Name of the method	The Role Play Method
Origin or ownership of the method	It has been used from the ancient times
How the method corresponds to the common guiding principles of GRT	Supports teachers to explore new innovative ways of learning. Supports students to interact keeping thus their interest on alert as well as their motivation to learn actively. In many of our projects where role play was implemented, teachers who participated realized that role play inspired them to get in a trip to explore new innovative ways of learning out of their comfort zone. From their feedback after they implemented the method to their schools they testified that the mood dramatically changed for the better among the students, whenever role play method replaced the typical teaching model. The whole class actively participated in the learning process making the lesson rather a (drama) play than a bored and timeless process. And finally this was a good reason for them to "keep teaching".
Preparation needed for implementation of the method	For the preparation my dear teacher it is needed : To set the educational goals To discuss with your students about their fears and expectations To set your role in the process To estimate the needed time To choose the suitable place To spend a class session explaining the technique
Materials needed	Small or bigger (paper or plastic) labels with the name of the role Explanatory texts related to the role(s) Chairs or desks or some educational material (maps, etc)
Additional staff support needed or combinations with other scientific topics (optional)	Not necessary, but possible and always welcome.
Method description	Role-play is a technique that allows students to explore the lesson by interacting among them in a managed way in order to gain knowledge and develop experience in a supported by the teacher environment. Depending on the intention of the activity, participants might be playing a role similar to their own (or their likely one in the future) or could play the opposite part of the interaction. Both options provide the possibility of significant learning, with the former allowing experience to be gained and the latter encouraging the student to develop an understanding of

	the situation from the 'opposite' point of view. Moreover when we put the students to play the role of the opposite part we offer them the opportunity to learn how to manage their reaction and behavior living in dislike situations.
	How it Works
	Let's say that we have several different pairs of shoes and we are asked the to get into one of them and then to walk putting on it. We have to follow the shape of the shoes pear but not without any support. Teachers are always close to us giving instructions on how we must walk on the floor. We may be given specific instructions on how to act or what to say, as an aggressive client or patient in denial, or as a famous General or representing chemical elements during a chemical reaction for example, or required to act and react in our own way depending on the requirements of the lesson. Sometimes we will act out of the scenario and this makes very much sense as afterwards there will be reflection and discussion about our behavior .
	Role play not only provides a variation in teaching technique, but also allows a more student centered approach to learning. Whilst in the orthodox method only the most bold students manage to raise questions, in a role play are actively involved. By getting students to play roles, they come to feel issues, experience, tensions and conflict and enter into bargaining and cooperation. They thus experience the teaching process as an activity rather than just to be taught as detached passive observers. As a means of increasing student participation, role play can stimulate interest in the subject and encourage students to continue learning.
Detailed instructions	Role-playing exercises can be hard work for the instructor, both in preparation and in execution, but the work tends to pay off in terms of student motivation and accomplishment. As with any big project, it's best to take it one step at a time:
	Define Objectives
	Choose Context & Roles
	Introducing the Exercise
	Student Preparation/Research
	The Role-Play
	Concluding Discussion
	Assessment
	Fortunately, much of the work of preparation, once done, can be distributed to other educators.
	Define Objectives

The details of what you need to do depend entirely on why you want to include role-playing exercises in your course.

What topics do you want the exercise to cover?

How much time do you and your class have to work on it?

What do you expect of your students: research, reports, presentations?

Do you want the students role-playing separately or together?

Do you want to include a challenge or conflict element?

Choose Context & Roles

In order to prepare for the exercise:

Decide on a problem related to the chosen topic(s) of study and a setting for the characters. It is a good idea to make the setting realistic, but not necessarily real. Consider choosing and adapting material that other instructors have prepared.

If the characters(s) used in the exercise are people, define his or her goals and what happens if the character does not achieve them.

You should work out each characters' background information on the problem or, better yet, directions on how to collect it through research. If possible, prepare maps and data for your students to interpret as part of their background information rather than the conclusions upon which they would ordinarily base their decisions (especially if the characters are scientists).

Introducing the Exercise

Engage the students in the scenario by describing the setting and the problem.

Provide them with the information you have already prepared about their character(s): the goals and background information. It needs to be clear to the student how committed a character is to his/her goals and why.

Determine how many of your students have done role-playing before and explain how it will work for this exercise.

Outline your expectations of them as you would for any assignment and stress what you expect them to learn in this lesson.

If there is an inquiry element, suggest a general strategy for research/problem solving.

Student Preparation/Research

Even if there is no advanced research assigned, students will need a few moments to look over their characters and get into their roles for the exercise. There may also be additional questions:

Why are they doing this in character? Why did you decide to make this a role-playing exercise?

Students may have reservations about the character that they have been assigned or about their motives. It is good for the instructor to find out about these before the actual role-play. It can be very difficult for a student to begin researching an issue from a perspective very different from their own because even apparently objective data tends to be reinterpreted as support for pre-existing world-views.

With regards to the exercise's topic , many groups have well-written, carefully researched, and nicely-engineered websites that will provide arguments as well as information for a student assigned a character and this is very important.

Often, the best resource for understanding people is other people.

If there is an inquiry component (i.e. student-led research), the students may need help coming up with a research plan and finding resources.

The Role-Play

Depending on the assignment, students could be writing papers or participating in a Model-UN-style summit. For a presentation or interaction, props can liven up the event, but are not worth a lot of effort as they are usually not important to the educational goals of the project.

Potential Challenges with Interactive Exercises

Concluding Discussion

Like any inquiry-based exercise, role-playing needs to be followed by a debriefing for the students to define what they have learned and to reinforce it. This can be handled in reflective forms, or a concluding paragraph at the end of an individual written assignment, or in a class discussion. The instructor can take this opportunity to ask the students if they learned the lessons defined before the role-play began.

Assessment

Generally, grades are given for written projects associated with the role-play, but presentations and even involvement in interactive exercises can be graded. Special considerations for grading in role-playing exercises include:

Playing in-character

Working to further the character's goals

Making statements that reflect the character's perspective

	In an interactive exercise, being constructive and courteous
	For many assignments, being able to step back and look at the character's situation and statements from the student's own perspective or from another character's perspective.
	Further Recommendations
	How to Use Individual Role-Playing Projects
	How to Use Interactive Role-Playing Exercises
	Explanatory video about role play:
	https://youtu.be/sOxwZsqmpTM
Experiments, conducted in the different schools, involved in the project	Role playing experiments done:
	Teacher Palaiologou Evdoxia at 4th Primary school Nea Moudania tested the method (as a combination also with flipped classroom and music in the air tools) with her 6th graders in relation to her social and political education studies. According to the testing report, there was only one student who shared that the traditional way of teaching /learning would be preferable for him. The remaining students stated in the evaluation questionnaire that they were excited, and that they would like the lesson to be done in this way more often.

Check out the report from the adaptation and the test done.

Evaluation tools	*Questions, which a teacher can use in order to monitor his/her progress with this tool and establish its usefulness and feasibility:*
	Is it hard to establish a routine of using the proposed method?
	Which type of character/s get the most attention from your students? How well do they study them before they impersonate them?
	Have you observed changes in the students' interest towards the subject and their engagement with classwork and homework? If yes, what were they?
	Have you observed an increased interest and desire to read more and do more role play, openly demonstrated by your students after the first tests you did?