

NOTES ON CONTRIBUTORS

Terri Kay Brown (Iwi/tribal groups: Ngāti Hāua, Ngāti Maniapoto, Ngāti Pākehā) holds a BA from the University of Auckland, New Zealand (Aotearoa). She is the Teacher in Charge of Classical Studies in the Social Sciences Department at Westlake Girls High School, Auckland. Kay has lived in Greece teaching English as a second language (1984–1987). She has been involved in the teaching of classical studies, modern history, social studies and English to secondary school students for more than thirty-five years. She is a long-serving member of NZACT (the New Zealand Association of Classical Teachers). Kay is currently engaged in researching parallels between the ancient world and Te Ao Māori (the Māori world).

Igor B. Cardoso holds a PhD in History from the Federal University of Minas Gerais – Brazil, where he defended his thesis on the Ancient Greek novel *Daphnis and Chloe*, by Longus, and its reception in the French tradition and Brazilian counterculture. His Post-Doctorate in Philosophy at the same university concerns the *Daphnis and Chloe* illustrated editions. Igor is a teacher of elementary education in Belo Horizonte and researcher on *Projeto República* at the Federal University of Minas Gerais. He is the co-organiser of *Kléos – entre deuses, homens e heróis*, published by Traço Fino in 2022, and author of articles in scientific journals on ancient history, reception of classical culture, and the teaching of ancient history.

Christina dePian is an artist and art educator in Athens, Greece. She participates in exhibitions, presentations, artistic installations, and lectures in the subject areas of: art education, art in the social environment, and educational applications of visual media. For fifteen years she taught in the Department of Early Childhood Education and Development of the University of Athens. She delivers workshops and seminars for children in primary schools and adults at film festivals, including sessions for those with disabilities. Short animations and other productions created through her workshops can be found online via the Vimeo accounts: Texnikes Kinoumenis Eikonas (<https://vimeo.com/>

user6803119) – created by children and adults with disabilities; and kinoumeno.gr (<https://vimeo.com/kinoumeno>) – created by adolescents, educators, amateur adult animators, and adults with disabilities. Ten years ago, Christina dePian created a website that introduces moving image techniques to children and teachers: <https://www.kinoumeno.gr>.

Olivia Gillman studied at the University of Cambridge (BA in Education with English and Drama) and at Royal Holloway, University of London (MA in Theatre Directing), UK. With specialisms in comedy and eco-aware work, from 2012 to 2017 she was the resident theatre director for the In the Woods Festival, creating *Alice in Wonderland*-themed commissions for Wilderness Festival and Secret Productions. Olivia’s acting and presenting work includes voice-over for Audible director Dirk Maggs and television presenting for The Centre of Investigative Journalism at The Barbican. She writes for Digital Theatre Plus and, most recently, has interviewed Neil Bartlett about his *Orlando* (The Garrick Theatre). She is co-founder of The Marlowe Writers’ Group and was nominated for the Cambridge Footlights Annual Playwriting Prize. Olivia is currently training with National Theatre Director Katie Mitchell. Follow her work at <https://www.oliviagillman.co.uk>, <https://www.directh.co>, Instagram: @omgillman.

Rob Hancock-Jones first studied Classics at Hills Road Sixth Form College, Cambridge, UK, before doing a BA in Classical Studies and an MA in Classics and Ancient History at Bristol University. After a Postgraduate Certificate of Education (PGCE) in Secondary History at Bath University, he joined Townley Grammar School, where he is Head of a thriving Classical Civilisation department. He is the sitting Classical Civilisation representative on the Classical Association Teaching Board, has worked on both the GCSE (General Certificate of Secondary Education) and A-Level Classical Civilisation specifications, authored two of the endorsed textbooks, works as a Continuing Professional Development (CPD) trainer for the awarding body OCR (Oxford, Cambridge and RSA [Royal Society of Arts]), and currently sits on the Cambridge School Classics Project’s Management Committee. He has contributed to a number of projects producing learning resources to engage secondary school students in the study of the ancient world. These projects include: *Amarantus and His Neighbourhood* (Cambridge School Classics Project), *The Science of Stories* (University of Bristol), and *Queering the Past(s)* (The Classical Association).

