



Barbara Nowak

**Post-penitentiary assistance
in the implementation of project tasks**

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Summary

The implementation of project tasks in the area of post-penitentiary assistance and social exclusion plays a significant role in the process of social readaptation. Projects in the area of culture are particularly valuable, as they help not only prisoners and their families, but also other socially excluded people to find their place in society.

Key words

Projects aimed at activating socially excluded individuals, post-penitentiary assistance, historical and contemporary contexts of assistance activities for convicts, social readaptation, social reintegration, the educational role of intergenerational relations, social activity, cultural and educational work, the life experience of seniors as a cultural value.

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Introduction

For many prisoners, serving a prison sentence is their first opportunity to ‘encounter’ culture, learn about its various aspects and dimensions. Many prisoners are unfamiliar with such experiences due to various family and social circumstances.

This lack of experience is often the result of difficult life situations, including neglect in the family environment, financial difficulties, lack of funds to enjoy cultural activities, or, finally, their own neglect in this area and marginal treatment of all values based on culture.

Imprisonment also provides an opportunity to seek answers to pressing questions about the future after serving a sentence. Some inmates seek answers in the literary works of people they have the opportunity to meet during events organised in the units. Some discover their own artistic skills in the areas of painting, drawing or theatre.

In order to realise one’s ‘discovery’ and undertake its implementation, it is extremely important to show the courage to engage in artistic creativity, which is often misunderstood and ridiculed by fellow inmates. Taking up this challenge very often requires support from the educator organising cultural and educational work in the unit, a socio-cultural animator, or an artist whom the inmate will meet during educational classes. Unfortunately, at this stage, many inmates give up on the effort to ‘work on themselves’ in discovering, realising and finally

preparing for life in freedom through their own creativity.¹ People serving prison sentences often mention that discovering and then deciding to pursue their artistic ambitions gives them a special drive to work on themselves in terms of planning and building their future after serving their sentence. Cultural education in penitentiary units is implemented through educational activities within the units, as well as through cultural activities outside prison walls, including in museums, libraries, community centres, cultural centres, or through participation in cultural events organised by local communities in the area where the prison is located.²

Prisoners preparing for life outside prison need specific incentives and examples that give them ‘instructions’ on how to cope with difficult life situations, especially in the first days after leaving prison. Such an opportunity, i.e. broadly understood support, is provided by post-penitentiary assistance programmes implemented in various areas, providing support to prisoners and their families. One of these areas is culture, which, when experienced by socially excluded people, gives them specific guidelines for coping with various situations.

Post-penitentiary assistance also covers a range of social, community and educational issues, in which compensatory and preventive measures are taken, which is particularly important in the case of family members of people who have committed crimes or are at risk of committing crimes.

Projects implemented in various areas of social assistance, social welfare, cultural education, including regional education, offer great opportunities in this regard. They help people experiencing various life difficulties to better understand their role in society and the need to face challenges every day, both in family and professional life, and provide inspiring models for shaping attitudes in line with the laws and norms in force in a given society.

Learning about the richness of material and spiritual culture often becomes a path to personal development for inmates, inspiring them to reflect on their lives so far, the choices they have made, and finally, the situations that led them to commit a crime.

¹ B. Nowak, M. Szymczyk, *Przygotowanie do życia wolnościowego poza murami więziennymi poprzez działania kulturalno-oświatowe w jednostkach penitencjarnych i w warunkach wolnościowych*, wyd. Katedra Pomocy Postpenitencjarnej i Wychowania do Pracy Uniwersytetu Pedagogicznego w Krakowie, Kraków 2019, s. 26-27 (*Preparation for life outside prison through cultural and educational activities in penitentiary units and in conditions of freedom*, published by the Department of Post-Penitentiary Assistance and Work Education of the Pedagogical University of Krakow, Krakow 2019, pp. 26-27).

² Ibidem.

The educational role of culture in the broad sense very often causes people to desire to change their lives, to gain the strength to overcome life's difficulties, to rebuild family ties, to overcome situations causing long-term unemployment, and to open up to professional and social activity.

Finally, the implementation of project tasks among socially excluded people helps them overcome social problems, opens them up to the fight against poverty and even destitution experienced in the family environment, which is often associated with the problem of inherited poverty and shaping their future based on the beauty of aesthetic experiences.

Regional education plays a significant educational role, as it is closest to the search for values and role models. Referring to folk culture in the educational and teaching process enriches inmates, contributes to shaping their worldview and teaches appropriate attitudes towards life through specific models of behaviour of people associated with a given local community.

Intergenerational education is particularly valuable in this case, as it draws on the experience, skills, pedagogical and artistic abilities of older people, who become real examples of success and moral principles for younger generations.

Taking the above aspects into account, this publication presents both theoretical and research considerations on the following issues: elements of social work in aid activities in a historical context, cultural education using animation, cultural and educational activities concerning Polish and regional history, forms of support for prisoners and their families implemented within the framework of the 'Second Chance' Post-Penitentiary Assistance Association, the implementation of cultural projects as a determinant of 'open space', overcoming isolation barriers through creative activity in the field of culture, intergenerational education, searching for one's own identity in the field of culture.

Elements of post-penitentiary assistance in charitable activities in the years 1918-1939

After Poland regained independence, one of the significant problems was the issue of crime, particularly among the poorest social groups. Therefore, extensive efforts were made in penitentiary activities to prevent recidivism, which was largely caused by the difficult financial and social, but also cultural, situation of large sections of society.

Many people serving prison sentences had difficult experiences in their family relationships, and a significant percentage of them were foundlings, i.e. persons deprived of any public rights. Therefore, educational activities for convicts were largely carried out in the area of culture, and the following initiatives deserve special attention:

- contact with books and national literature,
- learning about models of behaviour based on the profiles of national heroes,
- commemorating state and national anniversaries,
- preparing short theatrical scenes in which convicts reenacted simple scenes,
- trips to museums and theatres,
- learning and memorising patriotic songs,
- reading and reciting poems,

- concerts of patriotic songs,
- Art classes in painting,
- learning about Polish customs and traditions,
- learning and consolidating cultural forms of behaviour in various life situations.
- discovering the beauty of the native language.³

Table 1. Cultural events organised for prisoners in the Silesian Province between 1922 and 1925

Type of activity	Groups affected	Age of convicts	Level of inmate involvement according to source materials (adequate, poor, reprehensible)
1	2	3	4
Learning to read and write	Women, men, repeat offenders	19-25 years old	15 times adequate 36 times poor 18 times reprehensible
Singing lessons	Women	25-30 years old	Appropriate, indicated in 25 cases
Stagings	Women, men	19-27 years old	Appropriate, indicated 33 times Reprehensible, indicated 15 times
Going to the theatre	Women, men	25-33 years old	Appropriate, indicated 57 times Poor, indicated 18 times
Walks around historical sites	Women, men	27-48 years old	Appropriate, indicated 22 times, Poor, indicated 17 times Reprehensible, indicated 5 times
Singing patriotic songs	Women	35-45 years old	Appropriate indicated 26 times Poor, indicated 18 times Reprehensible, indicated 7 times

³ Nauka więźniów 1899-1929; Szkoła więzienna i zatrudnienie więźniów, sygn. 29/440/107 [w:] ANK (Prisoners' education 1899-1929; Prison school and prisoner employment, ref. no. 29/440/107 [in:] National Archives in Krakow, referred to as ANK).

1	2	3	4
Trips to the museum	Women, men	42-55 years old	Appropriate indicated 10 times Poor, indicated 9 times Reprehensible, indicated 3 times
Concerts of patriotic songs	Women	40-55 years old	Appropriate, indicated 22 times Poor, indicated 4 times Reprehensible, indicated 2 times
Painting classes	Men	25-55 years old	Appropriate, indicated 16 times Poor, indicated 10 times Reprehensible, indicated 3 times
Celebrations in honour of St. Stanislaus Theatrical scenes in honour of the saint	Men	26-35 years old	Appropriate, indicated 9 times, Poor, indicated 12 times Reprehensible, indicated twice
Celebrations in honour of St. Barbara	Men	23-48 years old	Appropriate, indicated 11 times Poor, indicated 9 times Reprehensible, indicated 5 times
Sewing classes, sewing costumes for theatre performances	Women	20-45 years old	Appropriate, indicated 10 times, Poor, indicated 7 times Reprehensible, indicated 5 times
Embroidering clothes for theatrical performances	Women	30-47 years old	Appropriate, indicated 19 times Poor, indicated 13 times Reprehensible, indicated 4 times
Making Christmas decorations from wood, paper and canvas	Women, men	19-50 years old	Suitable indicated 18 times Poor, indicated 11 times Reprehensible, indicated 3 times

1	2	3	4
Writing diaries about cultural events attended by prisoners	Women, men	25-30 years old	Appropriate, indicated 13 times Poor, indicated 8 times Reprehensible, indicated 2 times
Painting national symbols	Women, men	22-50 years old	Appropriate, indicated 17 times Poor, indicated 9 times Reprehensible, indicated 6 times
Learning to draw, with the participation of a professor from Jagiellonian University	Women, men	20-37 years old	Appropriate indicated 11 times Poor, indicated 5 times Reprehensible, indicated 0 times
Learning to sing selected opera arias with the participation of a female singer	Women, men	20-35 years old	Suitable, convicted 6 times Poor, indicated 6 times Reprehensible, indicated 1 time
Concerts of patriotic songs	Women, men	40-55 years old	Appropriate, indicated 22 times Poor, indicated 4 times Reprehensible, indicated 2 times
Painting classes	Women, men	25-55 years old	Appropriate, indicated 16 times Poor, indicated 10 times Reprehensible, indicated 3 times
Celebrations in honour of St. Stanislaus Singing religious songs in honour of St. Stanislaus	Men	18-45 years old	Appropriate, indicated 5 times Poor, indicated 10 times Reprehensible, indicated twice
Lecture given by a teacher from the 'local school' on the topic: 'Queen Jadwiga in Polish history'	Women, men	30-55 years old	Appropriate, indicated 14 times Poor, indicated 9 times Reprehensible, indicated 5 times

1	2	3	4
A lecture given by a secondary school teacher on the topic: "The Polish victory at Grunwald"	Women, men	35-58 years old	Appropriate, indicated 5 times Poor, indicated 4 times Reprehensible, indicated 3 times
A lecture given by a secondary school teacher on the topic: "Polish saints in European history"	Women, men	40-55 years old	Appropriate, indicated 9 times Poor, indicated 8 times Reprehensible, indicated 2 times
Lecture given by a professor at the Jagiellonian University on the topic	Women, men	25-46 years old	Adequate, indicated 7 times Poor, indicated 5 times Reprehensible, indicated 2 times
Sewing and embroidering Christmas tablecloths	Women	28-38 years old	Appropriate, indicated 12 times Poor, indicated 9 times Reprehensible, indicated 1 time

Source: Akta Miasta Katowic (akta luźne), brak sygnatury [w:] Archiwum Państwowe w Katowicach; Akta dotyczące opieki zastępczej, brak sygnatury [w:] Archiwum parafii pw. św. Józefa w Chorzowie (Katowice City Archives (loose files), no reference number [in:] State Archives in Katowice; Files concerning foster care, no reference number [in:] Archives of St. Joseph's Parish in Chorzów).

Table 2. Cultural projects carried out in prisons in the Kraków area between 1920 and 1939

Type of action	Groups affected	Comments
1	2	3
Literacy training	Women, men, repeat offenders	Literacy training was primarily provided to people serving a custodial sentence for the first time.
Learning lace-making	Women	This skill was taught by a woman named Katarzyna, a widow who also served in the Archconfraternity of Mercy.

1	2	3
Patriotic and religious performances	Women	The rehearsals were led by a certain Mr Ferczyński, a teacher.
Trips to the theatre	Women, men	These kinds of outings were often a form of reward for convicts who had “behaved impeccably”.
Religious performances, including excerpts from the lives of saints, first read aloud and then dramatised	Women, men, in particular those sentenced to up to 25 years of imprisonment	During these classes, women showed particular commitment, many of them being first-time detainees.
Singing patriotic songs, preparing a repertoire of songs for special occasions, including national and church holidays	Women, men, 25-45 years old	During these classes, attention was paid to articulation and intonation, and those who had difficulties in this area were removed from the classes and offered participation in other types of classes.
Trips to the museum	Women, men First-time offenders with less than one year left to serve	The most frequent destination was the National Museum, with the aim of familiarising participants with the works of outstanding painters. After returning, short classes were organised to review and consolidate the works of art viewed.
Painting classes	Women, men	They painted from ‘examples’ (paintings) brought in by secondary school teachers...
Artistic activities involving wood, including the creation of national and religious symbols and utility items characteristic of folk culture	Men, repeat offenders	During these classes, in addition to developing the knowledge and talents of the convicts, attention was paid to safety when using tools.
Weaving wicker baskets for performances and stagings	Men, women	The finished baskets were later used as items in economic activities carried out on prison grounds.

1	2	3
Sewing costumes for patriotic performances	Women, 22-60 years old	The tailoring experience of older women was utilised, who taught this skill to younger women willing to perform this type of work.
Decorating costumes for religious performances	Women, "Men... who want to do this activity"	Young women up to the age of 25 were most eager to participate in these activities.
A lecture given by a teacher from the 'local school' on the subject of: "The victories of the Polish hussar"	Men, including repeat offenders	After the lecture, the men asked the teacher many questions

Source: Sądy różne, zbiór szczątków zespołów, Nr zespołu 26 [w:] ANK. (Various courts, collection of team remains, Team No. 26 [in:] ANK)

The initiatives undertaken by the Archconfraternity of Mercy in Krakow played an important role in charitable activities aimed at helping marginalised people, including prisoners.

Their activities were primarily aimed at the "moral conversion" of these people, as well as "protecting them from the disastrous effects of evil tendencies that are deeply rooted in them".⁴

Therefore, in the first stage of working with socially excluded ('rejected') people, the focus was on religious education. In the case of unbaptised people, this involved preparing them to receive the sacrament of baptism and, later, their first communion. It was recognised that one of the main reasons for committing crimes was the poverty and deprivation experienced by those in their care. Therefore, efforts were made to provide comprehensive assistance in meeting their social needs. Analysis of the source material indicates that extensive measures were also taken with regard to detainees.⁵

⁴ Materiały do historii Arcybractwa 1814-1930. Działalność Arcybractwa i Banku Pobożnego 1584-1960, protokoły z posiedzeń, [w:] ANK, sygn. AMB 42 (Materials on the history of the Archconfraternity 1814-1930. Activities of the Archconfraternity and the Pious Bank 1584-1960, minutes of meetings, [in:] ANK, ref. no. AMB 42).

⁵ Ibidem.

Table 3. Charitable work carried out by the Archconfraternity of Mercy at St. Michael's Prison in Krakow in the years 1920-1939

Year	Initiatives undertaken	Aim of the work	Comments
1	2	3	4
1920	Cultural and educational activities in the field of lace-making and embroidery,	Developing the skills of 'concentration, reflection on one's own life and that of the patron saints' ... Reflections on self-improvement ...	Many convicts showed satisfactory improvement.
1920	Readings from national literature: A. Mickiewicz, J. Słowacki,	..learning about national literature for one's own use and intellectual development... ..encouraging good deeds, such as learning...	Satisfactory, ...Barely visible in some cases...
1920	Learning to read fluently, reciting poems by Adam Mickiewicz, explaining individual parts of the poems read.	Developing articulation and memory. Inspiring patriotic feelings, Emphasising the moral values contained in Mickiewicz's works.	Many detainees showed great interest in the poet's work.
1921	Theatrical performances about the lives of national heroes, Tadeusz Kościuszko and Edward Dembowski.	Developing a sense of national pride in having 'national heroes', learning about their lives and looking for similarities in the current actions of today's 'heroes'. Pointing out that good examples of behaviour can be found in every reality, including the present day. Impact in the context of building a sense of belonging to a given country, the need to educate younger generations in this spirit, which was addressed in particular to fathers and mothers. Shaping patriotism, Pointing out the possibility of improving one's life by 'drawing on the examples of distinguished Poles'.	Many of the participants in these classes showed great interest in the life and military victories of Tadeusz Kościuszko.
1922	A lecture given by a teacher from a 'local school' on the topic: "Casimir	Developing prisoners' interest in Polish history, emphasising the importance of the Piast dynasty	The lecture was attended by young convicts aged 18-20.

