



LINC Activities

‘Treasure Hunting’

LEARNING SHEET

About the activity

The ‘Treasure Hunt’ activity has been suggested by the 1st Primary School of Volos. The activity aims at enhancing the partnership between family and school. As a matter of fact, parents (including extended family members) and children are brought together in order to ‘decipher clues and to reach to the treasure’. Teachers hold the role of the designer of the treasure hunt game. However, teachers that have not been involved in the design phase can also take part in the game. Key individuals (i.e locals in the city) can also help them decipher the clues and reach their target.

Aims and objectives:

The activity aims at:

- Providing parents and students with opportunities to work together
- Forging the link between family and school
- Encouraging and enhancing active engagement of parents in school life
- Bringing external communities closer to the school

Regarding **educational goals and pedagogies**, there is a strong focus on:

- Community-building and team-spirit enhancement
- Collaborative and exploratory learning

- Inclusion in education
- Use of ICT to support the learning process
- Interactions with external communities or organizations (i.e museums, libraries)
- Blended approaches to learning

Who can be involved?

- Teachers
- Parents and family members
- Students
- Locals and experts (recommended)

Get it Started!

- Selection of the treasure and creation of a brief implementation plan
- Obtaining parents’ participation agreement
- Creative introduction of the activity in the class
- Creation of the clues and selection of the treasure route
- Contacts with key individuals that may wish to be involved
- Forming the groups of treasure hunters
- Set a date, a time and the meeting point for the Treasure Hunt venue and release the first clue



Accommodating the treasure hunt game

You can plan the treasure hunt game in a room, in a large building, in a neighborhood, in a whole city or in a ‘virtual space’ taking advantage of the **World Wide Web**.

Play with the key words in this activity

Hunt, clues, mystery, hidden, instructions, the hunters, hide, mission, interpretation of clues, disguised, route, hunch, hints

You can introduce the activity in the class by moving your students to reflect upon the words below. You can also prepare a relevant activity online to boost parents’ interest.

Make it real in 6 steps

1st step: Make an initial brief plan. In this step it is important to decide **what the treasure will be**, to define the location of the treasure and to start thinking about the composition of the treasure hunters' groups.

2nd step: Inform parents about this learning initiative and obtain their agreement for participation. You can then finalize the groups of treasure hunters.

3rd step: Raise participants' interest prior to the event with small playful tasks (see page 1) in the class or online.

4th step: Set up the treasure hunt event. It is important to consider carefully the route to the treasure. Plan more at least 5 stops along the route. Create carefully the clues taking into account the composition of the groups. Finally set the date and the meeting place for the treasure hunt.

5th step: Start the treasure hunt by hiding all the clues and revealing the first one.

6th step: Encourage and monitor follow up activities in the LINC Community.



WHAT CAN THE TREASURE BE?

A treasure for the winning group can be anything! You just need to let your imagination free. However make sure that all the groups will be awarded in a way. Below you can find a list of ideas:

- A small gift (i.e a book, a collection of comics, a ticket to a cultural event).
- A new educational experience (i.e guided tour in a site of interest such as a museum, a technological park, a national library).
- A outdoor adventure with an authentic character (i.e a rowing experience with the guidance of a coach, fishing with experienced fishermen, participation in a stargazing night event and more).
- Virtual interactions (i.e opportunity to interact online with an expert or practitioner or other international groups).
- Publication of the achievement on 'a wall of fame'.

Setting up the Game: Clues matter!

The clues indicate the route to the treasure. Good clues are an integral part of the Treasure Hunt Game.

