Learning at school these days, when nearly unlimited online information is available, cannot be attractive for young students even if the traditional blackboards are changed for interactive boards. They need constant challenge and fun at the same time. If we observe young people waiting at a bus, train, or public place, we can see the majority of them using their mobile devices: talking, sending text messages, but mostly playing games. Usually there are games dealing with shooting, football, car driving, and so forth. Plenty of such games are free of charge, ready for download on mobile devices.

We can divide all these games into a few categories such as dexterity games (known also as arcade games), action games, recreational games, and brain teasers. Such games are very popular and serve as time killers. One example is the Angry Birds game – so popular that recently one of the discount stores in Poland sold mascots of the game characters, and people have been arranging the musical theme from the game on YouTube. Another example could be the game Mr. Jump, which had over 6 million downloads within only a few days after its release.

This situation had to be taken into account by the educational sector, which is beginning to be aware of the importance of games for education. The majority of games have been produced to meet expectations of younger children.

A number of games recommended for education in Poland are listed on a portal of Centrum Wiedzy Obywatelskiej – Wrota Wiedzy (Gates of Knowledge by the Civic Knowledge Center). However, these games are keeping children next to the computer screen.

In this article, we focus on games that encourage exploring the history and culture of particular cities. There are some examples of urban games and city quests. One of the games was designed in 2007 by a small game company, Twinbottles, who created the online game In search of lost Warsaw for the Other Space Foundation in Warsaw. It is an adventure game set in historical Warsaw available for free download. A player acts as an agent of the Institute of Time Travel and has to solve five different quests. When playing he witnesses how the city has changed since 1899, during WWII, and after the fall of communism. Original photos serve as illustrations. The game is available from the site www.twinbottles.com/ (only in Polish).

The other examples include alternate (or augmented) reality games (ARG) and city quests.

An early (perhaps the world’s first) example of an ARG is Ong’s Hat, created in 1996. It included media such as voice mail phone num-
The consortium of the eMapps project included 13 partners: Coordinator – Cross Czech a. s. (Czech Republic), MDR Partners (UK) – support for coordinator, Ciberspazio (Spain) – technical partner responsible for the platform, The European Schoolnet Partnership (network of 31 European Ministries of Education, based in Brussels), CELN (Czech E-Learning Network), Tiger Leap Foundation (Estonia), Institute of Mobile Technologies for Education and Culture IMOTEC (Lithuania), “Mezazile” – Stende’s social care and development association (Latvia), Elfa, s.r.o. (Ltd.) (Slovak Republic), University of Ljubljana, Faculty of Electrical Engineering (Slovenia), Berzsenyi College (Hungary), Manchester Metropolitan University (UK), and Międzynarodowe Centrum Zarządzania Informacją (Poland).

In Poland, the first alternate reality game was prepared in the framework of the European Commission sponsored project eMapps.com under IST EC FP6 in the New Member States. The main goal of the project (running from 2006 to 2008) was to demonstrate how games and mobile technologies can be combined to provide enriching experiences for children in the school curriculum and beyond, using Alternative Reality Games, played ‘live’ using Internet, GPRS/3G, SMS, and MMS.

CityQuest project can be seen as the continuation of the eMapps game. The duration of one quest should be from one to four hours. It could be used by schools to educate children in a very attractive and amusing way. The Polish game Ups and downs of Polish history was based on the 20th century history of Poland with special attention to regional history, mainly in Toruń, the seat of a regional administration. It included teleportation to the chosen time (game path), depending on the choice of rickshaw (blue, black, or red), divided into three paths:

- a) Blue – Beginning of the century (1917-1939) – which was a time of regaining independence after over 150 years of partition;
- b) Black – WW2 (1939-1945);
- c) Red – Solidarity period and background before that time – change of the system from the communist regime to democracy.

In each period, the following topics were included: daily life, culture, education, martyrdom and struggles for independence, science, health and medical care, communication, etc.
This complex scenario gave an overview of life in different epochs in general, with tasks devoted to local issues.

Two schools were invited to the project. One was from a village near Torun (with the task of designing a game devoted to WW2). The other was one of the best Polish schools - the Academic Gimnazium from Toruń, responsible for the Interwar period in the game. The third group of children, responsible for the most recent history and the period of Solidarity, was selected in a contest and worked in their free time over the weekends.

Children working together with their tutors had an occasion to learn more than in the school curricula about the situation in the period of their game, collecting materials, and working on scenarios. Materials collected included also interviews with the witnesses.

After completion of the game for the testing phase, teams were created of avatars playing in the field, with a headquarter team in the role of guiding the avatars and marking their achievements on the map used by the system designed for the game.
Scenarios included a few levels with a narrative story. The player’s role was to read the story, find the place of action, and re-enact the described events. To achieve this the player received guidance from the headquarters, such as GPS coordinates. Using GPS devices to find the place, children had to take a picture of the object, and send it as proof to the headquarters, where it was uploaded and marked on the map in the system designed for this purpose. It was necessary to use the newest model of mobile device equipped with the function of taking pictures. Today it is ubiquitous, but at that time it was very expensive and advanced equipment.

The game plot of the first period included changes in Toruń’s infrastructure - the first public transport lines and history of a new bridge over the Vistula river. Information and some statistics on the electrification of the households was also provided. Children learned a lot about culture and education, e.g. the theatre built in Art Nouveau style, schools and libraries established in the Interwar period, and a radio station built in Toruń at that time. Such topics as the establishment of an insurance company, visits of the highest authorities of the Polish army, and the creation of the regional administration were also included in the game.