1	2	3	4
	the Great, the builder king”.	for the development of the Polish state, drawing attention to the role of the Piasts in European history.	The lecture was attended by young convicts aged 18-20.
1923	A lecture given by a professor from Jagiellonian University on the topic: ‘The victory of Jan III Sobieski at Vienna’.	Developing prisoners' interest in Polish history, emphasising the importance of the Piast dynasty for the development of the Polish state, drawing attention to the role of Jan III Sobieski in European history.	The lecture was attended by young convicts aged 18-20.
1923	Lecture given by a professor at Jagiellonian University on the topic: ‘The National Education Commission – activities for Polish education’.	Developing prisoners' interest in Polish history, emphasising the importance of the Commission of National Education for the development of Polish education.	The lecture was attended by young prisoners aged 18-20.
1924	Polish princes and kings, lectures, dramatisations, reading books containing descriptions of the reigns of Polish rulers, visiting places associated with the Polish Crown, Wawel.	Fostering a spirit of patriotism, belonging to a country with such a rich historical past, emphasising the enormous contribution of both the Piasts and the Jagiellons to building the power of the Polish state.	
1926	Lecture given by a judge on the topic: „Jagiellonian Poland”	Fostering a spirit of patriotism, belonging to a country with such a rich historical past, emphasising the enormous contribution of the Jagiellonian dynasty to building the power of the Polish state.	
1926	Discussions on the works of Polish poets: J. Kochanowski, A. Mickiewicz, J. Słowacki, Emphasising the importance of the works of great poets in Polish history,	Developing the ability to use the Polish language correctly. Teaching reading and writing to inmates who are not illiterate, placing greater emphasis on improving their command of the Polish language... <i>‘Some of the prisoners showed little interest in the works of the poets...’</i>	

1	2	3	4
1927	Historical walks around the city of Krakow, visiting churches, including the Church of the Blessed Virgin Mary, St. Barbara's Church, St. Peter and Paul's Church, and the Dominican Church.	Highlighting the role of places of particular importance in the history of the Polish nation and learning about their history. Attention was paid to the appropriate behaviour of prisoners during visits to churches.	
1928	Visiting Wawel Castle, Walking along the Vistula River.	Educational influence on prisoners through historical education, familiarising participants with the rich history of Wawel Hill.	Attention was paid to the appropriate behaviour of prisoners during the visit to Wawel Castle.
1929	Readings commemorating the Polish victory in the Battle of Grunwald, Patriotic re-enactment, Singing patriotic and religious songs, including 'Bogurodzica'	Fostering patriotic feelings, Drawing attention to the need to raise children in this spirit, Promoting the faith and dogmas of the Catholic religion.	
1932	Polish heroes of national uprisings: the November Uprising, the Kraków Uprising, the January Uprising Education in the field of Polish history	Emphasising national heroism, courage and patriotism in the fight for freedom, Promoting the spirit of patriotism, Highlighting the important role of courage in life, especially in the struggle for national liberation.	
1935	Readings from national literature: J. Kochanowski, A. F. Modrzewski, M. Rej Emphasising the importance of the Polish language, Developing Polish language skills, Learning to read and write	Emphasising the importance of the works of the great poets in Polish history, Developing the ability to use the Polish language correctly. Teaching reading and writing to prisoners <i>who are not illiterate, increasing the emphasis on better mastery of the Polish language...</i>	The classes were attended mainly by young prisoners aged 20-23.

1	2	3	4
1936	Listening to patriotic songs performed by a 'local music teacher', discussing the content of the songs.	During the class, one of the prisoners disrupted the performance of the song...	
1937	<p>Images from Polish history:</p> <ul style="list-style-type: none"> – The power of Mieszko I, Poland as a Christian country, – Bolesław Chrobry and his team, – the king's victories, the expansion of the Polish state, – places in Krakow that 'remember the times of Bolesław Chrobry', a historical walk around Krakow – 'The courageous life of Mieszko II', contributions to Polish history, – places in Krakow that remember the times of Mieszko II, historical walk around Krakow, – Legends of Krakow, – Wanda, heroine of ancient Krakow, places in Krakow commemorating Wanda. 	<p>Fostering a spirit of patriotism, belonging to a country with such a rich historical past, emphasising the enormous role of the Piasts in building the power of the Polish state.</p>	<p>Educational influence on prisoners through historical education, familiarising participants with the rich history of the Piast dynasty and their role in building Polish statehood.</p>
1938	<p>Lecture given by a professor at Jagiellonian University on the topic: 'The discoveries of Nicolaus Copernicus'</p>	<p>Developing an interest in science among detainees, emphasising the importance of the concept of 'discovery' in science. Introducing the life and scientific work of Nicolaus Copernicus. Highlighting his achievements in astronomy, developing detainees' ability to 'speak up' in discussions.</p>	<p>Prisoners aged 18-25 took part in the classes.</p>
1938	<p>Lecture given by a judge from the court in Wieliczka</p>	<p>Developing interest in mathematics, physics and other exact sciences</p>	<p>Prisoners aged 18-25 took part</p>

1	2	3	4
	<p>on the topic: 'Hugo Kołłątaj in the history of Polish industry'</p>	<p>among prisoners, emphasising the importance of the concept of 'discovery' in science.</p> <p>Familiarising detainees with the life and scientific work of Hugo Kołłątaj. Highlighting his achievements in mathematics, physics and mining, developing detainees' ability to 'speak up' in discussions.</p> <p>Fostering patriotism,</p> <p>Pointing out opportunities to improve one's life by 'drawing on the examples of distinguished Poles'.</p>	<p>in the classes.</p>
1938	<p>Lecture by a 'local teacher' on the topic: 'Paweł Włodkowiec – an example of patriotism'</p>	<p>Developing interest in diplomacy and its role in the history of Poland and Europe, explaining the concept of 'diplomacy'. Familiarising participants with the life and work of Paweł Włodkowiec. Highlighting his achievements in the field of diplomacy, developing the detainees' ability to 'speak up' in discussions.</p> <p>Fostering patriotism,</p> <p>Pointing out opportunities to improve one's life by 'drawing on the examples of distinguished Poles'.</p>	<p>Prisoners aged 18-35 took part in the classes.</p>
1939	<p>Talks on: 'Raising young children – hygiene necessary for their proper development'</p>	<p>Developing interest in the problems of raising young children, familiarising them with the basic issues of caring for young children.</p> <p>Thoroughly explaining the principles of feeding young children, drawing attention to the appropriate ingredients necessary for proper development.</p> <p>Shaping the concept of conscious motherhood, emphasising the 'beautiful virtues of a mother who is an example to her child'.</p> <p>Explaining the principles of hygiene,</p>	<p>Women aged 18-30 took part in the classes.</p>

1	2	3	4
		<p>compliance with which was to ensure the proper development of a young child.</p>	
1939	Discussions on raising boys and girls	<p>Developing an interest in issues related to raising young children, familiarising oneself with the basics of caring for young children.</p> <p>Thoroughly explaining the principles of feeding young children, drawing attention to the appropriate ingredients needed for proper development.</p> <p>Drawing attention to the need for appropriate behaviour by parents in the presence of children. Emphasising the value of religious upbringing for children and upbringing that develops patriotism in the younger generation.</p> <p>Shaping the concept of conscious motherhood, emphasising the 'beautiful virtues of a mother who is an example to her child'.</p> <p>Explaining the principles of hygiene, compliance with which was to ensure the proper development of a small child.</p>	Women aged 18-30 took part in the classes.
1939	Lecture given by a 'local teacher' on the subject of: 'Father Piotr Skarga'	<p>Developing an interest in works of mercy carried out in Krakow during the time of Piotr Skarga, explaining the meaning of the word 'mercy' in religious life. Familiarising students with the life and work of Piotr Skarga. Highlighting his achievements in the development of works of mercy for the needy in the city of Krakow at that time. Developing the detainees' ability to 'speak up' in a discussion.</p> <p>Pointing out that good examples of behaviour can be found in every reality, including today.</p>	Prisoners aged 18-25 took part in the classes.

Source: Nauka więźniów 1899-1929; Szkoła więzienna i zatrudnienie więźniów, sygn. 29/440/107, [w:] ANK; Sądy różne – zbiór szczątków zespołów, NR zespołu 26 [w:] ANK (Education of prisoners 1899-1929; Prison school and employment of prisoners, ref. no. 29/440/107, [in:] ANK; Various courts – collection of remnants of teams, team no. 26 [in:] ANK); Sprawozdanie Sądu Powiatowego w Niepołomicach w przedmiocie używania biblioteki aresztanckiej i udzielania nauki aresztantom, [w:] Wykazy co do nauki aresztantów, odczytów i bibliotek..., Sąd Powiatowy Skawina 5 stycznia 1906 r., [w:] Nauka więźniów za rok 1899, [w:] ANK (Report of the District Court in Niepołomice on the use of the prison library and the provision of education to prisoners, [in:] Lists concerning the education of prisoners, lectures and libraries..., District Court in Skawina, 5 January 1906, [in:] Prisoner education for the year 1899, [in:] ANK); Dodatkowe Sprawozdanie Roczne Stowarzyszenia Katol. Służby Żeńskiej pod wezw. św. Zyty, Kraków ul. Mikołajska 30 za czas od 1.IV.1937 r. do 31.III.1938 r., [w:] ANK, Dodatkowe Sprawozdanie Roczne Stowarzyszenia Katol. Służby Żeńskiej pod wezw. św. Zyty, Kraków ul. Mikołajska 30 za czas od 1.IV 1938 r. do 31.III.1939 r. (Additional Annual Report of the Catholic Women's Service Association under the invocation of St. Zyta, Krakow, ul. Mikołajska 30, for the period from 1 April 1937 to 31 March 1938. [in:] ANK, Additional Annual Report of the Catholic Women's Service Association under the patronage of St. Zyta, Krakow, ul. Mikołajska 30, for the period from 1 April 1938 to 31 March 1939); Instrukcje dla urzędników 1832-1943, sygn. AMB 28 [w:] ANK (Instructions for officials 1832-1943, ref. no. AMB 28 [in:] ANK); por. B. Nowak, *Działania pomocowe w obszarze wsparcia ubogich kobiet-aresztantek na terenie Krakowa w czasach II Rzeczypospolitej*, Gliwice 2016, (compare: B. Nowak, *Aid activities in the area of support for poor female prisoners in Krakow during the Second Polish Republic*, Gliwice 2016); B. Nowak, *Edukacja kulturalna wśród osadzonych w kontekście readaptacji społecznej* [w:] „Edukacja Ustawiczna Dorosłych” 2021/2, s. 63-78 (B. Nowak, *Cultural education among prisoners in the context of social rehabilitation* [in:] ‘Adult Continuing Education’ 2021/2, pp. 63-78).

At the beginning of the 20th century, the ‘Patronat’ played a significant role in providing assistance to prisoners. One form of assistance was education in the history of Poland and Europe, as well as moral education. Great importance was attached to presenting individual figures from Polish and European history who could serve as role models ‘on the path to improvement’.⁶ And so, among the role models in Polish history indicated by the members of the “Patronage”, the following appeared: St. Hyacinth, St. Hedwig, wife of Henryk Brodaty Blessed Kinga, wife of Bolesław the Chaste, Queen Hedwig, St. Casimir, Piotr Skarga, Tadeusz Kościuszko, Józef Dietl, Brather Albert.⁷ Much attention was also devoted to social welfare activities, covering both detainees and their families.

⁶ Sprawozdanie z działalności Patronatu w Krakowie (Towarzystwo Opieki nad więźniami) za rok 1937, [w:] ANK (Report on the activities of the Patronage in Krakow (Prisoners' Care Society) for the year 1937, [in:] ANK).

⁷ Sprawozdanie z działalności Patronatu w Krakowie (Towarzystwo Opieki nad więźniami) za czas od 1.IV.1938 do 31.III.1939, [w:] ANK (Report on the activities of the Patronage in Krakow (Prisoners' Care Society) for the period from 1 April 1938 to 31 March 1939, [in:] ANK).

Table 4. Forms of assistance provided to prisoners and their families by Patronat in the years 1925-1939 (in Krakow) – selected contexts

Year	Material assistance	Detainees/families receiving assistance	Financial assistance	Detainees/families receiving assistance	Spiritual assistance	Detainees/families receiving
1	2	3	4	5	6	7
1925	Warm underwear for women, shoes, blankets, food, including bread, sugar, milk.	Detainees without families	Covering the costs of hospital treatment for five detainees	First-time offenders	Preparation for the sacrament of baptism Preparation for first communion	First-time offenders serving their sentences, as well as repeat offenders.
1926	Clothing, books for learning mathematics, Polish language, and home economics.	Detainees, including female detainees aged 18-25	Covering the costs of medicines for prisoners	Prisoners with chronic illnesses	Preparation for the sacrament of baptism, provision of religious books.	First-time offenders and repeat offenders.
1927	Clothing, books for learning mathematics, Polish language, home economics,	Convicts aged 20-30	PLN 35 for medicines for prisoners and their children	Prisoners under the age of 30 and their children.	Spiritual service in the field of confession.	First-time offenders and repeat offenders.
1928	Winter clothing, including shoes, warm underwear for women, shoes, blankets, food, including bread, sugar, milk, warm clothing for detainees and their children.	Convicts and their families	PLN 15 for the purchase of medicines for prisoners	Prisoners, especially women and mothers.	Prisoners, especially women and mothers.	First-time convicts and repeat offenders.
1929	Winter clothing, including shoes, Warm underwear for women, shoes, blankets, food, including bread,	Convicts and their families	PLN 27 for the purchase of medicines for convicts and their family members, especially	Detainees, most of whom are over 60 years of age.	Services in the field of 'spiritual comfort', Assistance with Catholic burials for sick	First-time convicts and repeat offenders.

1	2	3	4	5	6	7
	sugar, milk, clothes for family members, including children.		children.		and elderly detainees.	
1930	Winter clothing, including shoes, Warm underwear for women, shoes, blankets, food, including bread, sugar, milk.	Detainees up to 30 years of age	Coverage of the costs of debts incurred by family members of detainees.	Detainees with significant social problems, including financial problems, applying for this type of assistance for the first time.	Spiritual ministry in the area of 'spiritual comfort' for first-time offenders.	First-time male and female detainees.
1931	Winter clothing, including shoes, Warm underwear for women, shoes, blankets, food, including bread, sugar, milk, other food items.	Prisoners serving Long sentences	PLN 32. for the purchase of medicines for convicts and their family members, especially children.	Prisoners serving long sentences	Preparation for the sacrament of baptism and first communion.	Prisoners serving long sentences
1932	Winter clothing, including shoes, Warm underwear for women, shoes.	Repeat offenders	PLN 42 to cover the costs of educating the children of detainees.	Repeat offenders	Provision of religious books	First-time offenders and repeat offenders.
1933	Winter clothing, including shoes, Warm underwear for women, shoes, blankets, food, including bread, sugar, milk.	Prisoners serving long-term sentences	PLN25 for the purchase of fuel for family members.	Prisoners sentenced for the first time and applying for this type of assistance for the first time.	Catechism lessons, provision of religious books.	Prisoners serving long sentences
1933	Winter clothing, including shoes,	Female prisoners serving long	PLN 37 for the purchase of medicines	Female prisoners serving long	Service in preparation for the sacrament	Female prisoners serving long

1	2	3	4	5	6	7
	Warm underwear for women, shoes, blankets, food, including bread, sugar, milk.	sentences	for prisoners and their family members, especially children;	sentences	of penance and first communion.	sentences
1934	Winter clothing, including shoes, Warm underwear for women, shoes, blankets, food, including bread, sugar, milk and other food items.	Prisoners up to 25 years of age	PLN 26 to cover the costs of obtaining qualifications in carpentry	First-time prisoners	Service in preparation for the sacrament of baptism, teaching the Catechism, providing books on religious topics.	First-time prisoners
1935	Winter clothing, including shoes, Warm underwear for women, shoes, blankets, food, including bread, sugar, milk.	Female prisoners sentenced for the first time up to the age of 25.	PLN 32 for the purchase of medicines for convicts and their family members, especially children.	Female prisoners sentenced for the first time up to the age of 25.	Catechism teaching service	Female prisoners sentenced for the first time up to the age of 25.
1936	Winter clothing, including shoes, Warm underwear for women, shoes, blankets, food, including bread, sugar, milk and other food items.	Prisoners over 50 years of age	Coverage of hospital treatment costs for 2 convicts.	First-time prisoners	Spiritual service in preparation for the sacrament of First Holy Communion.	First-time prisoners
1937	Winter clothing, including shoes, Warm underwear for women, shoes, blankets, food, including bread, sugar, milk,	Prisoners up to 23 years of age	Coverage of the costs of rent for flats rented by family members of prisoners (spouses with	First-time prisoners up to 23 years of age	Spiritual service in preparation for the sacrament of marriage.	First-time prisoners up to 23 years of age

1	2	3	4	5	6	7
	materials needed for learning tailoring and carpentry.		children).			
1938	Winter clothing	Convicts aged 20-30	<p>PLN 23 for the purchase of medicines for convicts and their family members, especially children;</p> <p>PLN 23 to cover the costs of training in the shoemaking trade.</p>	Convicts aged 20-30	Spiritual service in preparation for the sacraments of baptism, first communion and marriage.	Convicts aged 20-30
1939	Winter clothing for women	Female prisoners aged 19-23	<p>PLN 18 for the purchase of medicines for prisoners and members of their families, especially children,</p> <p>PLN 25 to cover the costs of hospitalisation.</p>	Female prisoners aged 19 to 23, requesting this type of assistance for the first time.	Ministry in preparation for the sacrament of baptism, first Holy Communion, as well as the sacrament of marriage.	Female prisoners aged 19-23, convicted for the first time.

Source: Sądy różne – zbiór szczątków zespołów, NR zespołu 26 [w:] ANK; Materiały parafii św. Józefa w Chorzowie – zbiór szczątków akt, bark sygnatury / akta spraw osób przynależnych do parafii z lat 1915-1935 (Various courts – collection of team records, team no. 26 [in:] ANK; Materials of St. Joseph's Parish in Chorzów – collection of records, no reference number / records of persons belonging to the parish from 1915-1935).

Contemporary aspects of cultural and educational work in post-penitentiary assistance

Given the significant impact of culture on human life, it is extremely important to ensure that prisoners have access to culture. For many of them, their stay in prison is their first opportunity to encounter culture, to experience it, to learn how to live it, and to recognise the impact of culture on their own lives and those of their families.⁸

It is very important that the cultural activities undertaken in penitentiary institutions create an individual ‘zone’ for each prisoner to experience culture on a personal level, individually, often in the initial period in accordance with their existing ideas about culture, which they have gathered in their life experience to date.

Therefore, the organisation of cultural activities in preparation for life in freedom should cover the following areas:

- internal, personal experience of culture, which is individual and reserved only for a specific person (literally: no one else will experience the same impressions as a given individual)

⁸ B. Nowak, M. Szymczyk, dz. cyt. s. 34-37; A. de Bánffy-Hall, D.M. Eberhard, A. Ziegenmeyer, *Musik im Strafvollzug*, Waxmann Verlag GmbH, Münster 2021 (B. Nowak, M. Szymczyk, op. cit., pp. 34-37; see also A. de Bánffy-Hall, D. M. Eberhard, A. Ziegenmeyer, *Music in the Penal System*, Waxmann Verlag GmbH, Münster 2021).