You should consider carefully the characteristics that each group of treasure hunters aggregate during the process of writing the clues. Make sure that the road to the treasure is long but not boring, full of adventure and full of knowledge. Here are some tips for planning the treasure hunt game and writing clues:

- Always inform the owner of the location in which the treasure hunt game will take place!
- Clues must be written in an intriguing and playful way.
- Make sure that children can grasp the ideas behind the clues.
- Clues must be written in away according to which parents can contribute without neutralizing students' role.
- Considering of adding intercultural elements.
- Try to use different modes of presenting clues. For example clues can be online, in the form of text, hidden in pictures or videos or inherent in real-life tasks (i.e discussion with a local).
- Encourage discussion among the treasure hunters.
- Encourage the interaction among children, parents, teachers and local community.
- Optionally, a member of each group can be set responsible for film-documenting the whole process (i.e the participant teacher).
- Make sure that all of the treasure hunters will get a prize at the end.

Planning a treasure hunt game in the city of Volos (GR)

Define the treasure

1st winner: A novel of Papadiamantis (per family), a medal (per family) and a box of candies!

The rest of the teams: A box of candies and a certificate of participation.

A reference to all the teams will be made in the LINC Community.

Get to know the participants in order to form the groups

Place 2-5 students, 2-5 parents and 1 teacher in each group.

Define the route and the key points

Provide participants with maps of the area where the treasure hunt game will take place. Do not reveal information about the route and the key points.



Define the key participants

These are individuals that will reveal information about the next clue or add educational elements in the game. Please consider of using one key participant per clue.

- Prepare the clues and plan the flow of the game
- Hide the treasure and the clues and initiate the treasure hunt game
- Plan follow-up activities. Ideas for follow up activities:
 - ✓ Encourage the groups of treasure hunters to present the way they work in the school community or in the LINC community.
 - ✓ Encourage the groups to publish part of the film-documented activities in a form of a digital story.
 - ✓ Encourage the participants to exchange ideas, to share experiences and to plan their own treasure hunt games.

See a small-scale example

Give me some clues!

1st clue: 'I am the oldest ship in the port of Volos'.

Solution: The **Argo Vessel**. At the point where Argo is placed, experts will provide students with information about the reconstruction of the Argo ship as well as about the underlying myth. 12-14 pieces of a puzzle will be given to the players in an envelope. Players have to assemble the pieces to see the next clue.

2nd clue: 'I am a window into culture; I appeared in 1924-25'.

A (faded out to white) picture can be also provided as an additional hint to ease complexity >>



Solution: The **Achilleion cinema**. A short tour can take place in the Achilleion cinema. The participants will be provided with pictures of the cinema room as it was in the past. Each picture integrates parts of the text of the next clue.

3rd clue: 'I bring together 4 buildings. I house but do not limit knowledge'.

Solution: The upper level of the main building of the **University of Thessaly**. The players have to go to the upper level of the University of Thessaly. Students of the University of Thessaly will guide them in the building and will reveal the next clue.

4th clue: 'I gaze the sea... telling 'Tales from a Greek Island', from my hometown, the Aegean island of Skiathos'.

Solution: The statue of **Alexandros Papadiamantis on the seafront of Volos**. A teacher or another key participant can initiate the dialogue about the personality of Alexandros Papadiamantis, about his life and work. The next clue will be also revealed in the form of text.

5th clue: 'I am a novel. A reference to me was made before. Go to page $5 \cdot 2 + 8 / 4 - 1 + 3$. The treasure is there. You can find me on a shelf in the library of the University of Thessaly'.

Solution: The treasure hunters are encouraged to visit the library of the **University**. In the library, supported by the librarians, they have to look for the novels of Papadiamantis and to search on page 14 in order to find the treasure.



Do not forget to add an **announcement** about the Treasure Hunt activity on the **Event area of the LINC Community**. Place all the important information about the activity there and set the meeting point of the venue. Upload information about the way the groups will be formed. You can either release the first clue online or at the beginning of the treasure hunt game.

You can also initiate the dialogue in the **Discussion area** about the Treasure Hunt Game as well as upload relevant material in the **Resources area**.

About the project

LINC portal: <http://www.linc-project.eu>

LINC community: <http://community.linc-project.eu/>



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

Blank page