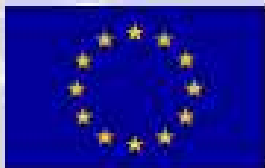


HERITAGE ALIVE!

LEARNING QUEST IN GORLICE, POLAND



The Heritage Alive! project is part-financed by the European Union under the INTERREG III B CADSES



ST MICHAEL ARCHANGEL CHURCH IN BINAROWA

?



WHAT WEBQUESTS ARE (REALLY)?

The Learning Quest model is based on the WebQuest model developed by Professor Bernie Dodge (University of San Diego) and Tom March in 1995.

According to Tom March,

“A WebQuest is a scaffolded learning structure that uses links to essential resources on the World Wide Web (or other means) and an authentic task to motivate students’ investigation of a central, open-ended question, development of individual expertise and participation in a final group process that attempts to transform newly acquired information into a more sophisticated understanding.”

LEARNING QUEST

GORLICE – SĘKOWA – BINAROWA

I. AIMS OF THE „LEARNING QUEST”:

- ✓ to make people aware of their cultural heritage

Wooden churches in Binarowa and Sękowa were added to the UNESCO World Heritage List not long ago, in July 2003. Local people were not particularly awared of the fact that the UNESCO list is so important and prestigious. They simply did not appreciate the role of these unique buildings, not only for our region, but also for the entire country and continent, as an element of common cultural heritage.

LEARNING QUEST

GORLICE – SĘKOWA – BINAROWA

✓ **to involve young people**

We wanted to get involve young people from secondary schools of Binarowa and Sękowa who firstly were the authors of content referring World Heritage Sites in Gorlice District and secondly achieved next stages of knowledge based on materials collected during educational process.

In this way we wanted to rise young people's awareness of heritage which they as representatives of local community also share. Our aim was to make them natural and spontaneous cultural ambassadors and promoters of region and country.

LEARNING QUEST

GORLICE – SĘKOWA – BINAROWA

II. IDEA OF THE „LEARNING QUEST” :

✓ game-like approach

“Learning Quest” in a sense could be seen as a project inspired by a once popular strategic game for teenagers, “Civilisations”. The main idea was to go through five levels of knowledge, which symbolically represent five periods in the region's history.

LEARNING QUEST

GORLICE – SĘKOWA – BINAROWA

✓ two stages

The project had two stages. At first, a group of young people were chosen, whose task was to work out each level of the story. The second stage of the project was open for all the students who wanted to get involve. They had to write a test, checking their knowledge. The tests were prepared during the project work, and they were based on the information from the project webpage and from other sources. The tests were available on the website on a particular days only, and the date had been announced beforehand.

LEARNING QUEST

GORLICE – SĘKOWA – BINAROWA

✓ **five levels**

Level I - Settlers

- **period: around 14th - 15th century-showing ethnic diversity of the region**

Level II - Inhabitants

- **period: around 16th - 17th century- tracing the process of transformation from settlers to inhabitants, with their own religion, genuine habits, cuisine**

Level III - Builders

- **period: around 16th-18th century-analysis of the development of sacred architecture in the region (appearance, ornamentation, equipment)**

Level IV - Industrialists

- **period: around 18th - 19th century-showing the region of Gorlice and Biecz from the perspective of oil industry**

Level V – Guardians of Heritage

- **period: 20th century-history of the churches after World War II and during communist times, role of individual people and whole communities in protecting the priceless cultural heritage**

LEARNING QUEST

GORLICE – SĘKOWA – BINAROWA

✓ different techniques and materials

The tasks were made by students in very different ways:

- texts (general descriptions, introductions to each level of the project)
- photos (as a support for the texts e.g. wedding, parish festivals and celebrations)
- audio recordings (e.g. interviews with priests, the locals and academics - historians)
 - films (stories etc.)
- description of The Wooden Architecture and of World War I Cemeteries Routes
- cuisine (the most popular recipes of meals characteristic for the region and for local ethnic groups, photos of meals)
- virtual exhibitions of the materials prepared by children and teenagers (drawings)
 - links to the webpages concerning WH Sites
 - press cuts about the objects and project

LEARNING QUEST

GORLICE – SĘKOWA – BINAROWA

✓ titles, diplomas and ceremony

Each student had an opportunity to get an appropriate "title", depending on their work results (e.g. „Settler”, „Industrialist”, etc.).

The title depended on the number of points they had obtained in a test. On each level, students got diplomas, confirming their knowledge.

All students were given their diplomas during a special ceremony.