- external-team, which involves experiencing culture together with another person, with a specific team with which one interacts in the area of learning about and experiencing culture, learning about it, talking about one's own sensations and experiences, which are the result of initiatives undertaken or the reception of, for example, art. This type of cooperation takes place in the presence of another person with whom the individual has no close personal ties, including family ties.
- external-emotional, whereby in activities undertaken in the area of experiencing culture, learning about it and experiencing it, the presence of a close person with whom the individual has a particularly close relationship based on family, friendship or partnership ties is extremely important. In this circle, sensations and experiences are particularly important, as they shape the inmates' ability to cooperate in the field of culture, to take initiatives for the good of a loved one, to desire the same or similar experiences and impressions for them, to strive to give them pleasure and joy, and thus to foster positive relationships with a loved one.⁹ Cooperation in the field of culture provides an opportunity to develop teamwork and creative skills, to express one's views on a given artistic topic, and ultimately becomes an inspiration for further exploration of individual interests.

Often, among prisoners, there are individuals for whom artistic activities remained in the realm of their own imagination or even dreams, which somehow lived in the thoughts and imagination of a given individual but, for various reasons, could not be realised until now. Finally, another group of culture-creating activities may bring together individuals whose first contact with art while serving their prison sentences led to the "discovery" of their artistic interests and aroused a desire to work on their realisation, first in conditions of isolation and then in freedom.¹⁰

When discussing the challenges of living in freedom, it is extremely important to engage with culture and learn how to experience it outside prison walls. The experience of visiting cultural institutions, both recalling past

⁹ B. Nowak, M. Szymczyk, dz. cyt.; por. też B. Maelicke, Ch. Wein, *Komplexe Leistung Resozialisierung, Im Verbund zum Erfolg*, Nomos, Baden-Baden 2016 (B. Nowak, M. Szymczyk, op. cit.; cf. also B. Maelicke, Ch. Wein, *Complex Service of Rehabilitation, Working Together for Success*, Nomos, Baden-Baden 2016).

¹⁰ B. Nowak, M. Szymczyk, dz. cyt., s. 46-50; B. Nowak, *Edukacja kulturalna wśród osadzonych*, dz. cyt., s. 45 (B. Nowak, M. Szymczyk, op. cit., pp. 46-50; B. Nowak, *Cultural education among prisoners*, op. cit., p. 45).

experiences in this area and building new ones, significantly facilitates cultural understanding and becomes a motivating factor for living in a cultural space. One form of engaging with culture and experiencing it is to explore places associated with the rich historical culture of the country, i.e. to learn about the cultural heritage of the immediate region associated with one's place of residence, as well as to learn about the cultural achievements that are part of the heritage of the homeland.¹¹

Table 5. Selected cultural projects undertaken by penitentiary units in the Katowice district in 2015-2019

Year	Penitentiary unit	Type of activity	Comments
1	2	3	4
2015	Prison in Wojkowice	Creative activities: watercolour painting on the theme: 'Autumn painted in colours'	The classes were attended by first-time prisoners and repeat offenders. ²
2015	Prison in Wojkowice	Lecture on: 'Impressionist painting in Europe and Poland'	The inmates participating in the classes showed great interest in the topic.
2015	Prison in Wojkowice, External Division in Ciągowice	Lecture on: Autumn traditions and rituals in Poland	First-time offenders aged 22-25 took part in the classes.
2015	Prison in Wojkowice	Creative painting classes, painting an autumn landscape with oil paints.	Inmates from the art group took part in the classes.
2015	Prison in Wojkowice	Lecture on: The development of the Polish state during the Jagiellonian era	Repeat offenders took part in the classes. The issue raised met with great interest on the part of the convicts, which was reflected, among other things, in the questions they asked and sharing your knowledge on a given topic.

¹¹ B.Nowak, *Polityka lokalna w zakresie realizacji postulatów pomocy postpenitencjarnej*, [w:] "Annales Universitatis Paedagogicae Cracoviensis. Studia Politologica", 2020, Z. 25, s. 133-146 (B. Nowak, *Local policy in the implementation of post-penitentiary assistance postulates*, [in:] "Annales Universitatis Paedagogicae Cracoviensis. Studia Politologica", 2020, Z. 25, pp. 133-146).

1	2	3	4
2015	Prison in Zabrze	Creative classes in drawing: 'Magnate residences in Upper Silesia'	The classes were attended by repeat offenders. The topic attracted considerable interest among the convicts, which was reflected, among other things, in the questions they asked and the knowledge they shared on the subject.
2015	Prison in Zabrze	Lecture on: 'Easter traditions in Poland'	The lecture was attended by repeat offenders. The topic aroused great interest among the convicts, who asked questions and shared their knowledge on the subject, often recalling personal memories, many of them from their childhood.
2015	Prison in Zabrze	Creative classes on making decorations for the Easter table. The decorations were made from various materials, including crepe paper, modelling clay, plasticine and salt dough.	Repeat offenders took part in the classes. The topic attracted a lot of interest from the convicts, who asked questions and shared their knowledge on the subject, often referring to their own experiences of Easter celebrations during their childhood or adult life.
2016	Prison in Wojkowice External Division in Ciągowice	Lecture and music classes on the topic: 'Traditions of carol singing in Poland'	The classes were attended by repeat offenders. The topic attracted considerable interest among the convicts, which was reflected, among other things, in the questions they asked and the knowledge they shared on the subject.
2016	Prison in Wojkowice	Lecture and music classes on the topic: 'Traditions of carol singing in Poland'	The classes were attended by repeat offenders. The topic attracted considerable interest among the convicts, which was reflected in their questions and sharing of their knowledge on the subject.
2016	Prison in Herby	Lecture on: 'Folk rituals in Poland'	The classes were attended by women serving their first prison sentence.

1	2	3	4
2016	Prison in Herby	Creative classes using various techniques and materials aimed at preparing Christmas decorations.	The classes were attended by women serving their first prison sentence. Some of the decorations were used to decorate the cells, and some were to be given as Christmas presents to the children of the inmates.
2016	Prison in Herby	Lecture and music classes on the topic: 'Traditions of carol singing in Poland'	The classes were attended by women serving their first prison sentence. Some of the decorations were used to decorate the cells, and some were to be given as Christmas presents to the inmates' children.
2017	Prison in Herby, External Division in Lubliniec	Lecture and music classes on the topic: 'Traditions of carol singing in Poland'	The classes were attended by female repeat offenders.
2017	Prison in Herby, External Division in Lubliniec	Lecture on: 'Being a woman' – Outstanding women in the history of Polish statehood.	Women aged 25-35 took part in the classes.
2017	Prison in Herby, External Division in Lubliniec	Theatre classes, rehearsals of 'playing' the roles of the women they had learned about and presenting selected fragments of their lives or literary works.	The classes were attended by women serving their first prison sentences.
2017	Herby Prison, External Division in Lubliniec	Creative painting classes: 'Spring landscapes of the Lubliniec region'	The classes were attended by female repeat offenders who intended to give the paintings they created as gifts to their family members.
2018	Prison in Wojkowice, External Division in Ciagowice	Lecture from the series: '100th anniversary of Poland regaining	The classes were attended by repeat offenders. The issue raised met with great interest

1	2	3	4
		independence' – national uprisings as a path to freedom.	on the part of the convicts, which was manifested, among other things, by asking questions and sharing their knowledge on the subject.
2018	Prison in Wojkowice	Lecture from the series: '100th anniversary of Poland regaining independence' – national uprisings as a path to freedom.	The classes were attended by repeat offenders. The issue raised met with great interest on the part of the convicts, which was manifested, among other things, by asking questions and sharing their knowledge on the subject.
2018	Prison in Wojkowice	Lecture from the series: '100th anniversary of Poland regaining independence' – symbols and historical places commemorating national uprisings on Polish soil. Creative classes – sketching selected places commemorating the November Uprising and the January Uprising.	The classes were attended by repeat offenders. The topic aroused great interest among the convicts, which was reflected, among other things, in the questions they asked and the knowledge they shared on the subject.
2018	Prison in Wojkowice	Lecture from the series: '100th anniversary of Poland regaining independence' – the figure of Marshal Józef Piłsudski in Polish historiography.	The lecture was attended by repeat offenders. The topic aroused great interest among the convicts, who asked questions and shared their knowledge on the subject.
2018	Prison in Wojkowice External Division in Ciagowice	Lecture from the series: '100th anniversary of Poland regaining independence' – Places of national remembrance from the times of national uprisings and the First World War in the Dąbrowa Basin.	The classes were attended by repeat offenders. The topic aroused great interest among the convicts, which was reflected, among other things, in the questions they asked and the knowledge they shared on the subject.

1	2	3	4
2018	Prison in Wojkowice External Division in Ciągowice	Lecture on: ‘Traditions and rituals of Midsummer Night in Poland’	The class was attended by repeat offenders. The topic was met with great interest on the part of the convicts, which was evident in their questions and sharing of their knowledge on the subject.
2019	Prison in Zabrze	Lecture on: ‘Traditions and rituals of Midsummer Night in Poland’	The class was attended by repeat offenders. The topic was met with great interest on the part of the convicts, which was evident in their questions and sharing of their knowledge on the subject.
2019	Prison in Wojkowice External Division in Ciągowice	Creative classes using various techniques and materials, preparing Midsummer decorations, including wreaths.	Repeat offenders took part in the classes. The issue raised met with great interest on the part of the convicts, which was manifested, among other things, by asking questions and sharing their knowledge on the subject.
2019	Prison in Zabrze	Lecture on: ‘Selected national heroes from World War II’, drawing attention to the concept of a national hero, presenting various interpretations of this concept. Staging a dis- cussion on the topic.	The class was attended by repeat offenders. The issue raised met with great interest on the part of the convicts, which was manifested, among other things, by asking questions and sharing their knowledge on the subject.
2019	Prison in Wojkowice	Lecture on: ‘The work of Polish Romantics and the possibilities of applying their ideas in contemporary reality’	The lecture was attended by repeat offenders. The topic aroused great interest among the convicts, which was reflected in their questions and sharing of their knowledge on the subject.

Source: Own research.

Table 6. Selected cultural projects undertaken by penitentiary units in the Kraków district in 2015-2019

Year	Penitentiary unit	Type of activity	Comments
1	2	3	4
2015	Prison in Trzebinia	Creative activities: watercolour painting on the theme: 'Autumn painted in colours'	The classes were attended by inmates serving their first prison sentence and repeat offenders.
2015	Prison in Trzebinia	Lecture on: 'Impressionist painting in Europe and Poland'	The inmates participating in the classes showed great interest in the subject matter.
2015	Detention Centre in Krakow, External Division in Nowa Huta	Lecture on: Autumn traditions and rituals in Poland	The class was attended by first-time offenders aged 22-25.
2015	Prison in Trzebinia	Creative classes in painting, painting an autumn landscape with oil paints.	The classes were attended by inmates interested in painting who already had experience in this field.
2015	Prison in Trzebinia	Lecture on: The development of the Polish state during the Jagiellonian era.	Repeat offenders took part in the classes. The issue raised met with great interest on the part of the convicts, which was manifested, among other things, by asking questions and sharing their knowledge on the subject.
2015	Prison in Trzebinia	Daily life in the Jagiellonian state	The classes were attended by first-time convicts, most of whom were aged between 21 and 25. Some of them had an interest in history and engaged in interesting dialogue with the class leader.
2015	Prison in Trzebinia	Creative workshops in the field of drawing: 'The magnificent residences of Upper Silesia'	Repeat offenders participated in these workshops. The topic sparked keen interest among the inmates, who asked questions and shared their knowledge on the subject.

1	2	3	4
2015	Prison in Trzebinia	Lecture on: 'Easter traditions in Poland'	First-time offenders participated in the classes. The topic was met with great interest on the part of the convicts, which was manifested, among other things, by asking questions and sharing their knowledge on the subject, in many cases recalling personal memories, often from their childhood.
2015	Prison in Trzebinia	Lecture on: 'Folk rituals in Poland'	The class was attended by repeat offenders. The topic attracted considerable interest among the convicts, who asked questions and shared their knowledge on the subject.
2016	Prison in Trzebinia	Creative classes in painting, painting landscapes of the Kraków region with oil paints using the impressionist style.	The classes were attended by repeat offenders. The topic attracted considerable interest among the convicts, which was reflected in their questions and sharing of their knowledge on the subject, as well as attempts to share their experiences in amateur painting.
2016	Prison in Trzebinia	Lecture and music classes on the topic: 'Traditions of carol singing in Poland'	The classes were attended by repeat offenders. The topic attracted considerable interest among the convicts, which was reflected in their questions and sharing of their knowledge on the subject.
2016	Detention Centre in Krakow, External Division in Nowa Huta	Lecture on: 'Folk rituals in Poland'	The classes were attended by women serving their first prison sentence.
2016	Detention Centre in Krakow, External Division in Nowa Huta	Lecture on: Christmas traditions in Poland	The class was attended by women serving their first prison sentence.

1	2	3	4
2016	Prison in Trzebinia	Creative classes using various techniques and materials aimed at preparing Christmas decorations.	The classes were attended by inmates serving their first prison sentence. Some of the decorations were used to decorate the cells, and some were to be given as Christmas presents to the inmates' children.
2017	Detention Centre in Krakow, External Division in Nowa Huta	Lecture on: 'Being a woman' – Outstanding women in the history of Polish statehood.	The classes were attended by women serving their first prison sentence.
2017	Prison in Trzebinia	Theatre classes, rehearsals of 'playing' the roles of women they have learned about and presenting selected fragments of their lives or literary works.	The inmates participating in the classes showed great interest in the course of the classes.
2017	Prison in Trzebinia	Creative painting classes: 'Spring landscapes of the Kraków region'	The classes were attended by inmates serving their first prison sentences.
2018	Detention Centre in Krakow, External Division in Nowa Huta	Lecture from the series: '100th anniversary of Poland regaining independence' – national uprisings as a path to freedom.	The class was attended by repeat offenders. The topic was met with great interest on the part of the convicts, which was evident in their questions and sharing of their knowledge on the subject.
2018	Prison in Trzebinia	Lecture from the series: '100th anniversary of Poland regaining independence' – national uprisings as a path to freedom.	The class was attended by repeat offenders. The topic was met with great interest on the part of the convicts, which was evident in their questions and sharing of their knowledge on the subject.
2018	Detention Centre in Krakow, External Division	Lecture from the series: '100th anniversary of Poland regaining	The lecture was attended by repeat offenders. The topic aroused great interest among

1	2	3	4
	in Nowa Huta	independence' – the figure of Marshal Józef Piłsudski in Polish historiography.	the convicts, who asked questions and shared their knowledge on the subject.
2018	Detention Centre in Krakow, External Division in Nowa Huta	Lecture on: 'Traditions and rituals of Midsummer Night in Poland'	The class was attended by repeat offenders. The topic was met with great interest on the part of the convicts, which was evident in their questions and sharing of their knowledge on the subject.
2018	Detention Centre in Krakow, External Division in Nowa Huta	Lecture on: 'Traditions and rituals of Midsummer Night in Poland'	The class was attended by repeat offenders. The topic was met with great interest on the part of the convicts, which was evident in the questions they asked and the knowledge they shared on the subject.
2019	Prison in Trzebinia	Lecture on: 'Traditions and rituals of Midsummer Night in Poland'	The lecture was attended by repeat offenders. The topic attracted considerable interest among the inmates, who asked questions and shared their knowledge on the subject.
2019	Prison in Trzebinia	Lecture on: 'Selected national heroes from World War II', drawing attention to the concept of a national hero, presenting various interpretations of this concept. Staging a discussion on the topic.	The class was attended by repeat offenders. The issue raised met with great interest on the part of the convicts, which was manifested, among other things, by asking questions and sharing their knowledge on the subject.
2019	Prison in Trzebinia	Lecture on: – 'The work of Polish Romantics and the possibilities of applying their ideas in contemporary reality'.	The class was attended by repeat offenders. The topic aroused great interest among the convicts, which was reflected, among other things, in the questions they asked and the knowledge they shared on the subject.

The implementation of project tasks in prison units has changed significantly during the COVID-19 pandemic. Due to sanitary restrictions, it was not possible to carry out tasks in a stationary manner. Initially, inmates felt extremely confused, as many of them expressed the idea of ‘double isolation’, i.e. prison isolation and isolation from any creative activity that gave them a sense of freedom. At that time, many inmates exhibited a number of negative indicators that hindered the implementation of post-penitentiary assistance measures, i.e. the main tasks preparing them for life in freedom. These factors include:

- negative attitudes towards rehabilitation programmes,
- reluctance to perform any activities related to prison rules,
- increased aggression among inmates towards each other, as well as towards prison educators and other representatives of the Prison Service,
- a decline in readership in prison libraries,
- concern for families, lack of contact during regular visits for many inmates causes sleep disturbances and even depression,
- some inmates required hospitalisation due to deteriorating health or suicide attempts.

In view of such circumstances, it was necessary to return to carrying out creative tasks behind prison walls in an online format. This allowed inmates to continue pursuing their interests by attending lectures on culture and history, while online walks introduced them to the secrets of various interesting places they could not visit due to their imprisonment.

The reintroduction of these activities into the educational programme has significantly improved the functioning of inmates in penitentiary units, as well as strengthened their willingness to continue their efforts. This has allowed them to open up to the needs of others, including children, for whom they made mascots and toys during the classes and wrote fairy tales, which were then recorded.

