



Intercultural Competences in Vocational  
Training. Transnational Strategic Partnership  
2015-1-DE02-KA202-002520



Co-funded by the  
Erasmus+ Programme  
of the European Union

# MODULES FOR AN INTERCULTURAL TRAINING IN VOCATIONAL EDUCATION

## Sophocles' Antigone

*A Module for implementing Arts in vocational training*





## Participating countries



Germany: WEQUA GmbH (Co-ordinator), Verein der Freunde und Förderer des Oberstufenzentrums Lausitz e.V., IHK-Projektgesellschaft Frankfurt/Oder



Greece: General Lyceum Lavrio



Portugal: Escola Profissional, Aveiro



Romania: Colegiul Teknik Energetic, Cluj Napoca



Italy: Formaorienta, Marsico Nuovo/Potenza



Turkey: Iskilip Mesleki ve Teknik Anadolu Lisesi (IMTAL), Iskilip/Çorum



Austria: BFI Oberösterreich, Linz



Czech Republic Soukromá podřípská střední odborná škola a střední odborné učiliště o.p.s. (SPSOS), Roudnice

Published by: ICVET <http://icvet.epa.edu.pt/>



Open license: This document is for free use under the Creative Commons Attribution-Non-Commercial 4.0 International License. To view a copy of this license, visit <http://creativecommons.org/licenses/by-sa/4.0/> . Logos are excluded from free licensing.



Co-funded by the  
Erasmus+ Programme  
of the European Union

This project has been funded with support from the European Commission. This publication reflects the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.



Intercultural Competences in Vocational  
Training. Transnational Strategic Partnership  
2015-1-DE02-KA202-002520



Co-funded by the  
Erasmus+ Programme  
of the European Union

## CONTENTS

Introduction	3
Sophocles' Antigone: Arts in Education	4
Intended Learning Outcomes	4
Module description	5
Indicative Learning Resources	6



## INTRODUCTION

Intercultural Competence is a complex topic fraught with controversial issues. Therefore, it is not easy to measure and assess its effectiveness. It is necessary for students to be taught the key process skills throughout the classes. This means that Intercultural Competences must be integrated into the curriculum. In addition, students must be provided with opportunities for intercultural interactions, like learning or study-abroad opportunities, international interactions, (inter)cultural experiences within their communities.

This way, they are expected to develop personal and social skills in order to live and work in an international environment. On the one hand, they learn to listen, observe, analyze, evaluate and interpret so that they gain cultural self-awareness and deep understanding and knowledge of others' world views as well as flexibility, adaptability, empathy and the ability to withhold judgment. On the other hand, they become aware of the relation between language and meaning in societal context, while they gain general openness to intercultural learning and people from other cultures, they behave and communicate effectively in a multicultural environment and they show respect and tolerance when valuing other cultures.

All in all, the expected improvements are a gain of experiences to teach intercultural competences in different national and institutional environments of vocational training and a gain of expertise for teachers in vocational training to teach intercultural competences, based on multinational tested materials with a wide range of methods



## **SOPHOCLES' ANTIGONE: INTEGRATING ARTS INTO THE LEARNING PROCESS**

*By Anastasia Kalfa, Mst-GENERAL LYCEUM OF LAVRIO*

### **Materials**

- Preparation of the subject and the questions/pictures.
- Cartons for the FACEBOOK PROFILES.
- POWERPOINT PRESENTATION with moral dilemmas.
- Selection of music.

### **Number of participants: Variable**

The ideal number of students should be no more than 20. The tables of the audience should be divided in 3 groups. This makes the whole process easier to be supervised by one teacher.

### **Duration**

Approximately 2 hours. However, this method can be applied throughout the school-year, so that the teachers can assess the learning objectives, based on facts which they will gather from the students' involvement, reaction and evolvement during a school-year.

## **INTENDED LEARNING OUTCOMES**

### **A. PERSONAL SKILLS**

Students collect knowledge about cultural diversity through a wide range of learning resources: behavioral norms, expectations, social and political structures, history, religion and so on. However, this module is not based completely on the intelligence of learners, but also their ability to analyze the hidden meaning of other people's actions, values and beliefs. Develop creative thinking. This module involves theatrical techniques which can be used as non-formal learning method. In that respect, students are able to develop creative thinking and a more constructive relation to school, learn to be more confident when they have to talk in front of an audience and learn more about themselves from their reaction to people from other cultures. Moreover, this method can be implemented both in the mother tongue and in a foreign language, so that the students can reflect on their own foreign language



competence. Thus, they gain understanding and interpretation of concepts and feelings in a foreign language combined with the knowledge of the cultural variability.

