

Training script - DAY III

Out of classroom learning - Is Warsaw an “model postmodern mosaic”?

**I TARGET GROUP**

People interested in out of classroom learning, combining elements of a location-based game, gamification and storytelling.

Important - as part of the experience, participants will have to cover a distance of approximately 3.5 km, mostly flat, in an area of intensive urban development (please bear in mind architectural barriers and urban stressors - noise, heavy traffic, a multitude of stimuli).

**II AIMS (K- knowledge, S-skills, A-attitude)**

- Getting to know a method for active learning out the classroom using urban space (K, S)
- Learning about the history and city-forming processes in Warsaw’s Praga district (K)
- Practical out of classroom learning experience (S)
- Learning about the importance of diversifying the educational process using natural and urban environment
- practicing preparation of training activities based on Kolb's cycle (S)

### III PLAN

Module	Duration	Activities	Objectives	Remarks
	9:00-9:30 30 min	<i>Commuting to Praga</i>	<i>Introduction to a different perspective of looking at the city</i>	
I	Introduction , handing over instructions 9:30 am - 9:45 am 30 min	<i>Introduction to the experience and presentation in the out of classroom learning methodology</i>  <i>Dividing participants into pairs, handing over instructions, and maps.</i>  Q&A	<i>Getting to know the purpose of the experience</i>  <i>Listening to instructions; opportunity to ask questions</i>	
II	09:45-11:30 105 min	<i>A walk - performing tasks in pairs in urban space according to given instructions and maps</i>	<i>Practical out of classroom learning experience (S) - experience stage in Kolb's cycle</i>  <i>City exploration - getting to know its history, meanings, and changes taking place (K)</i>	<i>During this time also individually planned breaks</i>

III	11:30-12:30 60 min	<p><i>Solving puzzles - presentation of teams</i></p> <p><i>Discussion about the importance of individual places, their history and changes</i></p>	<p><i>Sharing your first impressions after the walk - reflection stage in Kolb's cycle</i></p> <p><i>A talk on changes and processes that make up the present identity of Warsaw (prefab panel blocks, fencing, ghettoisation, gentrification) - the conceptualization and theory stage in Kolb's cycle</i></p>	
	12: 30-12:45	<i>Break</i>		
IV	12: 45-13:30	<p><i>Discussing the entire experience and working on adapting the technique to individual needs of the participants</i></p>	<p><i>Adapting out of classroom learning to your own training practice - application stage in Kolb's cycle</i></p> <p><i>Summary and evaluation of the module</i></p>	

#### IV DETAILED CURRICULUM

**Unit I and II - Introduction to the out of classroom learning experience and a walk**

<b>Duration</b>	<i>15 min (introduction) 105 min (walk)</i>
<b>Title</b>	<i>An introduction to the out of classroom learning experience Walk - riddles</i>
<b>Description</b>	<ol style="list-style-type: none"> <li><i>1. Participants are asked to divide into teams of two (to be considered - can people from one country be in one team?) - counting the teams if necessary.</i></li> <li><i>2. Individuals (everybody or one from each pair) provide their phone numbers so that they can be contacted during the task - apps such as Messenger or WhatsApp can be used</i></li> <li><i>3. Teams get instructions and a first photo (instruction in the section Instructions for the participants)</i></li> <li><i>4. Q&amp;A</i></li> <li><i>5. The walk - experience of out of classroom learning</i></li> </ol>
<b>Materials / equipment</b>	<p><i>A map (e.g. from Google Maps) with the route marked on it - attached at the end of the curriculum (also saved as a link to be sent to participants).</i></p> <p><i>Photos of individual places - 2-3 photos for each team - due to the size attached separately from the instructions- photos are divided into folders with numbers indicating the order of sending (main photo X.1, hint X.2, next hint X.3)</i></p>
<b>Additional comments</b>	<i>Instructions for participants should be sent via a communicator / mms in order to enable them to stay in touch with the trainer and receive additional information / photos - hints</i>