Table 7. Animation values in the statements of male prisoners

Penitentiary unit	Age of inmates	Statements by inmates
1	2	3
Prison in Wojkowice	27 years old	<p><i>...I appreciate the opportunity to meet other people who share similar interests...</i></p> <p><i>...It gives me hope for a change in my life...</i></p>
Prison in Wojkowice	29 years old	<p><i>...Time passes more quickly...</i></p> <p><i>...I have the opportunity to develop skills that I didn't know I had... I am motivated to work on myself...</i></p>
Prison in Wojkowice	34 years old	<p><i>...It teaches me patience, which I used to have great difficulty with... today I can repeat a given action many times to do it perfectly...</i></p> <p><i>...Even if only for a moment, I feel free, I forget about the prison walls...</i></p>
Prison in Wojkowice	41 years old	<p><i>...At first, I was reluctant to participate in the classes, but when I realised that it was worth participating for my own sake, I stayed in the group... I receive support when I feel discouraged, when I am terrified by the number of years I still have to spend here, I get hope that I can do it...</i></p>
Prison in Wojkowice External Unit in Ciągowice	45 years old	<p><i>...Thanks to the help of other participants, I have gained more courage to look to the future... I am not ashamed to say when I am having a bad day and cannot cope... I believe that the next classes will make me stronger...</i></p> <p><i>...I discovered my artistic abilities... They help me plan my future and that of my family... I paint primarily for them... When I finish another painting, I dedicate it to my wife and children. I also painted one for my parents...</i></p>
Prison in Wojkowice External Unit in Ciągowice	No response	<p><i>...I discovered my artistic abilities... They help me plan my future and that of my family... I paint primarily for them... When I finish</i></p>

1	2	3
		<i>another painting, I dedicate it to my wife and children. I also painted one for my parents...</i>
Prison in Wojkowice External Unit in Ciągowice	48 years old	<i>...Thanks to the classes, I decided that after my release, I would start my own business and painting would be my 'way' of life.</i>
Prison in Wojkowice External Unit in Ciągowice	52 years old	<i>...the animation convinced me that after serving my sentence, I would open a tattoo studio...</i>
Prison in Wojkowice External Unit in Ciągowice	56 years old	<i>...Thanks to animation, I rediscovered my humanity...</i>
Prison in Wojkowice	57 years old	<i>...By participating in the classes, I realised how much harm I had caused my family...</i>
Prison in Wojkowice	58 years old	<i>...Animation has become part of my life... I feel that during classes I can be myself, I don't have to pretend...</i>
Prison in Wojkowice	62 years old	<i>...My participation in the classes is entirely voluntary, I was not influenced by the opinions of others... I still want to achieve something in life...</i>
Prison in Trzebina	34 years old	<i>I took an active part in the activities, initially just out of boredom, as time dragged on mercilessly while I was sitting in my prison cell... But after a while, the activities were no longer just a way to relieve boredom, they became a conscious pursuit of a goal, of my own development through art...</i>
Prison in Trzebinia	37 years old	<i>...I wasn't aware of how much these classes could change my life... I began the process of searching for a new path in life and found it in art. Today, it is easier for me to come to terms with my new situation, i.e. prison isolation, but I am</i>

1	2	3
		<i>convinced that this time will soon be over and I will start a new life... Already out</i>
Prison in Zabrze	42 years old	<p data-bbox="662 378 1094 460"><i>...Now I feel like I can breathe freely, whereas before I was literally suffocating from everything around me...</i></p> <p data-bbox="662 496 1128 669"><i>Participating in the classes has made me experience double isolation, one is prison isolation, the other is my own, meaning I isolate myself from everything that has a negative impact on my life, I focus on what brings me inner freedom...</i></p>
Prison in Wojkowice	44 years old	<p data-bbox="662 697 1128 842"><i>During the animation classes, I felt like a free man, I could express my thoughts, which were filled with a longing for freedom. Before, I never even thought that I would discover my creative potential...</i></p>
Prison in Wojkowice	45 years old	<p data-bbox="662 879 1133 1079"><i>I realised that it is worth dreaming, because fate gave me another chance, and I believed that I could be a different person. The person leading the animation classes placed a great deal of trust in me by giving me the leading role in a play, the script of which changed my view of other people.</i></p>
Prison in Trzebinia	46 years old	<p data-bbox="662 1115 1133 1197"><i>When I found myself here in prison, I thought I would never recover from these difficult experiences.</i></p> <p data-bbox="662 1233 1133 1461"><i>At first, I didn't want to fight for myself or my family anymore. I didn't try to improve our relationships or seek visits, because what was the point? That's what I thought, but only until I started to look at myself more closely with my teacher during the animation classes. We concluded that I could change all this because I have the potential within me...</i></p>

Source: Own research conducted at the Wojkowice Prison in 2017-2019 using interviews and a categorisation key; cf. also B. Nowak, *Edukacja kulturalna...*, op. cit.; B. Nowak, *Support activities of the 'Patronat' for prisoners and their families in the Krakow area in 1938-1939*, [in:] *Wielowymiarowość wsparcia w pomocy postpenitencjarnej* [The multidimensional nature of post-penitentiary support], B. Nowak (scientific editor), Department of Post-Penitentiary Support and Professional Activation, Pedagogical University of the National Education Commission in Krakow, Krakow 2020.

Animation, carried out during cultural and educational classes, plays an important role in post-penitentiary assistance. For many inmates, it becomes an extremely valuable part of their daily routine while serving their sentences, as it gives them the opportunity to be with another person who devotes their time to them, not only as a social group but also individually, shows interest in their aesthetic experiences, supports them in pursuing their own goals and plans, and helps them build an individual future based on artistic activities, which for many of them are a kind of path to freedom.¹²

During the meetings, inmates have the opportunity to experience their full humanity and dignity, which for many of them was 'lost' long ago when they embarked on a life of crime. It is very important to focus attention on each participant in the activity, to create a platform for mutual understanding, not only between the inmates and the facilitator, but also between the participants themselves.¹³ During the animation activities, they have the opportunity to experience communication in a community where they become full members. For many of them, this is an amazing experience, which they emphasise in their statements.¹⁴ Finally, in animation, we can see a personalistic character, which is expressed in the appropriate attitude of the animator, in his or her relations with the participants, who become partners in creative activities in which there is no room for directive actions. Each participant can also become a 'teacher' or 'animator' by exploring their own experiences and adventures. Thus, a process of discovery takes place, which gradually builds a community that supports each participant in the realisation of their own creativity.¹⁵

¹² B. Nowak., *Edukacja kulturalna wśród osadzonych w kontekście readaptacji...*, dz. cyt., s. 46; (B. Nowak, *Cultural education among prisoners in the context of rehabilitation...*, op. cit., p. 46).

¹³ A. Gawkowska, *O korzyściach teoretycznych i praktycznych we wspólnotowości*, [w:] „Kultura współczesna” 2004/4, s. 38-39 (A. Gawkowska, *On the theoretical and practical benefits of community*, [in:] 'Contemporary Culture' 2004/4, pp. 38-39.)

¹⁴ Ibidem, s. 38-39.

¹⁵ K. Głazewicz, *Rola kultury w rozwoju człowieka*, Warszawa 2017, s. 67 (K. Głazewicz, *The Role of Culture in Human Development*, Warsaw 2017, p. 67).

Table 8. Animation values in the statements of male senior prisoners

Penitentiary unit	Age of inmates	Statements by inmates
1	2	3
Prison in Wojkowice	67 years old	<i>...I always learn something new... This is something completely new for me, I am happy to participate in these classes...</i>
Prison in Wojkowice	68 years old	<i>...I am very keen to participate in these classes because I am interested in theatre and painting...</i>
Prison in Herby	69 years old	<i>...It teaches me patience... today I can repeat a given activity many times to do it very well... Although for a moment I feel free, I forget where I am.</i>
Prison in Herby	70 years old	<i>...At first, I was reluctant to participate in the classes, but then I realised that it was worth taking part...</i>
Prison in Herby	71 years old	<i>These activities help me to cope with the current situation...</i>
Prison in Wojkowice	72 years old	<i>...I really enjoy participating in these classes... I have been interested in culture for a long time... but I rarely went to the cinema because I didn't have enough money... No one ever talked to me about culture, it was just my personal interest...</i>
Prison in Wojkowice	72 years old	<i>... Cultural activities give me the opportunity to discover places I would never have visited otherwise...</i>
Prison in Herby	74 years old	<i>...During the classes, I learned many interesting facts about the history of Poland, but also about the city where I live... I became more interested in history, I often use the Department's library...</i>

1	2	3
Prison in Wojkowice	75 years	<p><i>During my long imprisonment here, creative activities are a moment when I can be myself, that is, I can be a person who has undergone a certain life transformation.</i></p> <p><i>My artistic work is a combination of who I was, who I am and who I want to be when I am free, of course, when I am lucky enough to leave this prison.</i></p>
Prison in Wojkowice, External Division in Ciagowice	77 years	<p><i>...At first, I didn't want to participate in these classes... I thought it wasn't for me...</i></p> <p><i>However, after some time, I signed up for these classes... today I am very happy to be participating in them...</i></p>
Prison in Herby	78 years	<p><i>...I have long been interested in the history of my town, I have read a lot on the subject, and thanks to participating in classes.</i></p> <p><i>I have become more interested in the history of Poland...</i></p>
Prison in Herby	68 years	<p><i>...I always dreamed of painting... even when I was a student, I wanted to paint, but my parents couldn't send me to secondary school, let alone university, so I couldn't even dream of it... so I finished vocational school and worked in manual labour.</i></p> <p><i>It was only here that I was able to realise my dream of painting...</i></p> <p><i>In the future, I would like my works to take part in a competition or be displayed at an exhibition...</i></p>
Prison in Herby	69 years	<p><i>I never thought that one day I would be an "actor", but I really enjoy taking part in theatre classes...</i></p>
Prison in Herby	70 years	<p><i>I am happy when I look at my artwork; in each piece, I see a part of my life.</i></p>
Prison in Wojkowice	77 years	<p><i>During classes, it is very valuable for me to meet other people who, like me, have 'artistic souls.' I feel that I am understood.</i></p>

Source: Own research conducted at the Penitentiary in Wojkowice in 2021-2022 using interviews and a categorisation key; cf. also B. Nowak, *Edukacja kulturalna...*, op. cit.; B. Nowak, *Patronage assistance activities for prisoners and their families in the Krakow area in 1938-1939*, [in:] *Wielowymiarowość wsparcia w pomocy postpenitencjarnej [The multidimensional nature of post-penitentiary support]*, B. Nowak (ed.), Department of Post-Penitentiary Support and Professional Activation, Pedagogical University of the National Education Commission in Kraków, Kraków 2020.

Table 9. The value of animation in the opinions of female prisoners

Penitentiary unit	Age of women	Statements by inmates
1	2	3
Herby Prison External Unit in Lubliniec	29 years old	<i>...Participating in the classes allowed me to reflect on my life so far... I want to make up for those years to my child... I have learned a lot, and now I would like to do some of the art projects with my child at home... I think I will be able to do this here during visits, and then after I return home...</i>
Herby Prison External Unit in Lubliniec	32 years old	<i>...Artistic work is a 'breath of freedom' for me, it makes me feel free... 36 years old... After finishing primary school, I wanted to continue my education at an art secondary school, but my mother did not agree... she said it was not a good profession... I went to hairdressing school and worked in the profession for a short time...</i>
Herby Prison External Unit in Lubliniec	37 years old	<i>...During class, I think about my children... it is for them that I create and think about how to change my life to be a good mother... I dedicate many of the paintings I do here to my children... I think that when I am free, I will teach them to paint beautifully...</i>
Herby Prison External Unit in Lubliniec	40 years old	<i>...Happiness, freedom... even if only for a moment... my creative work gives me a chance for a new life...</i>

1	2	3
Herby Prison External Unit in Lubliniec	42 years old	<i>...During the classes, I experience positive thoughts, I gain strength to see my children and, above all, to say goodbye to them again... I feel that I am getting stronger...</i>
Herby Prison External Unit in Lubliniec	44 years old	<i>I am gaining a sense of self-worth...</i>
Herby Prison External Unit in Lubliniec	45 years old	<i>...I observe the leaders, sometimes I imitate them... I learn new relationships...</i>
Herby Prison External Unit in Lubliniec	47 years old	<i>...Cultural activities are a break from prison reality for me...they also give me hope that I will be able to use the skills I am acquiring here when helping my children with their homework, once I am at the right level... I can already try my hand at this during visits with my children...</i>
Detention Centre in Krakow, External Branch in Nowa Huta	55 years old	<i>...I only discovered cultural activities here in prison... I would like it to become my favourite way of spending time outside prison... I dream of becoming an activity coordinator in a hospice...</i>
Detention Centre in Krakow, External Branch in Nowa Huta	45 years old	<i>My participation in cultural activities is an opportunity for personal development and a chance to "try out" my "acting" skills.</i>
Detention Centre in Krakow, External Branch in Nowa Huta	44 years old	<i>Cultural activities have given me the opportunity to find meaning in my life... they have given me back my joy...</i>
Detention Centre in Krakow, External Branch in Nowa Huta	47 years old	<i>At first, I didn't want to participate in these classes... I didn't know what 'animation' meant, I didn't understand what could be interesting about these classes... It was only when I started attending them regularly that I changed my mind. Today, I think it's worth coming here...</i>
Detention Centre in Krakow, External Branch in Nowa Huta	48 years old	<i>...I learned many interesting games, not only for children, but also for adults. Thanks to these activities, I understood how to spend time in an interesting way...</i>

1	2	3
Detention Centre in Krakow, External Branch in Nowa Huta	49 years old	<p><i>Participating in cultural activities means acquiring new knowledge, which I will certainly use when I am free. I find animation classes very interesting.</i></p> <p><i>I would like to thank the staff for their patience and kindness.</i></p>

Source: Own research conducted at the Penitentiary in Lubliniec (currently the Penitentiary in Herby, OZ in Lubliniec) in 2017-2019, and at the Penitentiary in Nowa Huta using interviews and a categorisation key in 2016-2017; see also B. Nowak, *Cultural education...* op. cit.; B. Nowak, 'Patronat' assistance activities for detainees and their families in the Krakow area in 1938-1939, [in:] *Wielowymiarowość wsparcia w pomocy postpenitencjarnej* [The multidimensionality of post-penitentiary support], B. Nowak (scientific editor), Department of Post-Penitentiary Support and Professional Activation, Pedagogical University of the National Education Commission in Kraków, Kraków 2020.

Animation also has an important social dimension, as it allows participants to better understand many social issues, shaping their own views on their causes and possible solutions. Through the prism of animation activities, it is easier to relate to the tasks that will become part of life in freedom. It is these meetings in the community that teach them creative activity and initiative, which will be necessary for building family and professional relationships on the other side of the prison walls.¹⁶

In addition, many positive changes can be observed in the behaviour of inmates, including the exploration of their previously hidden creative needs and aspirations, as well as finding their place in society.¹⁷

During their imprisonment, inmates have the opportunity to participate in cultural meetings, during which they learn about the history of Poland and their own region.

¹⁶ B. Nowak, *Edukacja kulturalna...*, dz. cyt.; B. Nowak, *Działania pomocowe „Patronatu” na rzecz aresztantów i ich rodzin na obszarach Krakowa w latach 1938-1939*, [w:] *Wielowymiarowość wsparcia w pomocy postpenitencjarnej*, B. Nowak (red. naukowa), Katedra Pomocy Postpenitencjarnej i Aktywizacji Zawodowej Uniwersytetu Pedagogicznego im. Komisji Edukacji Narodowej w Krakowie, Kraków 2020 (B. Nowak, *Cultural education...*, op. cit.; B. Nowak, 'Patronat' assistance activities for prisoners and their families in the Krakow area in 1938-1939, [in:] *Wielowymiarowość wsparcia w pomocy postpenitencjarnej*, B. Nowak (ed.), Department of Post-Penitentiary Assistance and Professional Activation, Pedagogical University of the National Education Commission in Krakow, Krakow 2020.

¹⁷ R. Bednarska, *Poczucie własnej tożsamości w trakcie odbywania kary pozbawienia wolności*, Wrocław 2016, s. 53; B. Nowak, *Edukacja kulturalna...*, op.cit. (R. Bednarska, *Sense of identity during imprisonment*, Wrocław 2016. p. 53; B. Nowak, *Cultural education...*, op. cit. cf. also).

