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“Learning the History of Ancient Roman Forum of Thessaloniki,  
Greece through Educational Live Action Role Playing”

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# Ancient Greek Style Larp

Ancient Greek Style Larp is a form of a role-playing game where the participants physically portray characters from ancient Greece. Is a historical based larp with an ancient greek history setting focuses on social and political understanding of the antiquity though collaboration and fun. The costumes are look like the ancient greek clothes, chiton, peplos, himation, and chlamys.








# Games in the learning experience

Learning local history through Edu-L.A.R.P

Even if educational guided tours are important for students, we observed that students lose easily their concentration. Educational guided tours in an archeological site are usually more theoretical and referred to the cognitive part of the students. What if we implement games in the educational guided tours?





Edu-L.A.R.P is an appropriate method that will help us change the way we experience the history of archeological sites (local history, cultural heritage) by living a complete, holistic, with all the senses learning experience.





## Edu-L.A.R.P in archeological site

The educational program "Everyday life in the Roman Agora of Thessaloniki, Greece: An experiential approach with the method Edu-L.A.R.P" was implemented at the archaeological site of the Ancient Roman Forum of Thessaloniki in collaboration with the Aristotelio HighSchool. The children participated for the first time in Edu-L.A.R.P game.

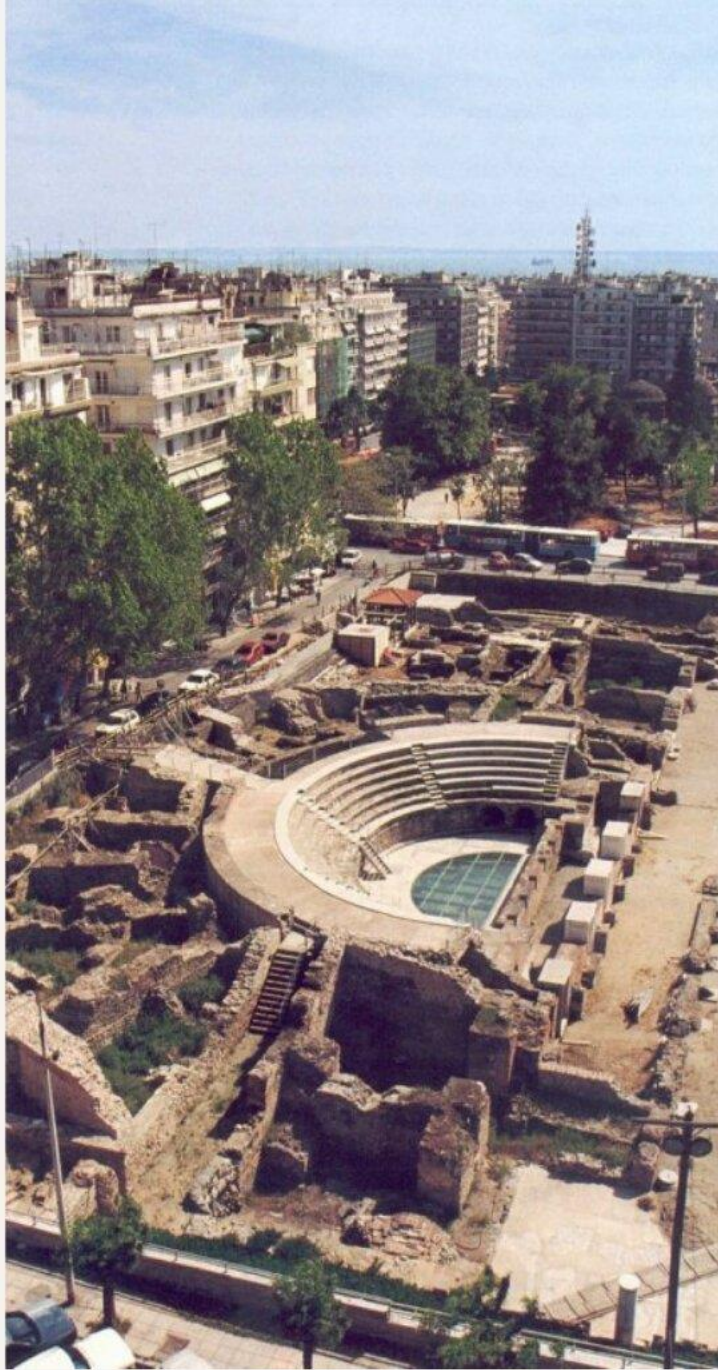


# Roman Forum of Thessaloniki



Roman Forum also known as Ancient Agora of Thessaloniki was built in at the end of the 2nd century and the first third of the 3rd century A.D. It was built as something similar to the Greek Agora, but with the archetype of the center of Rome. Roman Forum was the economic and commercial core of the city, but had, also, an administrative and entertaining character.