Louise Maguire is a Classics and Latin teacher in Dublin, Ireland, focused mainly on the Junior and Senior Cycle curricula for ages twelve to eighteen. She

is the current chair of the Classical Association of Ireland Teachers, the teachers' subject association for Classical Studies and Classical Languages. She was delighted to have opportunities to work on the reform of the Latin and Greek Senior Cycle syllabi recently and to have been involved in the introductory phase and pilot of Access Classics, Ireland's outreach programme for Classics (<https://accessclassics.ie/>). As well as Latin and Classics she teaches an ancient world module, based on the Access Classics programme, to upwards of 200 teenagers each year. Over the years she has had the pleasure of sharing the ancient world with students ranging from age seven (thanks Minimus mouse!) right up to retired people returning to education. Louise completed her BA, MA, and PhD at University College Dublin. Her PhD focused on the literary sources for the political use of Sabine and native Italian identities in Roman political life.

Aliki Markantonatou trained at the National Music Academy in Athens before becoming one of the few musicians in the modern world who plays the Ancient Greek lyre. She combines the lyre with many different instruments and styles. She is a founding member of the Lyre 'n' Rhapsody female ensemble. In 2015, Lyre 'n' Rhapsody recorded the first crossover album with Ancient Greek and Ancient Chinese musical instruments. Aliki has performed as a soloist in Athens, Spain, Turkey, France, and China. She created the music for the Acropolis reconstruction documentary film and enjoys narrating stories and poems from antiquity along with her lyre.

Discography: *Awakening the Muse* (2013), *Kirke* (2014), *Aegean* (2015, a crossover album with Chinese musicians), *The Chelys Songs* (2016, a crossover album with Turkish musicians), *Sappho's Whispers* (2018), *Rasina* (2019). Find out more about her work at <https://www.alikimarkantonatou.net/>.

Chester Mbangchia is a researcher in literature at the University of Yaoundé 1 and a secondary school teacher of English literature and English as a second language (ESL). He graduated from the Higher Teacher Training College, Yaoundé 1, Cameroon. Chester is a passionate humanist and wordsmith, whose primary concerns are personal fitness, social cohesion, and world order. He is a literatus who writes about cultural, environmental, social, and technological matters and shares lyrics of woe and bliss on the un/decipherability of the world. Chester's most recent publication is the paperback *Strength in Me: Motivational Journal for Health, Fitness and Guided Self Care* (2022). Follow his work at <https://mbangchiavomitwords.wordpress.com/>.

Dean Nevin gained a BA in Education and an MA in International Education from the University of Leicester, as well as a Postgraduate Certificate of Education (PGCE) from the University of Brighton. After beginning his teaching career in a primary school in the south of England, he has since continued his professional development in bilingual international schools in Germany and Switzerland. He has experience as head of a large English team, leading the school from Grade 1 to Grade 10, and has developed and run a series of successful workshops on learning and teaching. His research interests include a curriculum for the twenty-first century, teacher recruitment and retention, and the promotion of reading and shared reading practices.

Sonya Nevin is an Assistant Professor at the Faculty of "Artes Liberales", University of Warsaw. She was formerly an Affiliated Lecturer in Ancient History at the University of Cambridge Faculty of Education, where she now supervises. She was a Lecturer at the University of Roehampton and at Birkbeck College, London. She completed her PhD in Ancient History at University College Dublin. Her publications include *Military Leaders and Sacred Space in Classical Greek Warfare* (Bloomsbury, 2017), *The Idea of Marathon: Battle and Culture* (Bloomsbury, 2022), and "Classical Reception Meets Pedagogy: The Creation and Uses of the Panoply Vase Animation Project's *Our Mythical Childhood* and *Locus Ludi Animations*", in *Classical Reception: New Challenges in a Changing World* (eds. Anastasia Bakogianni and Luis Unceta Gómez, De Gruyter, 2024). Sonya has worked and volunteered in several museums in the UK and Ireland. With animator Steve K. Simons, Sonya runs the Panoply Vase Animation Project (<https://www.panoply.org.uk>) making animations based on ancient artefacts. Their projects have included work for the University College Dublin Classical Museum, the Ure Museum of Greek Archaeology, and for the Universities of Fribourg, Messina, Oxford, and Warsaw.