Table 10. Project classes on Polish history and regional history conducted in penitentiary units in 2015-2018 and 2021-2022 in the Katowice and Krakow districts

Penitentiary unit	Year	Subject matter	Methods used during classes	Educational and teaching objectives of the classes
1	2	3	4	5
Wojkowice Prison	2015	<i>The first rulers of the Polish state</i>	Lecture, talk	Acquiring knowledge on a given topic, developing detainees' interest in the history of the state, developing learning skills through association.
Prison in Herby External Branch in Lubliniec	2015	<i>The development of Christian culture in Europe and Poland</i>	Lecture	Developing an interest in the development of Christianity in Europe, searching for role models stimulating discussion.
Wojkowice Prison	2015	<i>Following in the footsteps of the first cathedrals</i>	Lecture, talk	Developing an interest in the development of Christianity in Europe, stimulating aesthetic experiences of the beauty of the most beautiful cathedrals built in Europe. Shaping the ability of prisoners to perceive not only the external beauty but also the spiritual dimension of cathedrals.
Wojkowice Prison	2016	<i>The most beautiful cities in Europe</i>	Lecture, Virtual historical tour	Familiarising inmates with the oldest cities in Europe, drawing attention to the importance of these cities in the history of Europe and Poland.
Wojkowice Prison External Unit in Ciagowice	2016	<i>European powers – France Virtual tour of selected regions of France</i>	Lecture	To familiarise participants with selected fragments of French history, explain the concept of 'European power', emphasise the role

1	2	3	4	5
				of France in the history of Europe and Poland.
Wojkowice Prison	2016	<i>European powers – England</i> <i>Virtual tour of selected areas of England</i>	Lecture	To familiarise participants with selected fragments of English history, emphasise England's role in the history of Europe and Poland, and explain the concept of 'European power'.
Wojkowice Prison	2017	<i>Renaissance monuments in Poland</i>	Lecture, Educational game	Familiarising prisoners with Renaissance monuments located in Poland. Highlighting their historical value as part of the rich national heritage. Encouraging prisoners to expand their knowledge.
Wojkowice Prison, External Unit in Ciągowice	2017	<i>Poland during the Enlightenment – political, social and cultural changes</i>	Lecture, virtual tour	Familiarising inmates with the characteristic features of Enlightenment culture, pointing out the differences and similarities between Enlightenment culture in Poland and in Europe.
Wojkowice Prison, External Unit in Ciągowice	2017	<i>Everyday life during the Enlightenment</i>	Educational game	Encourage participants to actively engage in the game and compete with each other in acquiring knowledge about the Enlightenment era.
Wojkowice Prison External Unit in Ciągowice	2017	<i>The National Education Commission and its impact on the development of education and science in Poland</i>	Lecture	Familiarising participants with information about the establishment and activities of the National Education Commission, drawing attention to the reasons for establishing this institution, focusing on learning about the activities of individual leaders

1	2	3	4	5
				of the National Education Commission, emphasising the role of education and acquiring an education at various stages of Polish and European history, and referring to the essence of contemporary education and opportunities for the development of science.
Wojkowice Prison, External Unit in Ciągowice	2018	<i>The development of theatre in Europe and Poland</i>	Lecture, educational game	Familiarising participants with the beginnings of theatre in Europe, drawing attention to the basic theatrical forms that were characteristic of medieval Europe. Highlighting the significant role of 'street theatre' in the development of theatre and the specific nature of the group of actors.
Trzebinia Prison	2018	<i>Fashion in European culture</i>	Lecture, educational game	Familiarising inmates with fashion trends in Europe from the Middle Ages to the Great Bourgeois Revolution in France, developing interest in changes in fashion resulting from social and cultural conditions, encouraging active participation in an educational game.
Trzebinia Prison	2018	<i>Great national uprisings in European history</i>	Lecture	Drawing attention to new historical concepts such as national liberation struggles, national uprisings, political parties, etc. Encouraging discussion on the significance of liberation movements in the process

1	2	3	4	5
				of shaping the new face of Europe.
Wojkowice Prison	2020	<i>National uprisings in Poland</i>	Lecture, virtual tour of places associated with the history of national uprisings.	Familiarising participants with the causes of individual national uprisings, focusing on political and social conditions.
Wojkowice Prison	2020	<i>Activities of the Archconfraternity of Mercy in Krakow</i>	Lecture, educational game	Familiarising participants with the basic forms of activity of the Archconfraternity of Mercy, drawing attention to the wide range of needs of people living in Krakow during the time of Piotr Skarga and later. Focus on the great importance of the charitable activities of the Pious Bank.
Wojkowice Prison	2021	<i>The First World War in Europe and Poland</i>	Lecture, virtual tour of First World War battle sites	Information about the causes of the First World War, highlighting the turning point and significance of the Battle of Verdun for the fate of Europe. Highlighting the connection between the fate of the First World War and Poland's regaining of independence.
Wojkowice Prison, External Division in Ciągowice	2021	<i>Folk culture in human life</i>	Lecture, educational game	Familiarising participants with the concepts of 'folklore', 'folk culture' and 'ethnography'. Drawing attention to the close access to folk culture due to preserved traditions.

1	2	3	4	5
Wojkowice Prison, External Division in Ciągowice	2021	<i>Folk culture in different regions of Poland</i>	Ethnographic workshops	Familiarising inmates with the specific conditions for the development of folk traditions, encouraging active participation in workshops.
Wojkowice Prison, External Division in Ciągowice	2021	<i>Folk traditions in the family environment</i>	Art workshops	Encouraging inmates to cultivate folk traditions in the family environment through various forms of tradition cultivation, e.g. making Christmas decorations together, participating in cultural events commemorating folk traditions in a given region.

**Work performed by women serving prison sentences
at the Penitentiary in Herby, External Division in Lubliniec,
in 2015-2018**









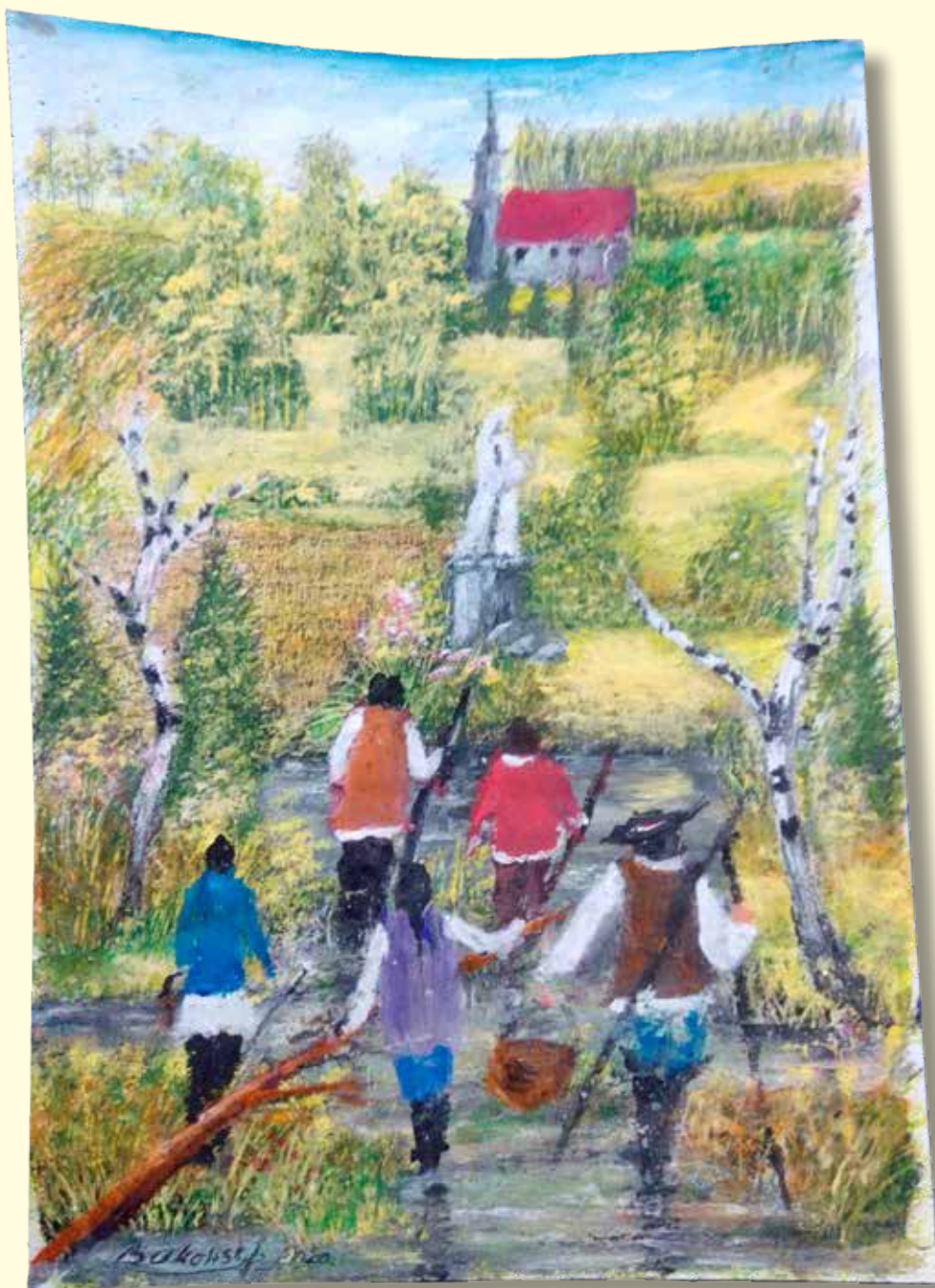




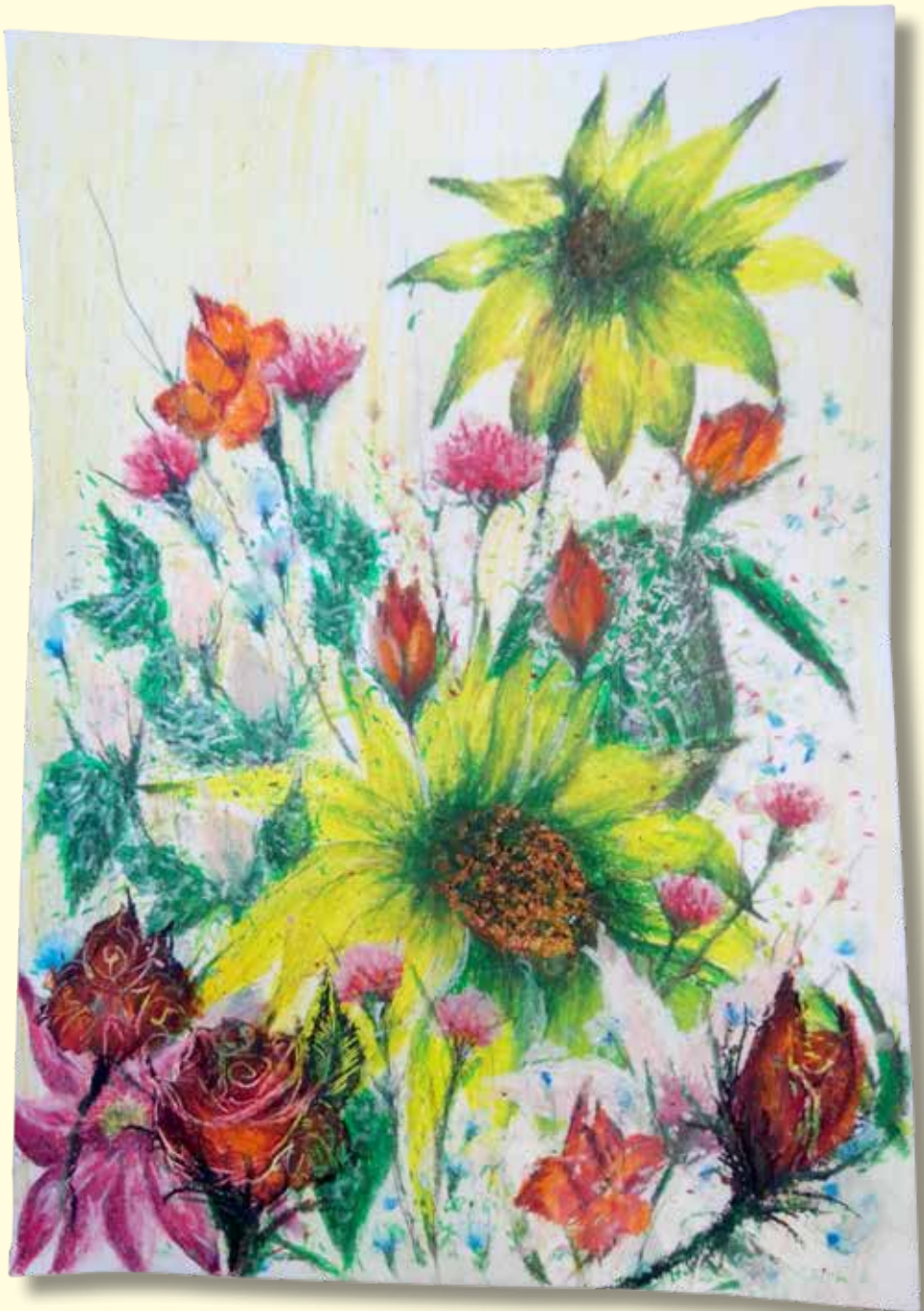




**Works created by inmates during cultural project classes
at the Wojkowice Prison**









Forms of support for prisoners and their families provided by the “Second Chance” Post-Penitentiary Assistance Association

One of the forms of implementing post-penitentiary assistance is the activity of associations focusing on helping both prisoners and their families. One of them was the Post-Penitentiary Assistance Association ‘Second Chance’. The Association’s objectives were pursued through unpaid or paid activities, including:

- Scientific research in the area of support for families of prisoners and persons serving prison sentences.
- Providing assistance in resolving educational difficulties and school failures of children, including children of prisoners.
- Organising conferences, symposia, and publishing scientific publications disseminating the results of the Association’s own research, with the aim of implementing the results of the research and organising effective assistance to support the families of prisoners and prisoners themselves.
- Providing support in the field of social assistance, indicating ways of coping with the ‘new reality’ of the absence of a loved one serving a prison sentence, guiding families experiencing financial difficulties to seek the social assistance to which they are entitled,

- Encouraging people who are not in prison and are not in employment to take up work, while providing advice and assistance to those in employment, in particular single mothers, in organising childcare.
- Providing assistance in resolving parenting difficulties and children’s school failures, guiding parents on how to properly organise their children’s free time, providing pedagogical and psychological support in this area by establishing specialist support teams in selected penitentiary units.
- Providing support to families with experience of violence.
- Providing support to single, elderly family members of prisoners through psychological, social, medical, legal and spiritual counselling.
- Providing assistance in rebuilding disturbed family relationships.
- Providing assistance to families, including prisoners and inmates, by developing their skills in experiencing culture through participation in cultural and educational programmes, in contacts with scientific and artistic institutions, people of science and culture within and outside the institutions.
- Counteracting the social exclusion of prisoners’ families.
- Organising local communities to implement coordinated post-penitentiary assistance measures.
- Cooperation with other scientific and research units, governmental and non-governmental organisations, cultural institutions.
- Obtaining funds from local government, regional and EU funds for the implementation of projects being carried out by the Association.
- Conducting workshops and training courses to disseminate the results of its own research in the field covered by the Association’s activities.
- Conducting research in the area of assistance to families of prisoners and prisoners.
- Disseminating research results by organising conferences, symposia, workshops and publishing scientific publications.
- Applying research results in direct support activities aimed at providing assistance to:
 - a) families of prisoners and prisoners themselves by providing social, psychological, educational, medical, legal and spiritual assistance;
 - b) inmates by implementing original cultural and educational programmes that prepare them for life in freedom by shaping their ability to interact with and experience culture.
- Running the University of the Third Age in and outside prisons.

- Cooperating with other national and international organisations and centres.
- Cooperating with educational and other institutions.
- Cooperating with state and local government authorities and administrations, the media and other entities.
- Raising funds for the implementation of statutory objectives, including public collections, concerts, auctions, sporting events, etc.
- Implementing tasks in the field of cultural activity, including through the implementation of public tasks in the field of culture in local government units, penitentiary units and aid institutions.

Culture as a determinant of ‘open space’

Project activities not only contribute to the acquisition of knowledge by prisoners, socially excluded people and their families, but also significantly help them to learn how to cope with difficult life situations. All project activities are carefully planned in this regard, and the pursuit of specific results is indicated in the project objectives. Thus, the following objectives have been set for the *project Culture as a determinant of ‘open space’*:

- preventing the social exclusion of women prisoners of different age groups,
- stimulating social activity through contact with culture,
- indicating appropriate attitudes towards culture, opportunities to draw on its achievements,
- stimulating interest in culture in various areas and shaping individual interest in a selected area of culture,
- indicating an appropriate place in society through information activities, providing specific information on opportunities for active leisure through contact with culture, thereby eliminating dysfunctional behaviour,
- proposing positive alternative activities that help overcome feelings of isolation and exclusion,
- developing the individual artistic, technical and musical interests of project participants through participation in workshops, educational activities and cultural events,

- developing skills of intergenerational mutual understanding and cooperation in the area of creative activity,
- providing assistance to seniors, children and young people, women experiencing violence, families of prisoners and prisoners by developing their skills in experiencing culture through participation in cultural and educational programmes.

Project participants

People experiencing social exclusion as a result of external, family or personality factors, senior citizens, women experiencing violence, women in prison and their families, children from children's homes, primary school pupils, secondary school pupils.

Implementation period

November 2018-February 2019

Project activities, organisational structure

Project activities will be divided into two stages. In the first stage, culture-creating activities will take place in individual groups, as indicated above, in so-called creative circles. Once appropriate cooperation has been established and the initial barriers to isolation have been overcome, meetings will take place in so-called creative teams. Their aim will be to exchange experiences gained during project activities and to provide mutual support within the following groups: senior citizens and secondary school pupils; female prisoners and senior citizens; primary school children and senior citizens; disabled people and secondary school pupils.

The result of joint activities in individual creative teams will be the undertaking of activities as part of the cultural events being prepared.

Topics for activities in creative circles

1. Historical curiosities in Lubliniec and the surrounding area (educational workshops, historical walks, creative activities in groups of explorers).
2. Silesian culinary traditions – everyday and festive table culture, the role of taverns in everyday life in the past: feasts, dishes, family celebrations, rural housewives' clubs (educational culinary and artistic workshops, trip to the Porcelain Factory in Katowice-Bogucice).
3. Cultural forms of spending free time in Lubliniec in the past and present, contemporary cultural institutions in the city (educational and artistic workshops).

4. 'Good manners' in the Silesian family tradition (educational workshops).
5. Mining traditions in Silesian culture and opportunities for cultivating them (trip to the Silver Mine and the Silesian Museum in Katowice).
5. Craft culture in the region and its contemporary remnants, traces of craft culture (historical walk).
6. Everyday life in folk culture, the ritual year (educational and artistic workshops).
7. Old games and activities in Silesian squares, possibilities for their use in the contemporary education process (outdoor games and activities).
8. Dance and its impact (artistic workshops, trip to Koszęcin and the Silesian Opera in Bytom).
9. Theatre as a product of social culture (theatre workshops, trip to the Silesian Theatre in Katowice)
10. Books and their role in culture (literary workshops, trip to the Silesian Library in Katowice).

Cultural events prepared as part of the activities of creative teams

1. The ritual year in Lubliniec and the surrounding area, Silesian customs and annual rituals:
Advent, St. Andrew's Day, Christmas Eve fortune-telling, carol singers, New Year's customs, Shrovetide, women's parties, spring customs and rituals, implemented as part of museum meetings.
2. *Being a lady... in the past and today*, the culture of being a woman, implemented as part of museum meetings.
3. *Oh, those men... in search of gentlemen*, organised as part of museum meetings.
4. Open-air painting: *Historical curiosities of Lubliniec* (at Lubliniec Castle or in the market square).
5. Afternoon tea in the open air: *'Seniors for children' intergenerational Silesian games and activities*.

