



PARTICIPATORY STORIES

The Labyrinth (7 – 8 age group)

Learning objectives

Working in small groups, throughout the 4 sheets the children will work on their writing skills with narrative & writing tools in order for them to be able to write a prologue and a letter, understand the characters' behaviours, change viewpoints and imagine an ending to 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 normal sheets of paper per group (to write down the outcomes of activities 1 & 2)
- black pens and colour pens

1st sheet: QUESTIONS ABOUT THE STORY

Read aloud the prompt to the children:

Ariadne decides to help Theseus and give him a red wire that will help him to find his way back out of the maze. Theseus defeats the Minotaur.

To immerse your class into the different viewpoint of the characters, ask pupils in the groups to discuss about the following questions and write their answers on a paper.

- **Who uses wit and who uses strength in the plan against the Minotaur?** Ask them to add adjectives to qualify the two characters using wit or strength.

They see that Theseus isn't the only hero, have the pupils **write a sentence naming the hero(es) of this story. Then, ask them to write a sentence to present the two heroes of this history.**

To help them co-create the story, ask the children in the groups to discuss the following question.

- **What does Theseus risk? (His life) and What does Ariadne risk? (Being punished for treason, therefore her life as well)**

Then, invite the children to write a sentence, using the logic connector « but », or « however » that sum up these two ideas.

After you've completed brainstorming and writing, read aloud the first writing prompt again followed by the students' modified version.

What may result is something like:

Theseus **risks his life because** he fights against the Minotaur. **But** Ariadne **takes as many risks as** Theseus because she risks being punished for treason.

Then, have each of the groups take turns reading aloud amongst themselves the sentences they came up with.

2nd sheet: WRITE A PROLOGUE

Read aloud the writing prompt to the children:

They are sent to feed the Minotaur, a half-man and half-bull creature. This monster had not always been evil, but he hurts people around him because...

Ask the students in groups to propose an **introduction to the story**. To help them, you can ask them to choose between three options, such as:

- OPTION 1 he had been abandoned by his parents: **One day, his father told him...**
- OPTION2 he was being treated as a monster with no feelings: **The people of Minos would always tell him...**
- OPTION 3 ask them to invent their own reason.

Once each group has chosen an option, have them write down **what Theseus's father/the people of Minos told him, or have them narrate why - according to them - the Minotaur behaves badly.**

What may result is something like:

This monster had not always been evil, but he hurt people around him because **the people of Minos would always laugh at him and despise him for being half-human and half-bull. One day, he decided that he could not handle it anymore.**

Then, as with the first sheet, have the group take turns reading aloud each of the prompts and what they came up with.

3rd sheet: WRITING A LETTER

Read aloud the writing prompts to children, asking them to imagine that they are at Ariadne's place on the island.

The next day, Ariadne wakes up and finds that she was left alone on the island, while Theseus went back to his country with his people.

PART 1: Work with the children on Theseus' feelings. To do so, have them write a **letter** in three paragraphs. To guide them, propose three questions they can develop:

- In the first paragraph, explain: How do you feel?
- In the second paragraph, explain: How do you feel about him?
- In the third paragraph, explain: What do you think of him now? Is he still a hero for you?

PART 2: When the letter is finished, ask them what they would choose to do. For instance:

- Send it to him?
- Burn it! He doesn't deserve to read it!
- Send it to the gods of Olympus to ask for a trial!

Have the pupils write this, as if they were Ariadne, the narratress, in the story. They can also invent the reaction of Theseus when he reads it, or the ending of the Olympic trial.

What may result is something like:

After writing her letter, Ariadne decides to **send it to Theseus, even though she is still mad at him.**
However, she believes that Theseus must be aware of the pain he caused her.

Then, read aloud the prompts with the children as done in the previous two sheets.

4th sheet: IMAGINING AN ENDING TO THE STORY

Read aloud the two writing prompts for the children:

The next day, Theseus abandons Ariadne on the island and goes back to his country with his people.

Suddenly, he remembers that he forgot something...

For the final activity, invite the pupils to imagine that **they are in Theseus' head, and they just left Ariadne**. To guide pupils who might have difficulties inventing on their own, you can use three options:

- Option 1: You remember that you have a father waiting for you and that this father asked you to show a white flag. You raise the flag.
- Option 2: You remember that you've just abandoned someone who helped you a lot, and realise it is not a way to treat one's friends. You sail back to correct your mistake.
- Option 3: You choose another ending.

After having chosen an option, ask them to write an epilogue by imagining Theseus's thoughts: “

What may result is something like:

Suddenly, he remembers that he forgot something: “I just realised that **I am being a terrible person. Ariadne risked her life for me, and I am abandoning her. Let's sail back and ask her to forgive me for my selfish behaviour.**”

As with the other sheets, read aloud the prompts with the children.

* For a post-writing exercise, if the children have had a larger contribution in the writing tasks, prepare a **Writing Checklist** and have them double-check their work before recording their stories.