



## PARTICIPATORY STORY

### The girl who brought victory (7 – 8 age group)

#### Learning objectives

Working in small groups throughout the 4 sheets, children will work on their writing skills with storytelling and writing tools to be able to write a prologue and a letter, understand the characters' behaviours, change point of view and imagine the end of the story.

#### Helpful Narrative & Writing tools

- 1 large sheet of paper per group (activities 1 & 2)
- 2 small sheets of paper per child (activities 3 & 4)
- 2 regular sheets of paper per group (to write down the results of activities 1 & 2)
- Black and coloured pens/pencils

# 1<sup>st</sup> sheet: QUESTIONS ABOUT THE PROTAGONIST

Read the prompt out loud to the children:

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**Kallipateira was...**  
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Then ask the children: *How would you describe Kallipateira?*

For them to do this, separate the children into small groups.

In order to deepen the students' understanding of the character of Kallipateira, discuss the following questions. Then each group can write their answers on a piece of paper.

- Where did Kallipateira's love of running come from?
- Where did Kallipateira get the strength to train her son?
- What did Kallipateira do to help her son?
- What is the symbolic significance of Kallipateira's work for women's rights?

After you have finished brainstorming and writing, read out loud the first question again, as well as the students' answers.

### What may result is something like:

Kallipateira was **a dynamic and determined character, whose love for running and her son led her to break the strict laws in sports that existed in Ancient Greece.**

Then have each of the groups take turns reading out aloud to each other the answers they came up with.

## 2<sup>nd</sup> sheet: WRITE A FOREWORD/INTRODUCTION

Read the following sentence aloud to the children:

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**Kallipateira always loved running and presented herself as the goddess Artemis.**

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Ask students in groups to suggest a continuation of the above introductory sentence. To help them, you can ask them to choose between three options, such as:

- Option 1: Because her father was the famous runner Diagoras she also wanted to run.
- Option 2: Since she was a little girl, Kallipateira had an innate talent for running.
- Option 3: Ask them to come up with their own choice.

Once the children have chosen an option, ask them to write what they think of Kallipateira or how they would justify her behaviour for breaking the rules and dressing up as a man to help her son.

### What may result is something like:

Kallipateira always loved running and presented herself as the goddess Artemis. **All Kallipateira wanted since she was a little girl was to run like a cloud and like a deer. She would do anything to ensure her son's victory and not to lose the privilege of running.**

Then, as with in the first sheet, ask them to read aloud each of their answers.

### 3<sup>rd</sup> sheet: ROLE PLAY AS A JUDGE

Read the following sentences to the students:

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**As soon as Kallipateira saw her son win, she leapt over the wall to run and hug him. However, her cloak got tangled and slipped away, revealing to all that a woman was hiding under it.**

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Ask your students to imagine the scene where the secret of Kallipateira is revealed.

To direct your students, you can offer them three options.

**Option 1:** Kallipateira was exiled far from her homeland, but the revelation of her identity and her act strengthened the fight for women's equality and led to changes in sport at the time.

**Option 2:** Kallipateira was acquitted, but she retired from sport and focused on campaigning for women's equality in sport.

**Option 3:** The judges decided to punish her for her action. Kallipateira is imprisoned and witnesses the injustice suffered by women in ancient Greece.

After students have made a choice, ask them to create an epilogue.

### What may result is something like:

As soon as Kallipateira saw her son win, she leapt over the wall to run and hug him. However, her cloak got tangled and slipped away, revealing to all that a woman was hiding under it. **The judges decided to punish Kallipateira for her disobedience. In Ancient Greece the laws were strict and anyone who did not follow them had severe consequences. So, they decided to imprison her in a remote location where she would not have access to any of her relatives. But the harshness of**

their choice created a lot of tension among the women of Greece, as they empathised with Kallipateira as a mother and awoke to the injustices they had been experiencing all these years.

Then students can read aloud the judgement to the class.



## 4<sup>th</sup> sheet: WRITE A LETTER AS A CONCLUSION

Read the following sentence aloud to the children:

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**Before her fate is sealed by the judges, Kallipateira decides to write letter to her son, not knowing if she will see him again.**

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**Part 1:** Begin to discuss with children the feelings that Kallipateira was experiencing at that moment. Ask the students to write a letter that will serve as a conclusion following the sentence: "*Before being taken to the judges to apologise, Kallipateira writes a letter to her son, not knowing if she will see him again.*" To help the students craft the letter, guide them with appropriate questions.

- In the first paragraph: Which are the reasons why Kallipateira writes a letter to her son?
- In the second paragraph: What are her feelings right now?
- In the third paragraph: What would she want her son to remember about her?

**PART 2:** When students have completed their letter, you can ask them:

- Will the judges let her give the letter to her son?
- If they won't let her, how could she convince them?

**In addition**, when the letter is completed, students can also imagine the reaction of Kallipateira's son at the moment he is reading the letter.

### What may result is something like:

Before her fate is sealed by the judges, Kallipateira decides to write letter to her son, not knowing if she will see him again.

**She knew she had to write the letter for him to understand the truth, but she felt fearful that he would not understand her. Kallipateira hoped that her son would remember her as a strong-willed mother that would do anything for her children.**

After Kallipateira wrote the letter, she tried to convince the judges that her son should know the reasons that led her to help him. Her son read the letter and was moved to tears by the strength of his mother's will and felt proud of her.

Once the children have completed the epilogues they have created, they can read them aloud to the class.



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