Project locations

Social Welfare Homes in Lubliniec, primary schools, secondary schools in Lubliniec, Music School in Lubliniec, 'Senior Club' Day Care Centre in Lubliniec, 'Śląsk' Ensemble in Koszęcin, Prison in Lubliniec, Castle in Lubliniec, Edith Stein Museum in Lubliniec, Children's Home in Lubliniec, Silesian Museum, Museum in Tarnowskie Góry, Silesian Opera, Porcelain Factory in Katowice-Bogucice.

Completion of the project

Inauguration of the Intergenerational Cultural Club for 'Big' and 'Small' in Lubliniec.

Together we can do more – integration of individuals and families affected by and at risk of social pathologies as a result of life difficulties

The implementation of social rehabilitation assistance tasks is a great opportunity for both prisoners and their families. It provides opportunities to solve a variety of problems that affect this particular social group. One of these is addiction or the risk of social pathologies.

The task of counteracting addiction and social pathologies (organisation of events integrating individuals and families affected by and at risk of social pathologies, i.e. organisation of integration meetings for people at risk of social exclusion) was a project aimed at the residents of Lubliniec – individuals and families affected by and at risk of social pathologies, as well as social exclusion as a result of life difficulties.

One of the significant social problems is life helplessness, most often resulting from learned helplessness. It primarily characterises individuals and families who find themselves in difficult life situations and lack the motivation to change their fate. Neglect, unemployment and poverty are treated in this case as something natural, inherent in human existence. These individuals are characterised by powerlessness in the face of the above phenomena, and their lack of initiative stems from a lack of social skills, giving rise to a syndrome of helplessness in life. For the most part, these are people from dysfunctional families, where there was a lack of proper parenting models, and very often this is accompanied by educational neglect, resulting in a lack of education and professional skills. The latter factors exacerbate alienation, feelings of rejection and, as a result, acceptance of 'life failures'.

Such an attitude to life very often becomes the cause of various deviant and antisocial behaviours. Individuals and families who are unable to cope with life are very easily influenced by negative environmental factors, finding 'allies' among people who are addicted, violent or commit crimes.

The measures taken in the field of public service are aimed at helping the residents of Lubliniec, people with learned helplessness, showing them opportunities to change their life situation through activation in terms of employment, fulfilling family roles, as well as in the area of crime prevention.

Activities with individuals and families affected by or at risk of social pathologies and social exclusion were designed to promote social and professional integration through active forms of group activities, individual support,

integration meetings, integration events, activities stimulating professional activity and promoting active forms of spending free time.

Working in a group allowed participants to acquire new skills, learn new behaviours, express their thoughts and feelings, and resolve conflicts. It will be important to feel a sense of identification with the group, with whom they share similar experiences, similar everyday difficulties, and similar personal histories. The group will make it easier for participants to open up to change and learn from the integration meetings, classes, workshops, and events organised to bring together individuals and families affected by or at risk of social pathologies.

The implementation of this public task included the following activities

- a series of workshops aimed at the residents of Lubliniec, individuals and families affected by and at risk of social pathologies, as well as social exclusion due to life difficulties, those under the care of probation services, MOPS and PCPR. The activities will include: integration workshops conducted by an educator, workshops conducted by a psychologist, workshops conducted by a career counsellor, theatre, art and culinary workshops, image and self-presentation workshops, art therapy workshops, workshops conducted by a social worker in the area of social needs, workshops in the area of crime prevention, integration and development workshops for people affected by alcoholism, workshops with a dietitian and community nurse;
- field trips – integration.

The tasks were carried out at:

- The Edith Stein Museum in Lubliniec: art workshops – integration in the area of culture, everyday life traditions and holidays – joint preparation of decorations for the Easter table, Christmas traditions, preparation of Christmas decorations and cards.
- MOPS in Lubliniec: integration workshops conducted by a pedagogue; workshops led by a psychologist. workshops led by a career counsellor. theatre workshops led by a theatre expert image and self-presentation workshops, art therapy workshops workshops led by a social worker holiday workshops in the area of leisure time organisation, led by educators.
- District Family Assistance Centre in Lubliniec: a series of workshops, which will end with a presentation of interesting facts from their areas of interest by individual integration groups, workshops conducted by an educator; integration workshops on psychosocial assistance for families

and individuals affected by alcoholism, integration workshops on health prevention, preventive examinations, the importance of diet in diseases – workshops conducted by a community nurse and dietitian.

- In the External Ward in Lubliniec of the Penitentiary in Herby: advice in the area of crime prevention – workshops conducted by persons with many years of experience working in the prison system, testimonies of persons serving prison sentences.
- At the Vocational School Complex in Lubliniec: Table culture during the festive season, integration workshops in the area of festive preparations, Easter breakfast, Christmas Eve – culinary workshops.
- In Leśniów, the Eagles' Nests Trail: Bobolice, Mirów; the 'Brzoza' forest complex near Lubliniec; the 'Łowisko' nature and recreation complex in Kokotek – integration trips.

The task was to offer support through integration activities for the residents of Lubliniec, individuals and families affected by or at risk of social pathologies, in particular due to life difficulties.

This objective was achieved through the implementation of specific objectives:

- providing support in the area of social and professional activity by identifying ways of coping with difficult life situations and finding one's place in society through information activities,
- indicating opportunities for active leisure through contact with culture, thereby eliminating dysfunctional behaviour,
- providing support in promoting positive alternative activities that help to overcome feelings of isolation and exclusion,
- providing assistance in coping with difficult life situations through educational, psychological, therapeutic and legal support,
- creating prospects for children and young people from environments affected by and at risk of social pathologies; activities aimed at integrating people at risk of social exclusion,
- reducing negative social phenomena such as pathologies, helplessness, poverty, helplessness in matters of care and upbringing and running a household, especially in single-parent or large families,
- strengthening the impact and intensifying the activities of adult probation officers, juvenile probation officers,
- employees of the District Family Assistance Centre, Municipal Social Assistance Centre,

- proposing positive alternative activities to help overcome feelings of isolation and exclusion,
- developing mutual understanding and cooperation in the area of creative activity,
- providing assistance to individuals and families experiencing violence.

The intended results of this public task were to develop appropriate mechanisms for coping with difficult life situations, organising everyday life, and balancing work and family life among the residents of Lubliniec participating in the public task.

The essence of the project is also to reduce and eliminate negative social phenomena such as pathologies, poverty, professional deactivation, and crime resulting from helplessness in life.

The final result of the public task was also the establishment of the 'Together we can do more' support group for residents of Lubliniec participating in the project, as well as those residents who felt the need for support in this group.

The task involved 50 residents of Lubliniec, individuals and families affected and at risk of social pathologies, as well as social exclusion due to helplessness in life, persons under the care of probation services, the Municipal Social Welfare Centre and women in prison.

The project will be organised and coordinated by members of the Second Chance Post-Penitentiary Assistance Association, whose work constituted a non-financial contribution to the implementation of the task.

The public task was implemented through the following activities:

- Workshops with an educator on 'Managing the family budget' – advice on good management, how to cope with a modest budget, the principles of priority tasks in financial management, how to deal with negative phenomena, such as the tendency to make 'unnecessary purchases'.
- Workshops with a psychologist on 'How to avoid conflicts in family life?' – principles of healthy partnership in organising family life, caring for the well-being of others, the value of mediation and its importance in solving life problems, how to properly combine professional and family life,
- Workshops conducted by a career counsellor entitled 'Why is it worth being professionally active?' Workshops on how to overcome fear of work, how to deal with laziness and lack of motivation to take up employment. From inactivity to professional activity – principles of individual work in returning to the labour market, sharing experience in this area.

- Workshops conducted by an educator in the area of child rearing – reasons for failures in the area of child rearing, how to talk to children, how to recognise their social and school problems, how to ensure your children's success in life, how to support their plans and aspirations in life.
- Theatre workshops – how to strive for success, why it is worth having dreams, how to turn dreams into concrete actions, factors determining success – theatre workshops conducted by a theatre expert.
- Workshops on image, self-presentation and art therapy – the role of personal presentation in the context of success in life, professional and social activity.
- Workshops with an educator on 'The principles of social life' – how to establish contacts with others, what principles to follow when making new friends, eliminating selfish attitudes, opening up to the needs of others.
- Workshops conducted by a social worker 'How to deal with life's difficulties' – counselling in the area of social needs, contact with social welfare institutions, rules for contacting social welfare institutions, advice on filling in the relevant forms, preparing the necessary documents to carry out a given task.
- Workshops entitled 'Life difficulties as a risk factor for committing crime' – advice on preventing criminal activity in situations of poverty, long-term unemployment, addiction, and other difficult life situations, such as relationship breakdown or having to cope with life's problems alone – Workshops conducted by people with many years of experience working in prisons, testimonies from people serving prison sentences.
- Workshops on 'How to spend your free time usefully' – creating integration groups based on the common interests of project participants, sharing interests in art, cooking, sports and other areas, expanding knowledge in areas of interest, learning to share knowledge with others – a series of 6 (2-hour) workshop meetings with an educator, which will end with a presentation of interesting facts from the area of interest of each integration group.
- Art workshops – integration in the area of culture, everyday life traditions and holidays – joint preparation of decorations for the Easter table, Christmas traditions, preparation of Christmas decorations and Christmas cards.

- Culinary workshops – table culture during the festive season, integration workshops in the area of festive preparations, Easter breakfast, Christmas Eve.
- Workshops ‘Freedom of choice – addiction or conscious fulfilment of life’ – integration workshops in the field of psychosocial assistance to families and individuals affected by alcoholism, integration and development workshops ‘the group plays and works’.
- Activities led by an educator – and integration in the area of organising and running Children’s Day and Mother’s Day celebrations, games and activities.
- Holiday workshops – integration in the area of organising holiday time by educators, planned integration time for mothers and children.
- Integration trip to the Shrine of Our Lady of Leśniów – Patroness of Families in Leśniów, combined with a meeting with a priest from the Pastoral Counselling Centre, who will provide spiritual assistance to those participating in the revival of proper relationships with God, themselves and other people.
- A trip along the Eagles’ Nests Trail in the Kraków-Częstochowa Upland – the activity includes a trip combined with a tour of an attractive section of the trail, Skały Mirowskie – Grzęda Mirowska, and the castles in Mirów and Bobolice. This section of the trail is ideal for a walk with children. The trail passes numerous rocks. There are also several caves here. The most famous cave is Stajnia, where the oldest Neanderthal remains in Poland were discovered. The project participants learned about the history of the castle in Mirów and Bobolice. The organised event was a lesson in how to spend time with children, organising leisure time together by hiking from Mirów to Bobolice Castle and visiting the surrounding rocks and caves.
- A trip to the ‘Brzoza’ forest complex, which included a visit to the Katabijski rhododendron site and the remains of a pond with unique aquatic and peat bog vegetation and a variety of water birds. The charming surroundings of the forest lake are a perfect place for a team-building meeting and a barbecue. At the ‘Brzoza’ nature reserve, you can relax and enjoy a meal by the fire. During the meeting, workshops were conducted with the participation of a psychologist entitled ‘Recovering and building your own values’. On the way back, we plan to stop at the palace and the surrounding park in Kochcice to learn about the rich history of the last owner of these estates, Count von Ballestrem. Currently, it houses the Provincial Rehabilitation Centre.

- A trip to the Łowisko nature and recreation complex in Kokotek, which included an outing to integrate the group of beneficiaries in terms of spending their free time properly during the holidays, a place of rest for the whole family, and outdoor games and activities for children. This is facilitated by the natural surroundings and the presence of forest animals and birds. The venue will also host support workshops for adults led by a psychologist entitled 'How to deal with boredom and idleness' (2 hours). Appropriate outdoor games and activities will be organised for children. Participation in recreational activities will allow children to learn how to spend their free time appropriately, develop their interests and talents, promote family values, and integrate individuals and families at risk of social pathologies and social exclusion into the community. It is an example of social activation. Representatives of other non-governmental organisations operating in the city of Lubliniec, as well as social workers, probation officers and family assistants, have been invited to participate in the organised trip.

Intergenerational education 'Seniors for the Young'

The involvement of people from different generations in specific tasks is extremely important in social readaptation. One such opportunity is provided by tasks in the field of culture, art, and the protection of cultural goods and national heritage, carried out as part of the project 'The history of Lubliniec in the memories of the city's residents – seniors to young people'.

This project was aimed at the residents of Lubliniec, children and young people, and the guides for the cultural education process were the oldest residents of the town – senior citizens. Its aim was to learn about the history of the town of Lubliniec, as well as to enrich existing knowledge through the accounts of the oldest residents, based on their personal experiences, cherished family stories, preserved memorabilia and photographs. The implementation of the public task aims to promote local culture based on history and preserved traditions, as well as through intergenerational integration, which will allow the cultural heritage to be taken over and nurtured by the younger generations of residents. The history of Lubliniec, recreated in the memories of its residents, the events in which they participated, the emotions and experiences they went through, will certainly become a valuable source of knowledge for children and young people in the process of learning about local culture.

An important goal of this task will also be to activate senior citizens, who can share their wealth of knowledge about local history, and to convey to them

the important message of sharing their cultural heritage with young people, whose task will be to cultivate it.

This project also aims to activate younger generations, first by interesting them in the beauty of local culture, then by involving them in the process of learning about it, and finally by encouraging them to make a mature decision to nurture and preserve it for future generations.

Intergenerational education implemented as part of this task included the following activities:

- a series of 10 meetings between young residents of Lubliniec and senior citizens, who shared their memories of the past, as well as stories preserved in their memory from their ancestors. The memories will concern everyday life, i.e. family, neighbourhood community, professional life, celebrated holidays, celebrations, school life, experienced both in times of peace and in times of war and other political turmoil;
- exploring places in Lubliniec that are particularly important for the history and culture of the town, both well-known and forgotten, but which are worth reviving in the memory of future generations, through joint educational trips and virtual walks;
- joint preparation by seniors, children and young people of a field game in the town of Lubliniec, which is an important link in the process of cultural education;
- joint preparation by seniors, children and young people of an exhibition entitled 'Two faces of the city – past and present', which will be accompanied by a competition on knowledge about the city of the same name, aimed at children and young people from Lubliniec, participants in a public task, during which the youngest residents will compete for the title of 'Young Ambassador of the Cultural Heritage of the City of Lubliniec':
 - organisation of the opening of the exhibition 'Two faces of the city – past and present' and the results of the competition;
 - publication of a book resulting from the public task: 'The history of Lubliniec written in the memories of seniors'.

The task was carried out at:

- Edith Stein Museum in Lubliniec – meetings of young residents of the city of Lubliniec with seniors sharing their memories of the old days, meetings of young residents of the city of Lubliniec with seniors sharing their memories of the old days, exhibition 'Two faces of the city

- past and present’, a competition of the same name, the opening of the exhibition and the announcement of the competition results,
- The area of Lubliniec – field game.

The task was to create a cultural offer concerning a joint initiative of the oldest residents of the town and the younger generation in the area of cultural heritage of Lubliniec, and thus to initiate intergenerational education in this field. This goal will be achieved through the following specific objectives:

- learning about the history of the town of Lubliniec, as well as enriching existing knowledge through the accounts of the oldest residents,
- familiarising oneself with the history of the town based on direct sources, such as personal experiences, cherished family stories, preserved memorabilia and photographs,
- promoting local culture based on history and preserved traditions, as well as through intergenerational integration,
- shaping the attitude of the younger generation, ready to take over and cherish the local cultural heritage,
- activating senior citizens who can share their wealth of knowledge about local history, showing them the importance of sharing their cultural heritage with young people, whose task will be to cultivate it,
- activating the younger generation, first by getting them interested in the beauty of local culture, then involving them in the process of learning about it, and finally encouraging them to make a mature decision to nurture and preserve it for future generations,
- helping the youngest residents of the town to find their place in the local community through information activities.

The expected results of this public task will be learning about the history of the town of Lubliniec, enriching existing knowledge through the accounts of the oldest residents:

- promoting local culture based on history and preserved traditions, as well as through intergenerational integration; fostering an appropriate attitude among the younger generation, ready to take over and nurture the local cultural heritage; activating senior citizens who can share their wealth of knowledge about local history; activating the younger generation by involving them in the process of preserving local cultural heritage; publication of ‘The history of Lubliniec in the memories of the town’s residents – seniors to young people – intergenerational education’, which

will be an important source of knowledge about the cultural heritage of the town of Lubliniec, preserved 'for the memory of future generations',

- Sixty residents of Lubliniec will take part in the task, including 20 senior citizens, among them residents of the Day Care Centre of the Senior Citizens' Club in Lubliniec, and 40 representatives of the younger generation, children and young people aged 12-18, pupils of schools in Lubliniec.

The project will be organised and coordinated by members of the 'Second Chance Post-Penitentiary Assistance Association', and their work will constitute a non-financial contribution to the implementation of the task.

The task will be promoted by publishing free information in the local press and on the town's website. Posters will be purchased for advertising purposes and displayed around the town.

The public task was implemented through the following measures:

- A series of meetings between young people and senior citizens – a series of 10 meetings between young residents of Lubliniec and senior citizens, who will share their memories of the past, as well as stories preserved in their memory from their ancestors. The memories will concern everyday life, i.e. family, neighbourhood community, professional life, celebrated holidays, celebrations, school life, experienced both in times of peace and in times of war and other political turmoil. This will allow the youngest residents of the city not only to learn and deepen their knowledge about the cultural heritage of their place of residence, but also to experience it through direct contact with the source, which in this case will be the personal accounts of senior citizens. The meetings will be prepared by a designated person whose responsibilities will include preparing the meeting in terms of content, including describing individual accounts of seniors' memories and conducting archival research. Food will be purchased for refreshments at each meeting.
- Educational trips and a virtual tour of Lubliniec – exploring places in Lubliniec that are particularly important for the history and culture of the town, both well-known and forgotten, but which are worth reviving in the memory of future generations, through joint educational trips and virtual tours. Food items were purchased for refreshments for both the educational trips and the virtual walk.
- Preparation of an exhibition entitled: 'The two faces of Lubliniec – past and present' and organisation of a knowledge contest for the title of 'Young

Ambassador of the Cultural Heritage of Lubliniec' - joint preparation by seniors, children and young people of an exhibition entitled: 'The two faces of Lubliniec – past and present', which will be accompanied by a knowledge contest about the city of the same name, aimed at children and young people of the city, participants in a public task, during which the youngest residents of Lubliniec will compete for the title of 'Young Ambassador of the Cultural Heritage of Lubliniec'. The planned exhibition will be prepared from old photographs provided by seniors participating in the project, which will be of great importance in acquiring or expanding knowledge about the architecture and everyday life of the city in the past and present. The exhibition will be an educational tool in the area of the changing face of the city throughout history. The event will also be of great importance in activating both the younger generation of residents and senior citizens. Stationery and clip frames will be purchased for the exhibition.