The second period of the game was tragic with dramatic narration. “Where to escape...? There’s a bright, moonlit night coming. Nobody’s asleep. A t night the siren again and groups of people in front of the houses... and air raid again... I’m running away... ” In this path people learned about martyrdom, the extermination of the Polish population, conspiracy, education in clandestine classes where children were taught the Polish language, history and geography, the underground life of a public library, published illegal press, printed leaflets, etc. The game was based not only on published materials but also interviews with the witnesses of that time, and led the player to the places where heroes, known by name, lived or acted.
The third path, devoted to the Solidarity period, was guided by fictitious children (teenagers) accidentally involved in history thanks to teleportation. At first they were just surprised and astonished observers, but gradually they became involved in events and became participants. They took part in demonstrations organized by the underground Solidarity, and experienced problems buying food when coupons were missing. They were hurt by the ZOMO riot police guard, and had to go to the hospital where conditions were poor and much different than nowadays. They felt shocked when trying to make a phone call abroad that was controlled by the secret police during Martial Law. They learned of and visited places where the kidnapping of Solidarity people and priests from Warsaw by the secret police took place. They met with the opposition people and took part in a patriotic mass at the Academic Church run by Jesuits with a well-known priest who organised meetings with prestigious people delivering lectures on many topics censored in normal life. They learned about the clandestine radio Solidarność Toruń, and visited the underground printing house. But they also learned about free time, available films and cinemas, and receptions with dances mostly organised at private homes. As in the previous paths, narration included digitised documents and interviews with witnesses.

The children found this game to be the most interesting one, even though it was counted as a so-called serious game. It was highly appreciated by the experts, who at the same time underlined weaknesses of all projects producing only prototypes with missing further funds and action. Further development and promotion of eMapps among schools in Poland was planned, first in the region and later on the national scale.
Location-based games are now more and more popular. In Poland, there are numerous possibilities available for so-called city games or tourist games. One can download the card, print it out, and discover mysteries of the city. They are nicely designed and attractive, but none of them use the new technologies and new possibilities that they provide.

CityQuest, created in the framework of the AthenaPlus project, is the application that makes it possible to create and play quests in the real environment, using mobile devices (smartphones and tablets). It consists of an online interface for creating the quest, and the application for actually playing the quest scenario created online. To verify whether the player has found the specific place, QR codes are used. The user is assisted in his quest by text and photo hints.

Generally, it is very simple software, which nevertheless provides huge possibilities. In ICIMSS, we plan to do some additional twisting to enable build different scenarios - from simple walks through the city to more complex puzzles. Competing between groups and individuals should be also possible. Different age groups will be addressed. Under development at the moment are the following thematic walks through Toruń (two of them almost completed) with different durations: the most important places and monuments that are the subject of school curricula, famous people, horrors, plagues and spectres. Toruń, with its seven-century history and diverse historical heritage, is a very suitable city for such a form of edutainment. Just to give an idea of the importance of Toruń we can name: granting city rights to Toruń and Chełmno, which exerted a strong influence on the deve-
Development of cities in the Polish Kingdom; two peace treaties signed here between the Kingdom of Poland and the Teutonic Order (1411 and 1466); the demolishing of the Teutonic Knights castle by the citizens (1454); and the so-called Tumult of Thorn (1724). During a time of competition and fights between religions, the Colloquium charitativum, a discussion between Catholics, Lutherans, and Calvinists with the goal of achieving peace, took place here in 1645. For a few weeks during the Napoleonic Era in 1809, Toruń was the capital of Poland. In the Interwar period, it was the capital city of the Pomerania Region, which significantly influenced its development. The city is also the birthplace of such personalities as the Renaissance scientist, astronomer, economist, and medic Nicolaus Copernicus (in 1473), inventor Samuel Thomas von Sömmerring (1755), and linguist Samuel Linde (1771), author of the first Polish dictionary. In addition, it is the final resting place of Princess Anna Vasa (1568 - 1625), sister of Polish King Zygmunt III Vasa (1566 - 1632). Its rich cultural heritage, mostly from the Gothic period, drew tourists as early as the 19th century. One of them was young Frederic Chopin, who in 1825 lived in the palace of Jakub Fenger on Mostowa Str. and tried the famous Toruń gingerbread. Nobel Prize winner Wisława Szymborska lived for five years of her early childhood in Toruń. In this city, nationally famous bands have also been established, such as the rock band Republika, and well-known ac-
tors have been born. Here was born the International Film Festival of the Art of Cinematography Camerimage, the biggest festival dedicated to cinematography and its creators, the cinematographers. And last but not least, we are not very proud of it but the controversial radio station Radio Maryja and the TV station Trwam operate here. Therefore, there are a lot of nationally known places to show in our City Quest and keep it attractive for education and tourism as well.

In this way, the CityQuest project can be seen as the continuation of the eMapps game. The duration of one quest should be from one to four hours. It could be used by schools to educate children in a very attractive and amusing way. One form of using the CityQuest could be time competition between groups of children. The group completing the quest in the shortest time is rewarded. There will also be something for individuals. The persons who complete all our quests will receive badges of Toruń Maniacs. All scores should be possible to send from the platform to social media like Facebook to make the play more attractive and visible.

The quests will help rediscover the city and look at the old places in a new light. The possibilities are almost endless and limited only by our imagination.

7. One of the sites of this kind is http://gryturystyczne.pl/.
8. Information, user’s manual and link to mobile application are available at http://wiki.athenaplus.eu/index.php/CityQuest.