Jessica Otto completed a BA Hons in Classical Studies at the University of Liverpool in 2001. In 2004 she achieved her MA in Ancient World Studies from University of Manchester and the British School at Athens. In 2010 Jessica completed a Postgraduate Certificate of Education (PGCE) in German with French at the University of Manchester. Since then, she has taught German and French in the UK, Egypt, and Germany. In each of her schools she has actively promoted the study of Classics and organised whole-school learning days on Ancient Greek pottery, mythology, and language.

Steve K. Simons is an animator and graphic artist specialising in the creation of animations made from ancient artefacts. He worked as a software engineer before studying multi-media production at IBAT College in Ireland. Since 2009, Steve has been collaborating with his wife, Sonya Nevin, under the banner of the Panoply Vase Animation Project. Their animations have been exhibited internationally, including exhibitions at the National Museum in Warsaw, the University College Dublin Classical Museum, the *Olympus* exhibition in Canada, the Ure Museum of Greek Archaeology in the UK, and at the Roman Museum of Nyon in Switzerland. In 2016, Steve joined *Our Mythical Childhood*. He created the vase animations that the lesson plans in this volume are based on, as well as the documentaries and illustrations which accompany them. He created illustrations for further *Our Mythical Childhood* publications: Elizabeth Hale and Miriam Riverlea, *Classical Mythology and Children's Literature... An Alphabetical Odyssey* (University of Warsaw Press, 2022), and Susan Deacy, *What Would Hercules Do? Lessons for Autistic Children Using Classical Myth* (University of Warsaw Press, 2023). Steve is currently creating artefact-based animations for the projects *Locus Ludi: The Cultural Fabric of Play and Games in Antiquity* by Véronique Dasen (ERC Advanced Grant, 2017–2023), and *GALATEO – Good Attitudes for Life in Assyrian Times: Etiquette and Observance of Norms in Male and Female Groups* by Ludovico Portuese (EU Horizon 2020, Marie Skłodowska-Curie Actions, 2021–2024). Steve created all the illustrations in this volume, unless otherwise stated.

Michael Stierstorfer studied German studies, Classics and the science of education at the University of Regensburg. He received his doctorate in 2016 from the same university for his dissertation on the transformations of Graeco-Roman mythological motifs in current children's media with an interdisciplinary approach. Michael has authored chapters of German schoolbooks for Latin and German. Since 2016 he has worked as a teacher in Bavarian high schools (gymnasia), and since 2018 he has been Head of German Language in the school at the monastery Schäftlarn near Munich. Michael is a member of The Cluster: The Past for the Present – International Research and Educational Programme and is a project partner of the excellence cluster *Histor Mythos*, which researches ancient history and mythology in children's media over the centuries from historical and intercultural perspectives. His research interests are: fantasy, motivation for reading, literary literacy, and children's media in school contexts. Together with Prof. Markus Janka he recently translated key parts of Suzanne Collins's *Hunger Games* into Latin: *Die Tribute von Panem auf Lateinisch* (Reclam, 2021).

Barbara Strycharczyk is a teacher of Latin and Classics. She taught for many years at Mikołaj Rej High School No. XI in Warsaw, Poland. She developed her own syllabi for teaching Latin and Greek as well as a study visit to Rome for the Classics class. At present, she works as a teacher of classical languages and ancient culture at "Strumienie" High School in Józefów. She collaborates with the Faculty of "Artes Liberales" at the University of Warsaw on a cycle of interdisciplinary projects within the programme *Our Mythical Childhood* and is the coordinator of the school projects carried out as part of this collaboration. She also works with the Central Examination Board in Warsaw.

Jennie Thornber is a Learning Associate with the University of Cambridge Museums, where she manages the Museums' widening participation programme and strategic school partnerships: this work engages young people who might experience barriers to participating in the Museums' cultural offer and supports the University's initiatives to increase access to higher education. Previously in charge of the education service at the Museum of Classical Archaeology in Cambridge, Jennie oversaw a programme that engaged a range of audiences with the ancient world, from toddlers through to older people. She has also run widening participation programmes at the University of Cambridge's Faculty of Classics and taught Latin, Greek, and Classical Civilisation in UK secondary schools. Jennie completed her BA and Postgraduate Certificate of Education (PGCE) in Classics at the University of Cambridge. Previous publications include "Casting Light on the Ancient World" in *Material Cultures in Public Engagement: Re-inventing Public Archaeology within Museum Collections* (ed. Anastasia Christophilopoulou, Oxbow, 2020).