Culture as a path to freedom – searching for one's identity in cultural areas

People living in a specific territory proudly talk about their past, emphasising their connection with a given cultural area, which is an important element of their identity. They nostalgically remember their parents, grandparents and other close family members who had a significant influence on their upbringing and, in many cases, their education.

Among this group of people, the memories of the oldest residents are particularly valuable, as they 'write' local history by faithfully recreating in their memory the more significant events reflected in the history of the nation and the state, but also those that were part of the everyday life of individuals, families and local communities.

Unfortunately, these memories are often forgotten as the oldest generations pass away. It is therefore worth recording them for posterity, as they are a particularly valuable historical source based on personal experiences and observations, often filled with deep cause-and-effect analysis.¹⁸

¹⁸ K. Braun (red.) *Zapiskane w pamięci opowieści o polskiej kulturze ludowej*, Warszawa 1999; J. Doroszyńska, *Historia osobista jako metoda stosowana w readaptacji społecznej*, Lublin 2015, s. 124 (K. Braun (ed.) *Stories about Polish folk culture recorded in memory*, Warsaw 1999; Also J. Doroszyńska, *Personal history as a method used in social readaptation*, Lublin 2015, p. 124).

Considering the above value in local communities of the memories of the oldest generations of residents, the aim of the following publication is to 'record' for posterity the memories of the oldest senior citizens of the town of Lubliniec. Many of them have been connected with this town for several generations, others since birth, and still others, due to their advanced age or illness, have been forced to change their place of residence, but to this day they consider themselves residents of the town of Lubliniec.

Interviews were conducted with 30 senior citizens – the oldest residents of the town of Lubliniec, aged between 76 and 93. Many of these people now live in social care homes, both in Lubliniec and elsewhere, while other seniors, enjoying the presence and support of their closest family, remain in their family homes, often still taking an active part in the social life of the town.

The seniors shared their memories of family and social life, including cultivated traditions and customs, with great pride, emphasising that their identity had been shaped over many years by the influence of their closest family members, friends, as well as teachers and educators. For many of them, these are very personal memories that they wanted to share because, as they said, they consider it their duty to pass this information on to the younger generations.

Some seniors documented their memories with preserved photographs, while for most of them, these photographs are a particularly important memento, 'reserved' only for their immediate family, which is why they did not consider making them available for this publication, which of course should be understood and respected.

It is extremely important for the oldest people to recall images from their childhood in their memories. This is an extremely important time in shaping a person's personality and their world of values, which defines their identity and creates an extraordinary bond with their closest family members, friends, as well as those who become their role models at that time.

Almost all seniors recall that parents were a great authority for children at that time. Respect for parents was cultivated from generation to generation, and examples of such behaviour were set by parents who treated their own parents (grandparents, elders) with great respect. A common custom mentioned by many seniors was inviting grandparents (elders) for Sunday dinner, which became an opportunity to talk about family and neighbourhood matters, as well as issues related to the functioning of the city.

One of the seniors recalls this as follows:

...As far back as I can remember from my childhood, I see a happy picture of my family... my mother, father, grandmother, grandfather, my mother's parents,

on my father's side only my father was alive, my mother died at a young age... They often met at our house, but most often on Sundays... In the morning, we would go to Mass at St. Nicholas' Church, then my mother would cook lunch and my sisters would help her in the kitchen. We boys would sit with our father in the living room and listen to his stories about his childhood, about the saints who were venerated in our house, about St. Anne, St. Joseph, St. Gertrude, St. Anthony, which were related to the names of our parents and children.

My father had a story prepared for each of these saints, and we were not allowed to interrupt these stories but had to listen carefully, because from time to time my father would ask us what he had just been talking about... On Sundays, we were not allowed to 'run around the square' because Sunday was the Lord's day, for the family. Most often, our grandparents would come at 11:00 a.m. ... Then they would take 'first place' in the family... They began the prayer before dinner, gave the signal to start dinner, and also decided when we children could leave the table after the meal was over...

Most often, this was when topics were brought up that, in their opinion, children should not be privy to...¹⁹

An important element of family upbringing was paying attention to respect for older people, including, above all, parents, grandparents, extended family members, but also the neighbourhood community and teachers. An important role in this aspect of upbringing was played by parental example, which had a particular influence on children.

Secondly, parents reacted quickly to inappropriate behaviour towards older people, immediately reprimanding their children and making them apologise to those they had behaved badly towards.

If, despite warnings, the child continued to behave rudely towards elders, they would be punished. According to the statements of the seniors, the most common punishments for the above offences were:

- helping an elderly person with household chores,
- bringing home groceries,
- cleaning up around their house,
- apologising to them publicly, i.e. in the presence of other people,
- being banned from 'playing in the square',
- being banned from eating sweets,
- not being allowed to eat Sunday lunch with the whole family until they had apologised to the person concerned and made amends,

¹⁹ Own research.

- having to impose punishment on oneself if, in the parents' opinion, it was too lenient for the offence committed; they determined the punishment themselves,
- corporal punishment (e.g. a few strokes with a belt from the father),
- kneeling in the room for half an hour as penance for the wrongdoing.²⁰

By reprimanding children for the above-described behaviour, the intention was to instil in them the habit of behaving appropriately towards older people, but this was usually linked to religious content, indicating that it was a sin for which children should confess after their First Communion. This instilled a sense of guilt in children, especially towards those they loved, and the remorse for their sins and confession motivated them to behave appropriately towards older people. This type of behaviour can be seen in the following memories:

(1)

It was before the war, and each of my siblings, and there were seven of us, had to help our parents with small tasks, each according to their age and abilities. That's how we were raised; it was unthinkable that we wouldn't help our mother when she was cleaning the house, especially our older sisters who helped with the housework. Our brothers, on the other hand, kept the yard tidy and helped our father with small tasks. When they were older, their duty was to bring coal and wood and clean the stove from time to time... When our father came home from work, he would ask our mother if the children had been well-behaved, and if it turned out that they hadn't, we would be punished...²¹

(2)

Even before the war, my mother was a teacher and my father was a civil servant. I always admired my mother for her knowledge; she read many books, despite having a lot of work both at school and at home. She also cared deeply about our education. There were three of us siblings, and every day our mother would sit down with us for half an hour and we would read aloud stories she had chosen for us.

Each of us read a fragment of the story, and if the reading did not go smoothly, we had to start over and over again until we got it right... My father was very strict when he came home from work, and my mother had to 'report'

²⁰ Own research, Such statements were recorded in the case of 17 people, many of whom sounded almost identical.

²¹ Own research.

*on our behaviour... For every misbehaviour, we had to apologise and promise to improve, and as a punishment we had to do something good, such as sweeping the kitchen, washing the plates, or some other task that we had to set for ourselves...*²²

(3)

...In my family home, great importance was attached to obeying one's parents; it was not possible to argue with what they said. Each of the children addressed them with great respect, which was expressed by addressing them with 'za dwoje' (I will help you, I will do it for you). I remember one incident from the Second World War, when we were waiting for our father, who had gone abroad on some important business (which our mother did not tell us about), to the General Government.

*As our father's absence was prolonged, our eldest brother, obeying our father's words to take care of the family during his absence, helped our mother with the so-called 'men's work', i.e. chopping wood, stoking the stove, checking the surroundings of the house... As it was wartime and shelling could be heard many times during the day, our brother took care of our safety and decided whether the family should take shelter in the cellar or stay at home...*²³

(4)

...In our home, our parents had great authority, which was reinforced by faith. Our father often read us passages from the Bible that spoke of the duty to obey one's parents...

*Later, our father would tell us various stories from real life, recounting tales of well-behaved children who were to serve as examples for us to follow...*²⁴

²² Own research.

²³ Own research.

²⁴ Own research.

Table 11. The most common parental attitudes remembered from childhood, according to seniors

Age of senior	Parents' occupation	Years covered by memories	Remembered parental characteristics of mother	Remembered parental characteristics of father
1	2	3	4	5
90 years old	Shoemaker Seamstress	Before World War II	Warmth, caring, responsibility for the family, piety, respect for grandparents, 'old folks'.	Discipline, diligence, responsibility for the family, perseverance in difficult life situations, such as during the war, courage regardless of the situation and the consequences, father's appearance, tall, strong, always neatly dressed.
88 years old	Baker, mother did not work – she raised the children.	The period before the Second World War II	Warmth, care, responsibility for the family, piety, respect for grandparents, 'old people', diligence, helpfulness in assisting other people, including our neighbours.	Discipline, diligence, responsibility for the family, perseverance in difficult life situations, such as during war, courage regardless of the situation and the consequences.
88 years old	female teacher	The times before World War II	Warmth, caring, responsibility for the family, piety, respect for grandparents, 'old folks',	Warmth, caring, responsibility for the family, piety, respect for grandparents, 'old folks',

1	2	3	4	5
			<p>diligence, helpfulness in assisting other people, including our neighbours.</p>	<p>diligence, helpfulness in assisting other people, including our neighbours.</p>
<p>87 years old</p>	<p>Military teacher</p>	<p>Times before World War II</p>	<p>Warmth, care, responsibility for the family, piety, respect for grandparents, 'old people', diligence, helpfulness in assisting others, including our neighbours.</p>	<p>Warmth, caring, responsibility for the family, piety, respect for grandparents, 'old folks', diligence, helpfulness in assisting others, including our neighbours.</p>
<p>87 years old</p>	<p>Labourer, Mother worked on the estate</p>	<p>Times before the Second World War II</p>	<p>Warmth, care, responsibility for the family, piety, respect for grandparents and elders, diligence, helpfulness in assisting others, including our neighbours.</p>	<p>Warmth, caring, responsibility for the family, piety, respect for grandparents, 'old folks', diligence, helpfulness in assisting other people, including our neighbours.</p>
<p>86 years old</p>	<p>Farmer, teacher</p>	<p>The period before the Second World War II</p>	<p>Warmth, protectiveness, responsibility for the family, piety, respect for grandparents, 'old folks', diligence,</p>	<p>Demanding towards children, honest, pious.</p>

1	2	3	4	5
			helpfulness in assisting others, including our neighbours.	
87 years old	Civil servant, teacher	Times before the Second World War	Caring for children and elderly family members, responsibility for the family, piety, diligence.	Discipline, diligence, responsibility for the family, perseverance in difficult life situations, such as during the war, courage regardless of the situation and the consequences, conversations with children on various topics that interest them, father – 'treasure trove of knowledge'.
85 years old	Railwayman, mother did not work professionally, she raised children.	World War II	Caring for children and elderly family members, responsibility for the family, piety, diligence, helping those in need, mother's courage, which manifested itself in her attitude towards prisoners working in Lubliniec during the war, sharing food with them, despite the consequences.	Discipline, diligence, responsibility for the family, perseverance in difficult life situations, such as during the war, courage regardless of the situation and the consequences, father's appearance, always well-groomed.
84 years old	Factory worker, Mother was a cleaner at a local school	The first years after the Second World War	Diligence, great care for her own and other people's children, including	Discipline, diligence, responsibility for

1	2	3	4	5
			<p>helping neighbours look after children, including babies,</p> <p>giving good advice, also on cooking;</p> <p>piety.</p>	<p>the family,</p> <p>supporting mum, helping with household chores.</p>
<p>81 years old</p>	<p>Farmer, hairdresser</p>	<p>The period after the Second World War, the 1950s</p>	<p>Diligence, warmth, great concern for the family, responsibility for the family, great concern for her husband and his health, helping her father with field work, hospitality, inviting not only family but also other people in difficult life situations, e.g. neighbours, to dinner.</p>	<p>Discipline, diligence, responsibility for the family, perseverance in difficult life situations.</p>
<p>79 years old</p>	<p>Civil servant, nurse</p>	<p>20th century (1960s)</p>	<p>Hard work, warmth, great concern for the family, responsibility for the family.</p>	<p>Hard-working, warm-hearted, very caring towards his family, responsible for his family. Discipline, <i>he inspired fear, but in a positive sense, fear of his father was associated with deep respect for him...</i></p>
<p>79 years old</p>	<p>Worker, mother did not work, she raised</p>	<p>20th century (1950s)</p>	<p>Diligence, warmth, great concern for</p>	<p>Diligence, willingness to help those in need, both in the family</p>

1	2	3	4	5
	children.		the family, responsibility for the family.	and in the neighbourhood community, piety, regular attendance at church services.
89 years old	Labourer, mother did not work, she raised the children.	20th century (1920s)	Caring for the family, piety, regular attendance at church services, praying the rosary at home with the family.	Warmth, diligence, willingness to help others, despite his lack of education, father's broad knowledge on various topics, he cared deeply about his children's education.
86 years old	Worker, mother did not work, she raised children.	20th century (1960s)	Diligence, Coping with various difficult situations in life, not getting discouraged, always thinking optimistically that all difficult matters will work out well, helping others who have had various difficult experiences in life.	Father's courage in telling the truth, regardless of the circumstances, great concern for the family's well-being, the children's health, their upbringing and education, piety, helping others in the family and among neighbours.
76 years old	Labourer, mother did not work, she raised the children.	20th century (1960s)	Cordial care for the family, helping others in need, family, neighbours, care for the children's education, mother's religiosity reflected in her life.	Responsibility for the family, caring for the upbringing of children, their education, father as the authority figure in the family.
85 years old	Labourer, mother did not work, she raised the children.	20th century (1950s)	Cordial concern for the family, helping others in need, family, neighbours,	Responsibility for the family, caring for the upbringing of children, their

1	2	3	4	5
			concern for the children's education, education, mother's religiosity reflected in her life.	education, father as the authority figure in the family.
82 years old	Civil servant, mother did not work.	20th century (1950s)	Cordial care for the family, helping others in need, family, neighbours care for children's education.	Responsibility for the family, caring for the upbringing of children, their education, father as the authority figure in the family.
87 years old	A labourer, mother did not work.	20th century (1960s)	Sincere concern for the family, helping others in need, family, neighbours, concern for children's education, mother's religiousness reflected in her life.	Responsibility for the family, caring for the upbringing of children, their education, the father as the authority figure in the family.

Source: Own research.

Games at home and outdoors

In the memories of the oldest senior citizens of Lubliniec, references to carefree playtime occupy an important place. It was these moments that set the rhythm of life for both children and adults. In the summer, the best place to play was, of course, the square not far from the family home, where children from the nearest houses would meet, but sometimes the games also attracted children from houses much further away.

The most important thing was to have permission from one's parents, and then one had to keep an eye on the 'time' when one had to return home according to one's parents' wishes.

The forms of play enjoyed by children in Lubliniec in the old days, in the 1930s, 1940s and 1950s, take on a colourful dimension, with details presented in the stories of senior citizens:

(1)

...Once everything in the house had been tidied up, we were allowed to 'go to the playground'. There were four of us siblings, five children from the neighbours and six from the next house... when we all got together, the madness began. Our favourite game was 'tag', which involved one designated person becoming "it" and chasing the other children. Once a child was caught, 'it' became a regular participant in the game. This game was often accompanied by loud screams from the children, the loudest being the girls who did not want to be caught, so they screamed and even squealed loudly. This noise often disturbed the elderly neighbours, so we were sometimes reprimanded and called to order. When it became too much, we had to go home as a 'punishment'...²⁵

(2)

...The boys' favourite game was 'klipa', which was played in the square, but necessarily on grass. You needed two sticks, one shorter and one longer. One player stood in a drawn circle and hit the small stick with the long stick, The other players tried to catch the short stick to prevent it from being hit the furthest. The player who hit the stick the furthest became the 'ace', and the player who hit it the closest became the 'clip'.

...We usually looked for the sticks ourselves, but sometimes our fathers helped us...

I remember how my younger sister wanted to play 'clip' with us, but my mother forbade her because she was afraid that something bad might happen to her while playing. When explanations did not help and my sister continued to cry loudly, I waved my hand and let her play. It did not take long before my sister fell over and cut her leg... She ran home to Mummy, crying loudly, and of course complained about me. When I got home, there was a serious conversation with my father, during which he scolded me for not looking after my younger sister properly (she was maybe 4-5 years old at the time), and as a punishment I was not allowed to go out to the playground for a few days...

...One of the games that particularly stuck in my memory from my childhood was 'arsehole'. One of the children was blindfolded, the other children approached the 'arsehole' and tried to slap him, and he had to guess the names of the children who slapped him... None of us wanted to be the 'arsehole' and everyone wanted to "slap", so we drew lots to decide who would be

²⁵ Own research.

the arsehole'. Of course, we also played pranks, and we chose younger siblings to be the 'butt,' who often couldn't free themselves from our slaps. But we were also punished for such behaviour...²⁶

(3)

...We went out to the square almost every day from spring to autumn, even the rain did not stop us from playing...most often it was 'chase' and the one who got caught was called 'clip'...

Of course, we often 'skinned' our knees during these games, but none of the boys cried, because it would have been embarrassing, and the other boys would have immediately teased him for being a 'crybaby'...²⁷

(4)

...When we were children, the worst punishment for us was not being allowed to 'go to the playground', and the worst thing was when we could still hear the loud laughter of our friends playing... Playing 'in the square' was also common during family celebrations, such as birthdays, when the adults stayed at home and the children were 'chased out to the square' because they couldn't listen to all the adults' conversations...