## **B. SOCIAL SKILLS**

When Arts and Theatre are integrated into the learning process, the main purpose is to develop students' intercultural competence through taking a new identity. This learning method can contribute to the development of empathy, attitudes of respect and curiosity and skills of adapting, since students gain knowledge about similarities and differences, assumptions and prejudices. Moreover, watching theatrical plays or reading poems facilitate learning about other cultures and variety of perspectives. The learners can explore experiences they are not able to in real life. This presupposes discussion of poems or theatrical plays, rewriting from the learner's point of view or even illustration by images. In addition, the ability for teamwork as a social competence is developed, especially when students have to study in depth demanding texts.

### **Module description**

This Module is based on the philosophy, the content and the characters of the ancient tragedy by Sophocles, which is thought to be one of the most influential works by this poet, since it depicts the ideas of Democracy, although spoken by a woman and under the regime of monarchy. The aim of this module is to introduce a way of organizing team work in the classroom and involving students in the learning process so that every student will be engaged in the process and be able to take initiative, while enhancing social skills and gaining new knowledge. Apart from that, the students become familiar with one of the most important plays of ancient tragedy, whose ideas still influence authors and poets all over the world.

**STEP 1:** Students are shown parts of a movie from 1950's which shows the story and the fate of Antigone and her sister, Ismene. A discussion follows about Antigone's motivation and character (<https://www.youtube.com/watch?v=PM16T-zeXN0>).

**STEP2:** The students' task is to create three different endings of the story. They write down the story and they justify their choice.

**STEP 3:** This task is concluded with a theatrical activity: each group represents in a theatrical way the new ending of the story.



Intercultural Competences in Vocational  
Training. Transnational Strategic Partnership  
2015-1-DE02-KA202-002520



Co-funded by the  
Erasmus+ Programme  
of the European Union

### *Indicative learning resources*

Sophocles. Antigone. Chicago: University of Chicago Press, 1991.

Woodruff, Paul. Antigone. Cambridge: Hackett Publishing Company, 2001.

Kamerbeek, J.C.. The Plays of Sophocles: Commentaries III. Leiden: Brill, 1967.

"Novel Guide to Antigone." 2007-07-25. <http://www.novelguide.com/antigone/index.html>.

"Antigone: A Discussion of Her Biography and Nature." 2007-08-02.  
<http://www.fjkluth.com/antigone.html>.



---

*Arts in Education activities*

---

TRANSNATIONAL WEEK IN GREECE (28<sup>th</sup> November-3<sup>rd</sup> December 2016)







Intercultural Competences in Vocational  
Training. Transnational Strategic Partnership  
2015-1-DE02-KA202-002520



Co-funded by the  
Erasmus+ Programme  
of the European Union

## Participating Schools/Organizations



BFI Oberösterreich: <http://www.bfi-ooe.at/bfiweb/>



Podřipská škola

SPSOS, Roudnice: <http://www.podripskaskola.cz/>



WEQUA GmbH: <http://www.wequa.de/>



Verein der Freunde und Förderer des Oberstufenzentrums Lausitz e.V.:

<http://www.oszlausitz.de/>



IHK- Projektgesellschaft: <https://www.ihk-projekt.de/>



ΕΛΛΗΝΙΚΗ ΔΗΜΟΚΡΑΤΙΑ  
Υπουργείο Παιδείας και Θρησκευμάτων, Πολιτισμού και Αθλητισμού

General Lyceum of Lavrio: <http://blogs.sch.gr/lyklavri/author/lyklavri/>



formazione - orientamento - counselling

Formaorienta: <http://www.formaorienta.org/>



Escola Profissional Aveiro: <http://www.epa.edu.pt/>



Colegiul Teknik Energetic: <http://www.energetic-cluj.ro/>



Iskilip Vocational High School: <http://iskilipeml.meb.k12.tr/>