We wanted to experience the functionality of the following spaces the archeological site:

1. Market Square
2. Crypt Stoa (city public warehouses and shops)
3. Mint
4. Conservatory/Theatre (public life, texts of invitations to gladiatorial contests organized by prominent citizens in honor of emperor)
5. Archive (archiving of documents, city library, temple imperial worship)



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# Learning Goals

1. To understand the **functionality** of the Roman Agora
2. To get to know the **Roman identity** of the city of Thessaloniki
3. To understand the value of archaeological sites.
4. To understand the **historical information** of an archaeological site and to combine with **socio-political relations**
- 5 To dramatize the **social relations between the citizens** through roles in the context of an educational scenario.
6. To use the coins in the context of **commercial transactions** in the roman era of Thessaloniki
7. To dramatize the way of **decision-making** in the parliament (Vouli) and the church of the municipality (ekklisia of the demos) of the time.


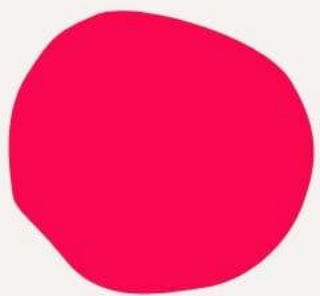




# Concept

The game transported the children to the Roman Era of Thessaloniki with the aim of a deeper understanding of the functionality of the Crypt Stoa, the Mint and the Conservatory, as well as the socio-political relations of the people of that time.

To achieve this, the students played roles, performed their missions, and made their own decisions to resolve daily issues. The students wore costumes and used objects.





# Roles&Characters

1. Roman Official
2. Roman Commander
3. Roman Legionnaires
4. Members of Parliament (Vouleutes/Vouli)
5. Rectors (Pritanis)
6. Candidate Politicians (Politarches)
7. Peacemakers (Polisman)
8. Census Officer-Former Tax Collector
9. Traders-Merchants
10. Gladiators
11. Citizens ( Aristocracy, Farmers etc.)





Larp begins with Emperor's edict (diatagma) by the Roman Official, according to which the Roman Emperor gives the title of Civitas Libera to the city of Thessaloniki, that is, the title of the Free State. This means that Thessaloniki has the freedom to be self-governing with its own laws and its own localities lords, which is evident through the script. The aim is for the participants to perceive that a Free State was enabled to dispose of its own Mint, the exclusive prerogative of Rome and of some other important cities.



# Citizens in the Archive

The citizens had to be registered in the Roman census figures (name, origin, age, occupation) just as it was done in Roman times.



# Mint

Then citizens had to visit the mint area, where they received coins. During the Roman period, Thessaloniki had the right to create silver and copper coins. By involving the students in this process we gave them the opportunity to experience how the the economical transactions were at that time.