One of the games that particularly stuck in my mind was a game called 'rolling the rim'.

All you needed was a bicycle wheel rim or a regular metal hoop. The game consisted of trying to 'roll' it in the shortest possible time...²⁸

(5)

...We often played with a rag ball in the square, which we usually made ourselves, or sometimes our father or grandfather helped us with it... we took great care of our ball so as not to lose or destroy it, because making it required a lot of patience from us children, and also time... Sometimes there were fights over the ball, we competed for it with other children, snatching it from each other, which often ended in a reprimand from our parents or even punishment...²⁹

(6)

...The girls also had their own separate games 'in the square', taking with them their dolls – 'rag dolls' – which were sewn either by their older sisters,

²⁶ Own research.

²⁷ Own research.

²⁸ Own research.

²⁹ Own research.

*their mother or their aunt. They had a variety of appearances and decorations, depending on what materials were available at home...*³⁰

(7)

*...In the summer, we often played with other girls in the square, imitating details of our family life, especially our mother's housework, cooking dinner, looking after our younger siblings, doing the laundry... We used various grasses, leaves, tree bark, flower petals to prepare dinner...*³¹

(8)

...My favourite game in the square was 'jump rope'... The biggest problem was the jump rope itself, because not only did we often lose it, but we also had to collect money to buy it...

We could get money on birthdays, holidays, or when relatives from Wroclaw came to our house...

*...Jumping rope required dexterity and agility, which was not easy for everyone, especially if one of the girls was overweight...*³²

(9)

*...I particularly remember playing 'in the square' during the war, when we had to be especially careful not to hurt ourselves, but regardless of the situation, it was difficult to keep us at home. One of the games I remember from that period was 'blind man's buff', which involved blindfolding one of the children, spinning them around to disorient them, and then their task was to catch one of the running children. Sometimes they would run up to that child, push or touch them, and then quickly run away...The game continued until blind man's buff caught another child...*³³

(10)

*...During the war, it was particularly difficult to find any 'toys', so we had to make everything we needed to play with ourselves... Despite the turbulent times of war, children could not be forbidden from 'playing', so regardless of the danger of air raids, we often played 'in the square', unless it was forbidden by our parents...*³⁴

³⁰ Own research.

³¹ Own research.

³² Own research.

³³ Own research.

³⁴ Own research.

(11)

...After the war, children had to grow up very quickly. In many homes, the father was missing, having not returned from the war, and the eldest son had to take over some of his father's responsibilities and help his mother. I was in just such a situation. After the war, I was 15 years old, my father had died in the war, so I felt responsible for my family... I didn't have much time to play, but from time to time I would sneak out to the square to play 'ragball', throw knives at a mound we had built, or shoot with a 'szojdra' (a type of slingshot)...³⁵

(12)

...I don't remember much from the war, but the first post-war years were particularly difficult, also for us children. There was still a shortage of food, and the war damage, which also affected many farms in Lubliniec, took its toll. However, the most tragic fact was the disappearance or death of many of our relatives and neighbours... As children, we made toys out of everything we could find at home. Pieces of cloth, sticks, buttons, threads... came in handy. No one whined or complained. None of the children in our house complained that they had nothing to play with. The company of our siblings and the toys we made were enough...³⁶

³⁵ Own research.

³⁶ Own research.

Table 12. The most common childhood games appearing in seniors' memories

Senior age	Years covered by the memories	Fun	Problems concerning the organisation of fun
1	2	3	4
90 years old	The 1930s	Chasing 'Berek' 'w klipa' air hockey 'ciuciubabka' 'playing war' rolling wheel rims, "szmaciak" ball playing hide and seek, 'aiming at the mound'	No rag doll, – bothering younger siblings
89 years old	The 1930s	Chasing 'Berek' 'w klipa' "ciuciubabka" 'playing war' rolling wheel rims, 'szmaciak' ball playing hide and seek	Having to look after younger siblings, restrictions on play due to punishment,
89 years old	20th century (1930s)	Playing with rag dolls sewing clothes for dolls, sewing pillows for dolls, „blind man's buff“	Sometimes there was not enough material to make a doll or sew clothes for it, so we had to rely on the help of our grandmother or other relatives, who sometimes brought toys from their older children.
87 years old	20th century (1920s)	Games 'clip' air hockey blind man's buff war games rolling wheel rims, rag ball hide and seek	None

1	2	3	4
87 years old	20th century (1930s)	Chasing game 'w klipa' air hockey blind man's buff playing war rolling wheel rims, rag ball hide and seek	Most often, younger siblings interfered with play, sometimes forcing us to stop playing and take care of them.
85 years old	20th (1939s)	Chase 'Berek' 'in the clip' air hockey 'blind man's buff' 'playing war' rolling wheel rims, rag ball hide and seek	None
86 years old	20th (1939s)	Playing cards chasing each other around the hallways, playing with dolls, boys playing with cars made of wood by their fathers or grandfathers.	None
85 years old	The years of the Second World War	The game of tag 'w klipa' air hockey blind man's buff playing war ball 'rag doll' hide and seek	During the war, there were times, especially in the second half of 1944, when our parents did not allow us to play in the 'square' because they feared for our safety.

1	2	3	4
84 years old	World War II	The game of tag 'w klipa' air hockey 'ciuciubabka' ball "szmaciak" hide and seek, playing with blocks made by my grandfather, 'graczki' made of wicker, used for weaving baskets at home.	None
84 years old	World War II	Playing with a rag doll, playing house, making toys from whatever materials were available at home, playing with a slingshot air hockey blind man's buff	Lack of materials to make toys
82 years old	World War II	Chasing 'Berek' 'in the clip' air hockey 'blind man's buff' 'playing war' rolling wheel rims, rag ball hide and seek,	None
81 years old	1950s	Chasing 'Berek' 'w klipa' air hockey 'ciuciubabka' 'playing war'	None

1	2	3	4
		rolling wheel rims, “szmaciak” ball playing hide and seek	
80 years old	20th century (1950s)	Playing with a rag doll, playing house, making toys from whatever materials were available at home, playing ‘klipa’ air hockey blind man's buff Chasing games Air hockey Blind man's buff Hide and seek	Lack of materials for toys
82 years old	20th century (1950s)	Chasing ‘Berek’ ‘w klipa’ air hockey ‘ciuciubabka’ ‘playing war’ rolling wheel rims, “szmaciak” ball playing hide and seek, ‘Spalony’	None
80 years old	The 1950s and 1960s	Chasing ‘Berek’ ‘in the clip’ air hockey ‘blind man's buff’ ‘playing war’ rolling wheel rims,	None

1	2	3	4
		rag ball hide and seek	
83 years old	The 1950s and 1960s	'Ciuciubabka' 'playing war' rolling wheel rims, 'szmaciak' ball playing hide and seek, card games, „handmade by my grandfather”	None
80 years old	The 1950s and 1960s	Chasing games 'w klipa' (a game similar to tag), making "graczek" (a type of toy) from various materials found at home, 'ciuciubabka' (a game similar to blind man's buff) 'playing war' rolling wheel rims, 'rag ball' ball playing hide and seek	The necessity of looking after younger siblings.
80 years old	The 1950s and 1960s	Chasing 'Berek' 'w klipa' air hockey "ciuciubabka" 'playing war' rolling wheel rims, 'szmaciak' ball playing hide and seek	Having to look after younger siblings.
84 years old	The 1950s and 1960s	Chasing 'Berek' 'w klipa'	None

1	2	3	4
		air hockey “ciuciubabka” ‘playing war’ rolling wheel rims, ‘szmaciak’ ball playing hide and seek	
76 years old	The 1950s and 1960s	Tag ‘w klipa’ ‘ciuciubabka’ rag doll ball hide and seek, sewing clothes for dolls, sewing rag dolls	None

Source: Own research.

School years in the memories of the elderly residents

School days left many memories for the elderly residents of Lubliniec, although it is now difficult to remember the exact names of teachers or classmates. However, this is not the most important thing in this case. The essence of these preserved memories is the image of school as a place that still evokes many positive memories, and to which many of them return with nostalgia today.

The school years of the oldest seniors were marked by the Second World War, which repeatedly overshadowed the carefree time of the students of that time with tragic events.

This is how one of the seniors recalls those times:

(1)

...It was during the war that I went to school for the first time, in 1940...

It was an ordinary day without any special celebrations at school... After counting us all, the teacher took us to the classroom. He looked stern, but then it turned out that he wasn't so bad after all. Of course, he spoke to us in German

and made it clear from the very beginning that his instructions had to be followed almost immediately...

That first day of school was such an important experience for us children. Many of us had older siblings who often 'scared us with school'... 'If you go to school, you'll get what's coming to you,' I often heard from my older sister... So, on the one hand, I was proud to be a pupil and not a 'bajtle' anymore, but on the other hand, I was afraid of 'what it would be like at this school'. In those days, none of the 'first-years' got any 'titles'...³⁷

(2)

During the war years, my education was repeatedly interrupted by shorter or longer periods during which we could not attend school due to the hostilities... At that time, I missed school...

...The beginning of my school education was lost during the war years, it was 1942?... I knew a lot about the school I was going to attend because my mother was a teacher, even before I became a pupil, I sometimes came with my older siblings to my mother's school... At home, I also tried to 'study' with them. From the very beginning, I did well in my studies. I did not allow myself to be lazy in this regard, because it would have been a shame for my parents, and they always warned me against it... I have fond memories not only of studying at school, but also of playing together in the "schoolyard"...³⁸

(3)

...I have fond memories of my early school years... I didn't have any particular problems with learning... the teachers were German... I can't say that they treated us badly, but they were strict, and if you didn't do a task, you were punished... I don't remember exactly which teacher it was, but one of them hit me with a stick... I didn't complain at home...

I attended school less frequently at the end of 1944, firstly because of the front, and secondly because I became seriously ill... As my mother later told me, they were very worried that I might die...³⁹

(4)

...The beginning of my first years at school coincided with the Second World War... I don't remember much from those times, but I do remember

³⁷ Own research.

³⁸ Own research.

³⁹ Own research.

that I particularly liked mathematics. Before the war, my grandfather had a shop in Lubliniec, and I sometimes helped him out, occasionally 'getting involved' to his shop accounts, and sometimes I would 'nag' him for so long that he finally had to explain some of the accounts to me... I think that's where my love of maths came from... I also remember that we children helped each other. If one of us didn't know or understand something, they would ask a friend, and they didn't have to ask them in any special way... we knew what to do, but we were raised to help other people...

It was very similar with sharing food with other children. During the war, many families were poor, so those who were a little better off always took a little extra food to share with others... Anyway, my mother, who usually made breakfast, remembered these things well, and when she gave me her blessing as I was leaving for school, and I made the sign of the cross, reaching for the holy water font (which was always by the front door), she would repeat to me: ...remember to share with others, you have enough...⁴⁰

Seniors also recall their school days in the early years after the end of the Second World War. Here are some of those memories:

(1)

...When the war ended, I was 10 years old ...I didn't start going to school until November 1945... I remember that there were a lot of us in one class, if I remember correctly, there were about 40 or 50 children, they were children from several age groups... It was only in 1946 or 1947 that there were fewer of us... Our teachers were of different ages. I remember some who were quite elderly, but there were also young teachers who played football with us in their free time, organised competitions and races, and were very patient with us, because we were not exactly angels... I also remember that shortly afterwards, we were given extra food at school, we got bread or a roll with lard or bacon, and tea... later there was milk... A few years after the war, a nurse would visit our school quite often to check our hygiene, monitor our weight, and if there was anything worrying, she would call our parents to the school...⁴¹

(2)

...I started first grade in 1948, and on the first day, as well as the following days, I went to school with my older siblings... For a long time, I had the impression

⁴⁰ Own research.

⁴¹ Own research.

that some teachers treated us too harshly because they demanded a lot from us... proper behaviour, including no 'fidgeting in our seats' or swinging our legs on seats that were too high...

When I was a little older, I had my favourite teachers, in Polish and mathematics, who were no less strict, but they were also able to show concern not only for our knowledge, but also for family matters. They were extremely sensitive to all the adversities we had to face, such as the death of my mother... I received great support from them at that time... how important it was to me then...⁴²

(3)

...My school memories from the 1950s mainly concern the teachers, because they were truly wonderful. That does not mean that they were lenient with us in any way; on the contrary, they were very demanding, but they were also able to show their kindness and ordinary human concern for us, even parental concern... Many of them can be said to have been our role models.⁴³

Difficult times of occupation in memories

The above project was carried out among the residents of Lubliniec and in penitentiary units.

The lives of the oldest generation of Lubliniec residents were greatly affected by the war. Their childhood and school years were often marked by tragic events which, in the opinion of the respondents, 'robbed them of their childhood' forced them to 'become adults' almost overnight in order to take responsibility for the fate of their families, which was most often the case when their loved ones were arrested, deported to camps, or killed...

Some of these events were difficult to understand at the time because, as the seniors say, they were beyond their capabilities and imagination. With the outbreak of war, many of them experienced a feeling that was new to them, namely fear for their loved ones, which significantly changed their previously safe and carefree lives.

In the opinion of many seniors, the beginning of the war was particularly difficult, but later, as they said, *it was possible to somehow get used to the new reality full of fear and uncertainty...*

⁴² Own research.

⁴³ Own research.

In this new reality, their daily lives took shape within their families and local communities. The following memories of seniors reveal the picture of this period:

(1)

...When the war broke out, I was six years old... what stuck in my memory was the great commotion in the street, in the neighbourhood, and even at home, everyone was asking everyone else questions, demanding quick answers...how many Germans? Where? How soon could they be here? Should we flee?... Stay?...Hide in the cellar? Or at the neighbours'?... Fear for my life and the lives of my family caused great nervousness... After some time, my father disappeared for a while, which seemed like a very long time to me... But when he was not at home, no one talked about it; I was the youngest of the siblings. I missed my father, and when I asked about him, I was given the brief answer that he would return... In this respect, there was strict secrecy in the family... I was happy to see my father again at Christmas...⁴⁴

2)

...Before the war, we had a shop in Lubliniec... I remember that in the first days of the war, the Germans looted everything we had, destroyed a lot of goods, groats, flour, tore open sacks and spilled their contents on the floor... nothing survived... We fled to our family in Droniowice... we stayed there until the beginning of 1940... then we returned to Lubliniec and slowly tried to live in this wartime reality...⁴⁵

(3)

During the war, my uncle was arrested for what the Germans called subversive activities. My grandmother and grandfather spoke very quietly about it with my parents. I could hear very clearly that he was 'in Gestapo custody'... I didn't understand what was going on at the time, and no one thought to explain it to me... They wondered what to do to free my uncle, who to turn to for help... They searched among family and friends for people who could help him... and they succeeded...⁴⁶

(4)

...The war caused considerable devastation in our family... at the beginning of the war, my grandfather was killed. He was an insurgent and, from what my

⁴⁴ Own research.

⁴⁵ Own research.

⁴⁶ Own research.

*grandmother said, he was captured by the Germans and shot, probably in Nowy Bytom or Kochłowice... My uncle, my mother's brother, died in Dachau... These war victims in our family were not talked about much; it seemed to me that it was shrouded in some kind of special secrecy... It was only a few years after the war that I learned all the details about it.*⁴⁷

(5)

*...In 1941, I received my First Holy Communion. Apart from my parents, my paternal grandparents were there. My mother's parents lived in the General Government, so it was impossible for them to come to us at that time... The First Communion celebration was very modest, with a little cake and the immediate family, but no communion gifts...*⁴⁸

(6)

*...From the war years, I remember that one Christmas, my father was in hiding and accidentally cut down a pine tree. My sister worked in Krakow, in a Christmas bauble factory. There was a lot of fighting towards the end of the war. I remember lots of bomb craters... There were food ration cards according to the Volksliste. ...At the end of the war, I received a gift that made me very happy, it was a box for stamps...*⁴⁹

(7)

*...I remember that during the war, we had skimmed milk soup and a piece of bread with margarine for breakfast, and porridge for dinner, sometimes meat on Sundays... my mother often cooked pea soup or vegetable soup...*⁵⁰

⁴⁷ Own research.

⁴⁸ Own research.

⁴⁹ Own research.

⁵⁰ Own research.

Conclusion

The implementation of project tasks in the area of post-penitentiary assistance and social exclusion plays a significant role in the process of social readaptation.

Projects in the area of culture are particularly valuable, as they help not only prisoners and their families, but also other socially excluded people to find their place in society.

Culture plays an important role in post-prison rehabilitation, showing inmates opportunities to focus their activities on spiritual values, with which many of them have not identified until now. Despite their initial reluctance to participate in cultural activities, over time inmates willingly take up the challenge of new experiences related to the reception of culture, its enjoyment and, in many cases, its promotion through active involvement in artistic activities.

Many of them focus their activities on future plans, which concern various areas of cultural engagement, such as planning trips to the cinema, the theatre, and for some, the opera or the philharmonic, while others declare their intention to continue playing music, singing or painting, which they started outside the prison walls.

Meetings in the field of culture, first in isolation and then in freedom, can be an inspiration for such future plans. It is extremely important that exposure to culture helps many prisoners to restore family relationships that have often

been disrupted for a long time. The opportunity to experience culture together with a loved one, such as a family member, is certainly an important experience for those serving prison sentences. It is extremely important to strive to ensure that prisoners and their families experience the beauty of the values derived from culture and want to make them a permanent part of their lives.

When working with excluded individuals, it is important to remember the need to provide them with constant support, primarily by adopting a 'reinforcing' attitude.

The children of prisoners and other socially excluded individuals require special support.

Many of them experience problems in the area of school failure.

Often, one must feel responsible for their development and prepare them to fulfil specific social roles, making the most of their creative potential. Feeling responsible means ensuring that they have the opportunity to succeed in their schoolwork, showing them the path to satisfy their intellectual curiosity. This should result in satisfaction with their successes and a desire for continuous improvement. Success in this area can be achieved, among other things, through active participation in project activities for senior citizens, who can act as 'guides' for socially excluded people, including children and young people.

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