<p><b>Instructions for the participants</b></p>	<p><i>You are city detectives. Your task is to follow the designated route - you will get a google map and find a special place. Each team will receive a photo of a selected place. The photo will be quite mysterious and obscure, so keep an eye out! If you have any problems with solving the puzzle, write to us and you will get hints.</i></p> <p><i>Once you find your place, try to find out more about it:</i></p> <ul style="list-style-type: none"> <li><i>- take photos/videos of the area,</i></li> <li><i>- try to talk to someone about its purpose, history, location, etc. - or you can also search the Internet.</i></li> </ul> <p><i>When we all meet again, you will present the results of your search! If you solve the mystery ahead of time, go the whole route anyway and look for interesting places and take photos of them - maybe you can surprise me ;) You can also help other teams.</i></p> <p><i>Also plan a break. I'll see you in the same place in 1h 45 min.</i></p> <p><i>In case of any difficulties, please feel free to contact me. Good luck!</i></p>
<p><b>Additional comments for the trainer</b></p>	<p><i>The trainer should carefully check the places and ensure that the photos are up to date in order to be able to help the participants in the next steps</i></p> <p><i>While carrying out the tasks, the trainer should stay in one place, not follow the participants, to give them a free hand in solving the task. It is important to check messages received from participants.</i></p>

### Unit III - Results and Reflection

<b>Duration</b>	<i>60 min</i>
<b>Title</b>	<i>Solving the puzzles - teams' presentations</i>
<b>Description</b>	<ol style="list-style-type: none"> <li>1. <i>After all the teams have returned, the first questions relate to emotions and thoughts related to the task, followed by reflection and general observations.</i></li> <li>2. <i>Individual teams show photos, share stories and findings made while solving the puzzles.</i></li> <li>3. <i>The trainer collects and summarizes the findings presented by referring to individual processes and facts related to the changing urban space.</i></li> <li>4. <i>Discussion on the thesis of Ulrich Beck that "Warsaw is a model postmodern mosaic"</i></li> </ol>
<b>Materials / equipment</b>	<i>Projector, screen, computer, photos of individual groups prepared for presentation</i>
<b>Additional comments</b>	
<b>Instructions for the participants</b>	<p><i>To point 1 - How are you feeling, what are your emotions and first thoughts after the walk? What happened to you? How would you rate, roughly, the whole experience, the walk?</i></p> <p><i>To point 2 - Please share your work. Show if you managed to find the places, what you can say about them, etc.</i></p> <p><i>To point 4 - How did you like this part of Warsaw? What do you think about it, especially when compared to the left side of the city? By juxtaposing these two parts, do you agree with the German sociologist Ulrich Beck that Warsaw is "a model postmodern mosaic?" Why do you think he said that?</i></p>

**Additional  
comments for the  
trainer**

*The trainer for each task - after each presentation - can/should explain why this place was included in the task and what process related to the city it covers.*

*Task 1 - Monument (?) To the Victims of the Massacre of Praga: quite a peculiar monument (?), which is basically just a pedestal. Now it commemorates the victims of the Massacre of Praga, i.e. the uprising and war against Tsarist Russia, which ended with the murder of several thousand civilians in Praga on November 4, 1794. Where did it come from? It is the pedestal of the Monument to Brotherhood of Arms of the communist Polish and Soviet armies standing in Praga since the times of the Polish People's Republic (real socialism). Probably hardly anyone knows its official name, it has always functioned as the Four Sleepers for Praga residents due to the lowered, as if asleep, heads of the immortalized soldiers. Once a landmark and an ideologically controversial one. How does the meaning of the city change, its places, how do ideology and politics change the space and vice versa?*

*Task 2 - Furniture workshop: a beautiful manufacture established relatively recently on the wave of return to the old craft activities. It deals with renovation of old furniture. This is one of the trends of restoration of services that used to be commonplace and are now only isolated cases. Who are these services for? How do you perceive the existence of such places in the street tissue, next to a pub? Would you use the services?*

*Task 3 - Jagiellońska housing estate: built in the 1980s in the times of the Polish People's Republic in place of damaged tenement houses. It was supposed to be an attempt to integrate the standard architecture of that period (blocks, prefabricated elements, small sized apartments) into the old streets. How did it go? What do you think about this combination? Interestingly, due to the fencing of housing estates, it's been surrounded by a fence since the 2000s, previously it was possible to walk freely between the blocks. The fencing of housing estates is a very strong process peaking around 2010. In fact, nowhere except South Africa and Brazil has there been such a strong tendency to close space. Where do you think it came from? What did that mean? How did it affect the city, residents and visitors?*

*Task 4 - Oriental bar: one of the many Vietnamese bars, commonly known as Chinese. A manifestation of the city's cosmopolitanisation? Nowadays, you can find many fashionable restaurants with cuisine of these countries in Praga. But this bar dates back to the 90s of the last century, when there was the "Europe Fair" in Praga, where you*

could buy everything, including Kalashnikovs and pirate CDs. Trading there were mostly "tourists" from the former Soviet Union and Southeast Asia.

