



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



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Modules for an Intercultural Training in Vocational Education

INTERCULTURAL TREASURE HUNT

A module for multinational and multicultural teamwork





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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



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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, 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.



INTERCULTURAL TREASURE HUNT

By Anca Petriuc, Colegiul Tehnic Energetic, Cluj Napoca, Romania

Materials

- Preparation of the letters for all the teams.
- Preparation of the maps and routes.
- Preparation of teachers/ other students that have to give instructions and assess completion of the task.
- Quiz.
- Gymsuits: sports course.
- Materials for tasks (e.g. paper, water and nailpolish, fruit...).

Number of participants: Variable

The number of participants may vary but it is suggested to have teams of only 3 or 4 participants in order to encourage team building.

Duration

Approximately 2-3 hours, depending on the number of check points and the level of difficulty of the tasks.

INTENDED LEARNING OUTCOMES

A. PERSONAL SKILLS

After completing the project, the students are expected to be able to enhance communication, particularly among those that would not normally work together. In addition, they are expected to see skills in others that they may not have appreciated before and contribute ideas as individuals, listen to their team mates and acknowledge their ideas. Since this module is supposed to be implemented in a multicultural environment, it helps students to self-reflect on tolerance, respect different points of view and negotiate consensus within the group according to the rules of a democratic discussion. All in all, they



become decisive as a group - learn to trust each other, know when a leader is needed and when everyone has to contribute to get the job. As a result, they realize the need to respect each other's ideas and mentality and appreciate diversity.

B. SOCIAL SKILLS

As far as social skills are concerned, the participants recognise each others' strengths and weaknesses and collaborate together to be successful as a team, while managing time effectively to solve challenges. They also need to be more creative - use mind, body and strategy to create processes and solve tasks successfully and learn how to encourage each other and the team as a whole to build a stronger bond between its individual members. The students develop self-motivation to improve the language competence / foreign language competence since this method can be implemented in other languages as well, not just in the mother tongue. In overall, it helps learners to see another culture perspective while analysing the behavior of others.

MODULE DESCRIPTION

The Intercultural Treasure Hunt is meant to develop the students' understanding of other cultures, general skills and ability to work in a team while involving them in a fun-filled as well as demanding activity. Faced with twists and turns, the teams will be challenged to unlock the clues and crack the final code (for example, a word related to interculturality, such as *tolerance* or *diversity*). The aim of this module is to develop team work skills outside the limitations of an enclosed space, such as the classroom. The whole process is intriguing and thus stirs the students' interest and motivates them to participate and learn new things, to accept challenges, to develop social skills and become aware of their own strengths and weaknesses, both as individuals and team members.

STEP 1: The participants are divided into teams of 3-4 and will have to collaborate in order to be successful throughout the duration of the hunt. Just as in life, they will learn that it is important to contribute to society/ hunt, both as an individual and as a team member. All the participants are briefed and the objective of the hunt is explained before the beginning of the first challenge.



STEP 2: At the beginning of the hunt, all teams choose a name for themselves and are given a map with the locations of the challenges and a set route. The routes are different so that the teams do not perform the same challenge at the same time, although in the end they must have all the tasks completed.

STEP 3: At each activity, teams will be given instructions outlining what they need to do or how that activity works; if a team is successful and completes a challenge within the allocated time frame, they will be rewarded with a *letter*. The hunt involves the participation of more teachers or other non-participants since at each check point someone has to give the teams the task, make sure that it is performed and reward them with the *letter*.

STEP 4: For example you can choose the word "diversity" and let the students go through 9 check points in order to obtain all the letters and solve the final mystery. The wide range of tasks challenges the students from various points of view. For example one can let them to fill in an intercultural quiz (see for example EuroEuro Fun), make origami waterlilies, paint on water, do sports, solve logical problems, identify medicinal plants in the green area, build a cultural symbol using fruit, find a hidden letter or give them a technical task (for example building an electric scheme).

Indicative learning resources

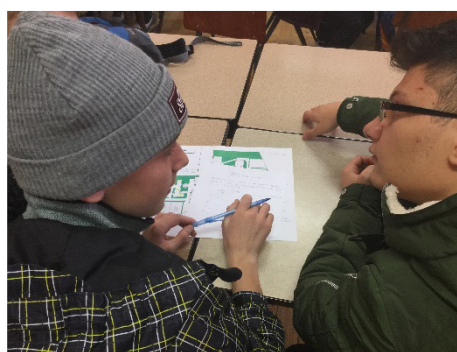
Aitchison, C. (2000). From leisure and disability to disability leisure: developing data, definitions and discourses. *Disability and Society*, 18 (7), 955-969.

Healey, Ian, Designing a treasure hunt activity, in *Horizons* (58) Summer 2012 (p 28-31), Institute for Outdoor Learning, <http://www.outdoor-learning.org/Portals/0/IOL%20Documents/Horizons%20Documents/Horizons%20pdf%20archive/H58.DesigningTreasureHunt.pdf>. *Therapeutic Recreation Journal*, 33(3), 209-221.

Zabriskie, R., Lundberg, N. & Groff, D. (2005). Quality of life and identity: The benefits of community-based therapeutic recreation and adaptive sports program. *Therapeutic Recreation Journal*, 39, (3), 176-191.

Intercultural Treasure Hunt activities

Learning Activity in Romania (19th -24th November 2017)



The students formed the word DIVERSITY!



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Podřipská škola

SPSOS, Roudnice



WEQUA GmbH



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



IHK-Projektgesellschaft mbH
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