# The merchants in the Crypt Stoa

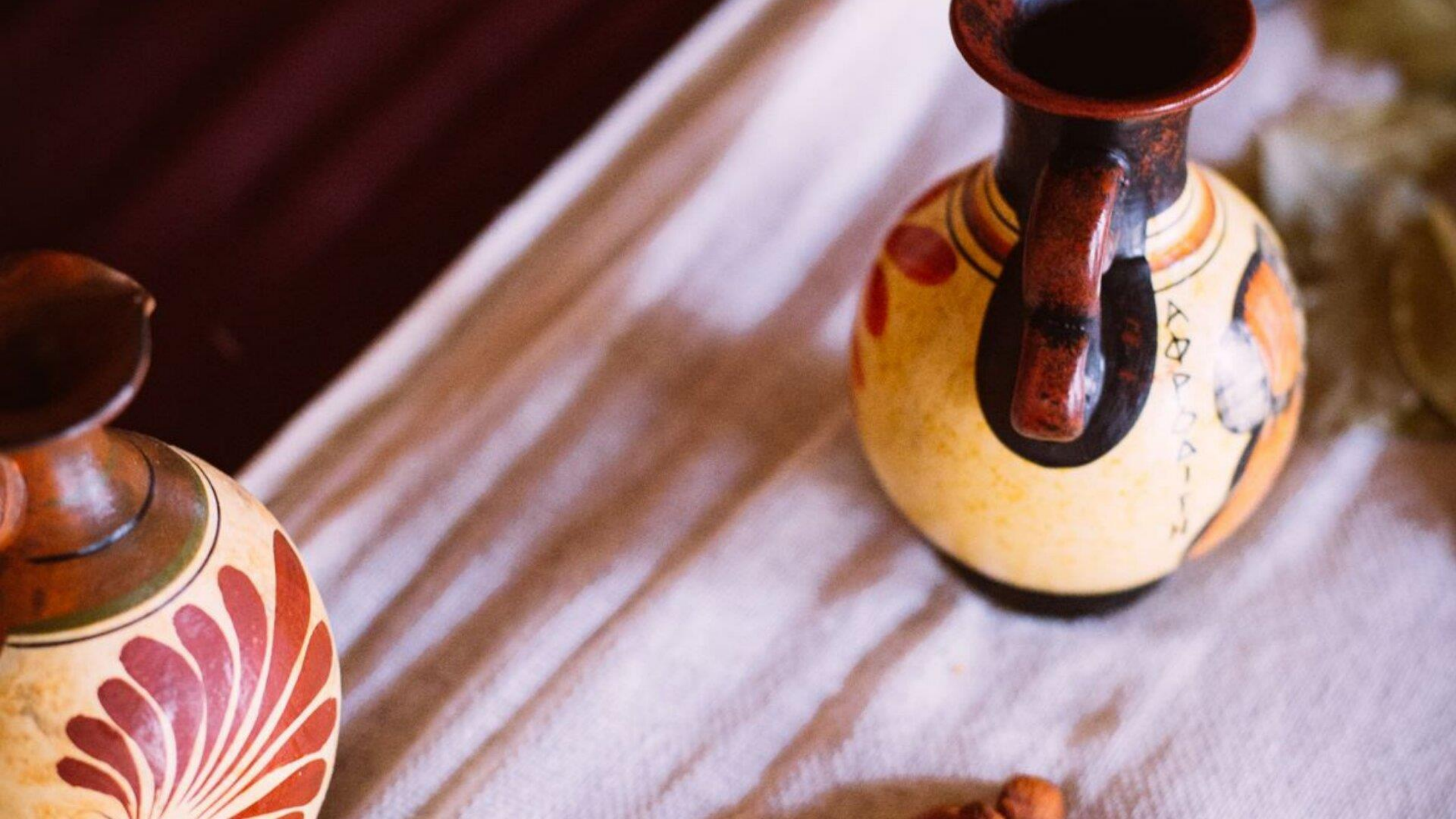
Then all the participants had to go to the area of the Crypt Stoa. There participants had the ability to buy products from the merchants located in the area with their coins(denarius, sesterces, assars). The merchants sold wine, oil, olives, nuts, spices, pottery etc. The participants had the opportunity to learn through the market various types of vessels, occupations and products that existed.

















# The citizens and politicians in the Conservatory

Students realize that the local society during the Imperial Times was self-governing having active self-government with the local lords (generals, deans, etc.), Parliament (Vouli) and Church of the Municipality. The participants end up in the space of the Conservatory for the process of making important decisions on local issues, as well and the voting of lords for the positions of the local government (general, high school teacher and peace officer etc.)















# Roman legionnaires

Roman legionnaires were the ones that they carried out their basic missions in the Agora area. They were responsible for the security of the city and keeping the peace in the empire (Pax Romana)







# Results

- The opportunity was given to the children to learn in a meaningful way, not just by watching or listening but acting.
- It piqued their interest and motivated them to learn while having fun.
- The participants-players were emotionally motivated.
- They reflected and described the emotions they felt during it educational game.



- They understood the historical information.
- They managed to cooperate satisfactorily and solve the problems that they were raised in a creative and energetic way.
- They interacted with each other and came to communication by cultivating their language communication skills and developing empathy.
- They experienced the functionality of the archaeological site, as they became part of history.



THANK  
you



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