LEARNING QUEST

GORLICE – SĘKOWA – BINAROWA

III. Implementation of the Learning Quest – photo review



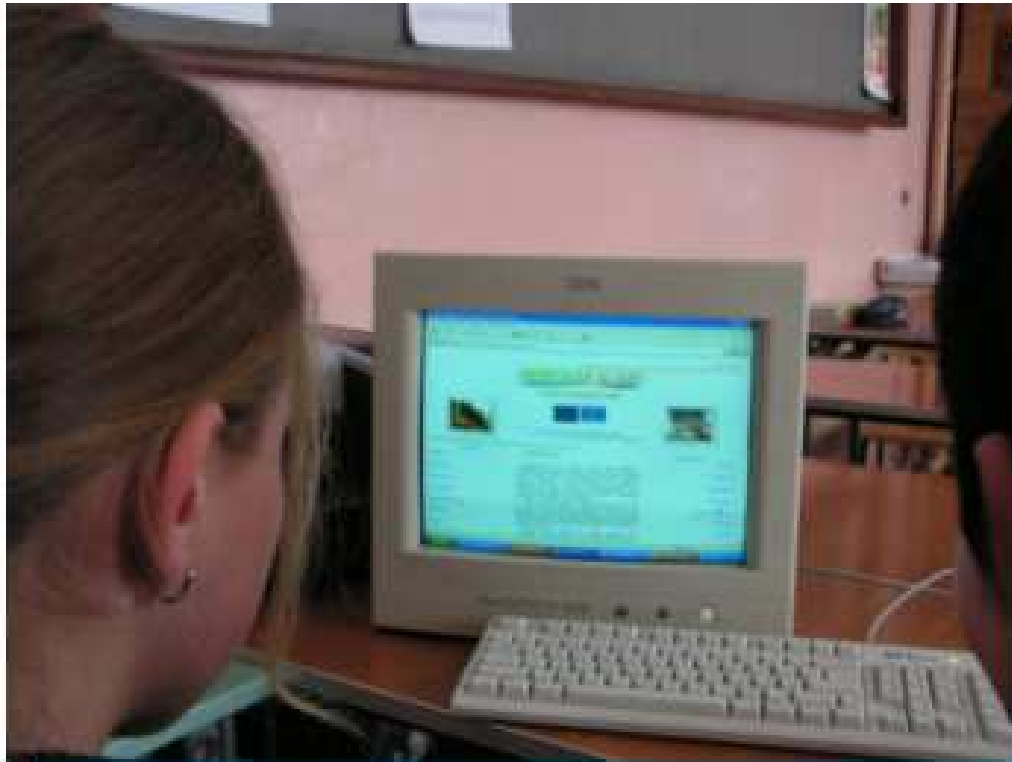
HERITAGE ALIVE!



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Dear Visitors!

Project partners

Ceremony Agenda (Gorlice May 16th, 2007)

This webpage is an attempt- successful, hopefully- to make up for a certain lack of information about the Gorlice Region available within the Internet. We have many great websites about the Lower Beskid Mountains, cemeteries from World War I, and quite a lot of official and private websites of towns and villages in the region. Still, there is not much to be found about amazing buildings of our region.

We are thinking about two churches: St Philip and Jacob Church in Sekowa, and St Michael Archangel Church in Binarowa. In 2003, both churches were added to the **UNESCO** World Cultural Heritage List. Can you imagine? That's the list which also includes the

Wypełnij podstawowe dane o sobie:

	Imię
	Nazwisko
	Data urodzenia
	Klasa
	Szkola
	E-mail
	Numer testu

Odpowiedz na poniższe pytania:

1. Która ze wsi w Gminie Sękowa powstała najwcześniej?

- Ropica Górna
 Sękowa
 Szary

2. Baranie słynęło z:

- kucheniarstwa
 wyrobu żytek
 młynarstwa

3. Powieść "Ten co w Rogie złota szukał, smolej się ogłuchał" związana jest z postacią:

- Ignacego Łukasiewicza
 Seweryna Bonera, podskarbiego Zygmunta Starego
 Władysława Długosza

4. Kwiecień gospodarował na roli wielkości 40



www.unesco.gorlice.pl



4 you 4 free

Wallpaper Sekowa:

- 1280 x 1024
- 1280 x 800 (laptop)
- 1024 x 768
- 800 x 600

Wallpaper Binarowa:

- 1280 x 1024
- 1280 x 800 (laptop)
- 1024 x 768
- 800 x 600

Screensaver

- wypowiedź ks. Stanisława Dziejzica nt. historii kościoła: [posłuchaj nagrania \(mp3\)](#)
- wypowiedź ks. Stanisława Dziejzica nt. odnowy kościoła: [posłuchaj nagrania \(mp3\)](#)
- wypowiedź ks. Stanisława Dziejzica nt. sobót: [posłuchaj nagrania \(mp3\)](#)
- wypowiedź ks. Stanisława Dziejzica nt. nagród dla opiekunów kościoła i dnia dzisiejszego: [posłuchaj nagrania \(mp3\)](#)
- wypowiedź ks. Stanisława Dziejzica nt. zagrożeń w historii kościoła: [posłuchaj nagrania \(mp3\)](#)
- film - kościół w Sękowej z zewnątrz: [pobierz](#)



HERITAGE ALIVE!

**GORLICE „LEARNING QUEST” AWARD CEREMONY
MALOPOLSKA ART GALLERY "KARVACJAN'S MANOR"
16 MAY 2007**

The main aims of the ceremony were:

- ✓ to award the best students who participated in the “Learning Quest”
 - ✓ to present our mutual output and exchange experiences
- ✓ to promote “Heritage Alive!” project and disseminate knowledge about it
- ✓ to thank the authorities, teachers, priests and people involved in the “Learning Quest” for their participation, efforts and contribution



HERITAGE ALIVE!



SPECIAL GUESTS:

**ALEKSANDRA WAŁAWCZYK – DEPUTY CHAIRMAN OF THE POLISH NATIONAL UNESCO COMMITTEE,
WARSAW, POLAND**

JOHN PEREIRA – “HERITAGE ALIVE!” PROJECT MANAGER, SALZBURG RESERCH, AUSTRIA

LEARNING QUEST

GORLICE – SĘKOWA – BINAROWA

IV. Learning Quest – results and conclusions

- ✓ in the „Learning Quest” took part 87 students
- ✓ 11 of them have obtained the highest title – „Guardian of Heriatge”
- ✓ the programme evoked great interest and involvement of local people
- ✓ involved schools decided to continue their cooperation
- ✓ the programme greatly broadened students’ knowledge about WH Sites
- ✓ „Learning quest” made people more open-minded for innovatory enterprises
- ✓ inhabitants discovered the treasures of their motherland
- ✓ the programme riveted regional press and TV attention



"Cultural identity is not set in stone; it's in the experiences people share."

JOHN PEREIRA