthy options. In this scene, the implementation of *The Lifetimer* in society has proceeded, and players have experienced the benefits or disadvantages of this technology.

### Quiz

Mostly, the students find topics to discuss with each other. If the discussion doesn't start, Ember can introduce a quiz. For this use the powerpoint presentation 3 'Scene 2\_Quiz' and the facilitator cards 'Quiz'.

### Preparation for the next scene

After the scene is finished, players are prepared for the next scene in the off-game room.

- They first receive the **life card** for scene.
- Resume presentation 1 'Introduction eduLARP' slides 17 – 20.
- Ask students which choices they have made during scene 2, during the quiz and/or while eating/drinking. Let them choose between:
  - "The Lifetimer would be proud of me."
  - "I stay true to myself."

- “I know what is good for me, not technology.”

The players add +10, 0 or -10 years on their *Lifetimer* based on their choices. Set the *Lifetimer* together: New life expectancy = old life expectancy + number character cards + number choice.

Initiate a short silent walk to help players embody their new character developments and exchange these with their fellow players: let them walk around and think about what happened to their character and how it makes them feel. Clap and let players briefly exchange what has happened to them in the last few years. Repeat this 2-3 times.

Introduce the next scene (**video 4**).

### Scene 3: The Reunion

#### Reunion

The third scene plays at a bistro that Ember opened recently. It is the year 2070. During the past 18 years, *The Lifetimer* has become an integral part of society. Health and longevity have become important norms which have been supported by society at large. People who do not live up to these norms are excluded and become disadvantaged.

Eighteen years after the graduation party, all characters meet each other again at the age of 44. The players can talk about what happened to them in life, the developments that have been going on, and how they now feel about the *Lifetimer* technology. Ember will serve them drinks and/or snacks while Morgan is part of the reunion, catching up with former students.

#### National referendum

During the reunion, Ember announces that the prime minister is holding a press conference

(show video 5). The video mentions the divide in society and announces a national referendum to let people decide whether this technology should be continued. After the announcement, players should discuss this referendum and whether to vote for or against the technology.

The facilitator playing Morgan Parker sets up a polling station at the back of the room and, after some time of discussion, invites the players to vote individually. Each player goes to the polling station to vote for or against the technology.

When everyone has voted, the facilitators count the votes. They announce the outcome, play music, and one facilitator reads the epilogue (facilitator card ‘*Epilogue*’).

Depending on the outcome, four possible epilogues portray a strong or a mild vote for/against the technology.

The facilitator can end the eduLARP with the words, “Thank you for playing *The Lifetimer*.”

Reflection



# Reflection

## **Bleed**

Start this section with the concept of bleed. Bleed in LARP refers to the emotional crossover between a player's real-life feelings and their character's experiences. Bleed can happen in two directions, either as bleed-in or bleed-out.

Bleed-in describes that a player's personal emotions, thoughts, or experiences influence how they play their character. For example, if someone feels stressed in real life, their character might react more anxiously in the game.

Bleed-out means that the emotions from the game linger after play and affect the player's real-life mood or behaviour. For example, feeling sad or angry after an intense in-game conflict,

even though it was just part of the story, can also leave the player sad or angry.

In this eduLARP, players only stay in character for less than 90 minutes. Therefore, the bleed is minimal. Still, it is important to make the students aware of this possibility.

## **Discussion**

Start the reflection by asking the students how they voted in-game (presentation 1 '*Introduction eduLARP*', slide 21 onwards). You can ask them to raise their hands (for or against the technology) and ask a few players to explain why.

Next, you can ask students how they would have voted as themselves. Again, discuss the motives

of their choices. The choices mentioned are mostly linked to the technology's societal impact and the players' ethical dilemmas.

You can draw a link to real-life technologies explaining a couple of developments that emerged in the play (e.g., by using the example of AI):

- Placed on the market by technology firms (technology push, innovation race)
- Quickly integrated into various parts of society (work, school/university, social platforms, etc.), difficult (not possible) to stop
- Inequality/accessibility: free chatbot but paying for images
- Changing values/norms: digital identification, fake information, what is real?, certain qualifications needed for work become unnecessary (writing, translation, painting, programming, making decisions (hospital)....)
- Rules and regulations => for whom, when, how?

### Professional learning

Ask students how they could integrate the experiences from the eduLARP into their future professional lives. They can write their answer on a post-it / small paper and discuss it with their neighbour. Depending on the group size, you can also discuss this plenary.

While this eduLARP is developed as a stand-alone play of 3 hours, it benefits from an extended de-brief. If possible, take more time to reflect on the experiences players have made and how to use these insights in their daily activities. Ideally, this play is part of a course on ethics, responsible innovation or stakeholders in which the concepts and theories mentioned in the introductory presentation can be further discussed.

Thank you for playing *The Lifetimer*

Questions, remarks, or suggestions?  
please contact:

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The  
Lifetimer 