



# Icarus and Daedalus Wings

WORKSHOPS

STORY:

Theseus and the Minotaur

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COUNTRY:

Greece

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AGE:

6 - 12

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MATERIALS:

Colours, paper-print out, computer

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LEARNING OBJECTIVES:

Help children:

- understand the meanings, ethical values of the story;
- understand the behaviour and the actions of the main characters;
- analyse the ethical values and the emotions of the myth;
- develop oral communication skills as well writing skills.

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METHODS:

Narration

Showing pictures while reading the story in order to  
raise imagination

Analysis of the story based on questions

Analysis of concepts

Problem-solving

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## **Ancient Greek myths**

The ancient Greeks told stories about their gods. These stories are called myths (short for mythology, or stories about gods.) Stories about the ancient Greek gods are still told today.

The magical world of the ancient Greek gods was a world full of bickering and fights and wars and compromise and fear and fun and punishment and love. Many myths were based on the fact that gods, like mortal men, could be punished or rewarded for their actions.

### **Icarus & Daedalus Wings**

Once upon a time, a long time ago, there lived a talented artist. His name was Daedalus. He used his art to make buildings and temples. He was probably the finest architect of his time.

King Minos invited Daedalus to the lovely island of Crete. The king wanted Daedalus to build a maze, a Labyrinth, as a home for the king's beloved pet, the Minotaur. The Minotaur was a horrible monster, with the head of a bull on a human body. The king loved that awful monster and wanted him to have a lovely home.

Daedalus was a bit amazed at the king's choice of pet,

but a job was a job. Daedalus planned to make the maze a challenge, so complicated that anyone who entered it would be lost until rescued. That way, the king would be happy, the monster would be contained, and the people would be safe. Daedalus had no doubt he could design such a maze. He really was a fine architect.

Daedalus brought his young son Icarus with him. He was sure the child would enjoy swimming and playing with the other children on the island. Both Daedalus and Icarus were happy they had come. King Minos was happy with his maze. It was peaceful and pleasant on the island. Daedalus was in no hurry to leave.

One day, a group of Greek people sailed to the island. The next day, they sailed safely away, taking with them the king's lovely daughter, and leaving behind them one dead Minotaur. King Minos was beside himself with grief. He did not believe anyone could have entered the maze and escape alive without help from someone, most probably help from the man who had designed the maze in the first place. (Actually, the children did have help, and not from Daedalus.

King Minos punished the innocent Daedalus by keeping him and his young son (Icarus) prisoners on the island of Crete.

Daedalus tried to think of ways to escape. One day,

Daedalus noticed birds flying overhead. It gave him an idea. Wings!!!. He needed wings. Daedalus began to gather all the bird feathers he could find. He glued them together with wax. When two pairs of wings were ready, he warned his young son not to fly too close to the sun or the wax would melt.

Daedalus fastened the wings to their arms. They flapped their wings and took to the sky. They left the island of Crete far behind them. Water sparkled beneath them as far as they could see. The sky was blue. The breeze was brisk, more than enough to keep them in the air. It was glorious!

Icarus flew higher and higher. He flew so high that before he knew what was happening, the sun had begun to melt the wax on his wings. Icarus felt himself falling. He flapped his arms faster and faster. But it was no use. Poor Icarus plunged into the water and drowned.

Sadly, Daedalus continued on alone.

# ACTIVITIES

## Setting

This story will be narrated from a person who will then ask children to imagine some scenes and draw them using their imagination.

## Participants

A narrator and one facilitator

### Activity 1:

The narrator reads the story while showing some pictures and illustrations from the story and underlying some notions-concepts and ideas of the story.

A facilitator explains and highlights the main concepts of the story and asks the children to create a new story out of them and their emotions and present them in front of the group.

### Activity 2:

The facilitator poses some questions for self-reflection connected to the story. F.e. :

- Why did Icarus flew too close to the sun?
- Did you ever wanted something so badly although it was impossible, dangerous or forbidden?
- How did you feel?

- What do you do when you can't have things you want?
- If you get angry or sad because you can't have what you want, how do you act? Etc.

The facilitator poses some questions related to the emotions that are evoked F.e.: Which emotions do you feel while listening to this story? Why?

Then, the whole group discusses with the help of following questions:

- How would you characterize Icarus and Daedalus?
- What role does Daedalus play in Icarus' tragedy?
- Does he bear any responsibility for Icarus' fate?
- What is the lesson of the myth?
- How do you understand the symbolic meaning of "flying too high"?

### Activity 3:

Children are asked to create some pictures out of the story and present how they understand it, the emotions and ideas that are the most important for them. Create a small picture book out of these new pictures-drawings.

### Activity 4:

In this activity, children are asked to create an improvisation based on the story. All children are asked to participate at this activity, as following:

- They are divided into groups and are asked to choose roles: one child will be the director, one group will be the actors, one group will work with the music, the lights, the scenery, etc.
- They improvise based on the story.
- Finally, they discuss about this experience in the class.

### Activity 5:

In this activity, the main problems are highlighted and formulated by the children. The facilitator aims to achieve that the various activities involving creative interventions highlight the student's critical attitude toward the problem and its argumentation. More specific, facilitators, by using the problem-based approach, give an example of the problem of the story and, ask the children to work in pairs or in small groups so as:

- to detect the problem in this story,
- to analyze which are the positive and negative actions of the main personalities to propose ways

of facing and solving the problem

- to propose ways of facing and solving the problem

F.e., facilitators may indicate the following problems: is it good to take risks when other persons are involved? What Daedalus should have done if he was a more responsible father?