

## INTRODUCTION

In the development of this book, young people all over the world have been writing poetry and stories, acting, mapping, drawing and designing, recording music, and planning exhibitions – thinking about knowledge-sharing, budgets, and accessibility. This creative outpouring has been a response to the ancient classical world and a response to antiquities as represented through the modern art form of animation. The lesson plans and resources behind these experiences are collected here to inspire and facilitate more adventures with the ancient world. Feel free to photocopy the activity and information sheets for your students.

The Panoply Vase Animation Project – run by Steve K. Simons and Sonya Nevin – makes animations from real ancient artefacts. The Ancient Greeks covered their vases in wonderful images of their gods and heroes, and scenes of everyday life. We take those images and move them, using that movement to tell ancient world stories and to make it easier to see what is going on in the original images.

Between 2016 and 2022, we made five vase animations as part of an international project: *Our Mythical Childhood... The Reception of Classical Antiquity in Children's and Young Adults' Culture in Response to Regional and Global Challenges*. The animations are freely available online on our website, <https://www.panoply.org.uk>.<sup>1</sup> They live there alongside further videos created as part of the project.

In order to get the best out of the animations, this volume has been developed to bring together related resources that will help teachers and other educators to use the vase animations in the classroom or in other educational settings. You will find lesson plans, activity sheets, and images. You will find guidance and resources for making your own stop-motion animations. The lesson plans can be used just as they are, or they can be adapted to whatever would best suit your situation.

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<sup>1</sup> Unless stated otherwise, all the links in this book were accessed on 18 April 2023.

If you are teaching classical civilisation,<sup>2</sup> you may decide to use the animations during lessons on topics such as the Trojan War, relationships, mythology, religion, music, sport, or drama. You may wish to use them to teach classical art history – helping people learn to read images and to understand vases better.

If you are teaching a subject such as drama, literature, ancient or modern foreign languages, art history or animation, there is something here for you. And beyond subject-specific sessions, Classics famously offers routes into exploring topics that can be challenging in the classroom. There is material here for addressing topics such as same-sex attraction, comparative religion, animal welfare, the power of the irrational, concepts of heroism, women's rights, and more.

Most of the lesson plans are aimed at students in secondary school (around eleven to eighteen years old). Some lesson plans are created with younger learners in mind. All can be adapted to older or younger learners, and those with more or less knowledge of the Ancient Greek world. If you are home-schooling, or teaching in a museum or other non-classroom-based setting, again, there is lots here for you.

Classics is an international discipline. You will find here lesson plans by teachers in different countries and different educational settings. Every lesson plan contains an introduction, guidelines for carrying out the class, an activity to do in class, and a reflective comment.

Rob Hancock-Jones in the UK brings us a lesson on relationships in antiquity. Igor B. Cardoso in Brazil developed a lesson about the Trojan War and the cultural life of Ancient Greece. Alikí Markantonatou, a musician and teacher in Greece, created a lesson on lyrical poetry. Drama teacher and theatre facilitator Olivia Gillman in the UK introduces ancient drama and brings us an acting class centred on movement. Chester Mbangchia in Cameroon developed a lesson that introduces Dionysus and the world of performance and transformation. Michael Stierstorfer in Germany presents libation and sacrifice in a class on ancient religion with an optional Latin element. Dean Nevin in Switzerland brings us a class for younger learners who will learn about the goddess Iris and be inspired to write. Terri Kay Brown in New Zealand (Aotearoa) takes us through a cross-cultural look at rainbow myths. Jessica Otto in Germany offers an introduction to Heracles for those who are new to antiquity. Barbara Strycharczyk in Poland shares a collaborative project from across different year groups, in which students of different ages, in different disciplines, contributed to a shared display, all with a Heracles twist. Jennie Thornber in the UK brings us ideas for integrating vase

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<sup>2</sup> Based on the volume Editor's preference, this book features -ise verb endings.

animations and creative activities into museum trips. Louise Maguire in Ireland shows how planning museum exhibitions can give students a fresh way to think about ancient culture, collections, and public policy. Christina dePian in Greece has developed resources that support the creation of new stop-motion animations. You will also find lesson plans for classes that help students to learn about different styles of Greek pottery and how to read it.

I am enormously grateful to everyone who has contributed their ideas, creativity, and experience to the volume. I also extend my gratitude and appreciation to Katarzyna Marciniak, the Principal Investigator of *Our Mythical Childhood*, who got the project animations and this volume off the ground. Many thanks to Maria Makarewicz for her help and patience with the practicalities behind creating a collected volume. And I extend my thanks and appreciation to Bridget Martin and Martina Treu for their thoughtful feedback.

Huge thanks to my husband and collaborator, Steve K. Simons, the animator behind all of the animations, creator of the supporting documentaries, and the illustrator of all the illustrations and diagrams in this volume, unless otherwise specified. Further images created by young people have been used with the kind permission of their creators and/or the creators' parents.

We all hope that you enjoy this volume and that it leads to many creative adventures with Classical Antiquity.



**Figure 10:** Geometric figures come to life. Figures from Christina dePian, “Lesson Plan: Make Your Own Stop-Motion”, see. p. 249, made with resources by Steve K. Simons, available in this volume on p. 287.