



HerStories

Telling Jewish women's stories



Title

Investigating through space and time (Irena Wygodzka's story)

Pedagogical objectives: Strengthening national and European identity, socialisation goals, active citizenship education, developing and maintaining interest, developing key competences, preparing for lifelong learning. In addition to this, the development of soft skills, which are becoming increasingly important in the 21st century, the social-emotional development of students through the development of historical thinking and problem solving.

Time

2 x 45 minutes

Age of students

13-19

Number of the group

12-18 students

Tools

- laptop
- projector
- mobile phones
- the set of flashcards
- map



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Description of the workshop

1. Warm-up ('15)

- Who could she be? (feelings, thoughts) -> Mentimeter (word cloud) - 5'
- What are the possible connections to our lives? - 4'
- An exciting introduction to the life of Irene Wygodzka - 2'
- Opening question: She lived in many cities and countries during her life, but where in the world was she at home? 4'

2. Investigating History – An adapted version of the "Mystery Method" ('65)

- Forming groups of 4-6 people - '5
- each group will receive photos from 3 stages of Irena Wygodzka's life:
 - o Group 1: pre-war years, childhood
 - o Group 2: during the war
 - o Group 3: life after the war
- the photos received should be arranged in historical/chronological order - '15
- photos are accompanied by text, text to be paired with photos, correcting order if necessary - '5
- story cards in the correct chronological order are numbered - '2
- mark the places on the map, where Wygodzka has been '2
- give the concept cards and pair them with the issued texts - '3
- give the source cards / background information cards - '1
- shuffling the story, source, concept and background information cards issued and distributing them equally among the players - '2
- the group agrees on who will put down the first card and then the group members, always going back to the previous card, explain in their own words what is on it, always giving reasons (how it relates to the other card, cause and effect relationship(s), etc.), and then put down the story - '15
- the game continues until everyone has put down all their cards
- teams present the three stages of Irena Wygodzka's life, put together her complete life story and try to find the answer to the opening question - '14 (but you can use this time as you wish)

3. Closure ('10)

- The team needs to discuss and evaluate the work together.
- Fill in exit cards (what was I thinking before the investigation? what did I learn? what else would I like to know?)
 - (return to answer the most exciting questions for a few minutes at the beginning of the next lesson)



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Resources: [Wygodzka Irena | Centropa](#)
[HerStories - \(her-stories.eu\)](#)



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