*Task 5 - a statue of Holy Mary: a strong element of Praga culture, chapels in courtyards of tenement houses are characteristic of this district. Some of them are forgotten, some are being restored by efforts of the residents. Figurines are also important as places of identification of "old" residents, as an unchanging element despite the changes taking place in the district. Often a meeting place for "old" residents, but also eagerly photographed by tourists. More: <https://napradze.waw.pl/praskie-kapliczki/>*

*Task 6 - two tenement houses Jagiellońska 25 and 27: the most glaring example of gentrification covering practically all of Praga. It starts with a collapsing neighborhood where artists, craftsmen, students and free spirits come. Counter-culture places, cheap eateries with alternative art are created. A ferment arises, which attracts curious people from other districts (initially for a walk, beer and party, then for longer, e.g. by renting an apartment), tourists, and finally - business. All the "cool" of the district is commercialized. The last stage is renovation of beautiful yet dilapidated tenement houses. At the same time, the "old" residents do not have anything to look for in them anymore - the prices and rents are deadly, you can often find advertisements about "loft apartments in fashionable Praga". Price? Several hundred thousand to a million and more euros (for Polish reality - deadly). What do you think is happening with the "old" residents (displacement)? New architecture, new residents? What is the price of the "cool" neighborhoods in our cities?*

*Task 7- Wall painting: gentrification starts with artists! The mural on Brzeska street is the first sign of revitalization attempts - Brzeska was once considered the "worst" street in the city, and the city spent a lot of money on social revitalization. What does the area around the mural look like now? What does the whole street look like? What do you think about such city images?*

*Task 8 - Umbrella repair and sale: did you know umbrellas can be repaired?? Me neither. Ms. Basia has been dealing with this for many years. Her studio is an example similar to the furniture restoration workshop (Task 2), yet a bit different - her place has really existed for a long time and has been through a lot. Now it is a curiosity, but will there be anyone to take over after Ms. Basia retires?*

#### Unit IV - Overview of the out of classroom learning experience

<b>Duration</b>	<i>45 min</i>
<b>Title</b>	Discussing the experience and adapting the tool to your own needs
<b>Description</b>	<ol style="list-style-type: none"> <li>1. <i>Participants individually or in national groups prepare a draft of a program using the tool to work in their own environment. They define: a goal, a group, a form of out of classroom learning, expected results</i></li> <li>2. <i>Participants present the drafts of their programs</i></li> </ol>
<b>Materials / equipment</b>	<i>Paper sheets, pens, possibly a computer and a projector</i>
<b>Additional comments</b>	
<b>Instructions for the participants</b>	<p><i>Consider implementing this experience in your work, in your environment, with your participants. Remember that this is not about transferring 1:1, of out classroom learning, not necessarily a city has to be the stage for events. Maybe you want to encourage your participants to use a library, and they still think that you can only borrow books there? Maybe you want to invite migrants to visit places important for the local community? Maybe you want young people to learn about the importance of a historical tree, boulder or stream? You freely modify the method.</i></p> <p><i>Write a draft of an idea, it can be quite general. Think about:</i></p> <ul style="list-style-type: none"> <li><i>- the educational goal you want to achieve,</i></li> <li><i>- the group you will work with,</i></li> <li><i>- what form the experience will take,</i></li> <li><i>- what results you expect.</i></li> </ul> <p><i>You can work individually or in your permanent teams.</i></p>

**Additional comments for the trainer**

*The trainer gives the appropriate time to complete the task (approx. 15 min), then individual people/teams present and, if possible, a discussion takes place.*

**V BIBLIOGRAPHY, USEFUL LINKS**

Description of the original - Oodi Library [https://stowarzyeniestop.pl/stop/wp-content/uploads/2020/10/Manual\\_EDU-BTW\\_en.pdf](https://stowarzyeniestop.pl/stop/wp-content/uploads/2020/10/Manual_EDU-BTW_en.pdf)

**VI GENERAL REMARKS**

The route can be freely modified, the beginning and the end have been set due to the access to the space of the Cotopaxi Association.

Make sure that all people have the skills and equipment to perform the task. In case of difficulties, the tasks can be printed and distributed to participants.

More advanced forms such as geotagging can also be used in case of a group with appropriate competences and using the necessary technology.

**VII. MATERIALS USED DURING TRAINING**

