| Name of the method | Impersonating Historical Personalities: First Person Narrative

Learning style: **auditory, reading & writing** |
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| **Origin or ownership of the method** | No ownership |
| **How the method corresponds to the common guiding principles of GRT** | The impersonation narrative method is a creative supporting teaching tool. The method follows the principles of the GRT method – inspiration, love, freedom and inspires teachers to adopt the first-person narrative approach as **if the content of the lesson is itself a story**. The thread for the narration supports the content of the topic and the lesson plan.

The method invites teachers to choose a major inspiring personality - relevant to the educational content - and narrate the lesson using ''the first person'' narrative. This method ''brings'' to class the value and allure of important personalities. The impersonation of historical personas is easily transferable to diverse disciplines and can be used in certain lessons or on a yearly basis.

The method:
- triggers the interest of the student (thanks to the teacher's choice of a ''different'' unusual method and of a ''persona'')
- enhances dialogue and reduces students' stress as the teacher is no longer their teacher but now she/he is Einstein
- directly and indirectly transforms the lesson into a game
- creates fun for teachers and students - teachers present the educational material as if they are part of it whereas students become witnesses to events
- stirs the attention of the audience
- increases participation and interaction |
| **Preparation needed for implementation of the method** | Teacher:
- overview of the annual material of the educational content of the curriculum;
- selection and creation of a list of the most important personalities of the discipline/ content;
- selection of the historical figures adequate to meet the objectives of the educational content;
- standard preparation of the discipline's content;
- preparation of a lesson plan
- selection of the activities (time traveling, discovery approach, treasure hunting approach) relevant to the discipline and the educational content;
- teaches by using the first person |

Materials needed	Optional: ● ''props'' to support the character (objects that can help teachers to illustrate the impersonation. For example, a hat, or objects relevant to the content of the lessons).
Additional staff support needed or combinations with other scientific topics (optional)	No
Method description	The method invites teachers to consider the educational content as a story in itself and to choose ''the first-person'' narrative; thus, s/he introduces himself/herself and addresses the class as an ''important personality''. The method does not require acting skills or acting practice. The teacher decides if s/he will impersonate the same character for the whole year or pick up different personalities according to the topic of each lesson. The method provides flexibility, directness and encourages a range of approaches to the teaching process: 'navigating' through knowledge, explaining and teaching the content of the curriculum. The teacher can dialogue with students as if they were a research team because impersonating, for example, a scientist places students in a first-level learner position as if they are witnesses/contemporary to the event. Questions are posed in the present time as if students are part of the research team asking questions related to the topic. The method indirectly: ● produces effective ''question- answer'' sessions on the topic and might lead to the creation of a story/-ies ● transforms the lesson into a game as it encourages creativity (time traveling and discovering activities) ● develops cognitive skills *the method can invite students to time travel and create a story
Detailed instructions	Preparation: The teacher ● prepares the standard lesson plan ● focuses on the main characters or phenomena included in the educational content ● selects and creates a list of the most important personalities of discipline ● decides on the character: relevance to, suitability for the specific or the general topic of the discipline (Pythagoras when teaching

	the theorem of Pythagoras or HYPATHIA or Thalys, or Archimedes, or Einstein, or Newton when teaching gravity).
	• chooses the type of activities (time traveling, discovery, treasure hunting approaches) relevant to the discipline and the educational content (optional)
	• teaches by using the first-person
	In class:
	• the teacher introduces himself/herself with the name of the historical personality to attract the attention and interest of students from the very beginning of the lesson
	• presents the information in the first-person narrative
	• uses the inquiry method (asks questions during the lesson/invites students to ask questions)
	• introduces different kind of ''games'' (treasure hunt, discovery/mystery hunt, inquiry team, time traveling)
Experiments, conducted in the different schools, involved in the project	The method has been tested with a total of 60 students in 3 schools in Romania (EuroEd by teacher Emil Juverdeanu, Mihai Eminescu Iași by teacher Camelia Mancea and Școala Gimnazială "Elena Cuza" by teacher Alina Albu).
The feedback received was as follows:
When asked **how they felt during the modified lessons**, the students answered: comfortable (20), relaxed (30), curious (4), stressed (3), satisfied (1), Distracted (1), Overwhelmed (1).

When asked whether the method **helped them better understand the material**, 57 out of 60 answer YES.

When asked whether they feel more motivated to learn the subject as a result of the lesson, 55 out of 60 answer YES.

When asked whether they would like to have more lessons like this in the future, 54 out of 60 answered YES.

When asked whether the modified lessons were distracting only 12 out of 60 answered positively. However, when analyzing the reasons for getting distracted that the students gave, it appears that only 4 were really distracted, stating that: "I was distracted by the information from the art", "There was too much talk/noise in class", "School is not only games", "Other method was more clear". Others who have given a positive answer commented as follows:
"I liked that at reading time I was able to paint. It was a productive hour"
"I would like to have one in the future."
"I got out of my environment, I talked to someone other than friends." |

"I wasn't under stress, and I could pay attention better than usual. It was the best"
"I wish once a week to have this kind of class."

Other feedback that was provided by the students:
"It was creative, I can learn faster"
"It was creative"
"It was funny"
"I was marked by the story behind the paintings"
"I focused on the activity"
"We were very calm and it was interesting to paint in English"
"It stimulates my imagination"
"I would like more activities like that"
"Lots of interesting information"
"Nice activity, I would like to do other activities like that".

The overall evaluation of this approach to adaptation of lesson plans is highly positive and the tool is a recommended one.

Videos from the testing:

https://youtu.be/J21t7nSAAVI

https://youtu.be/6_jgJgychPs

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 about the characters they were impersonating or that they are about to impersonate, openly demonstrated by your students after the first tests you did?