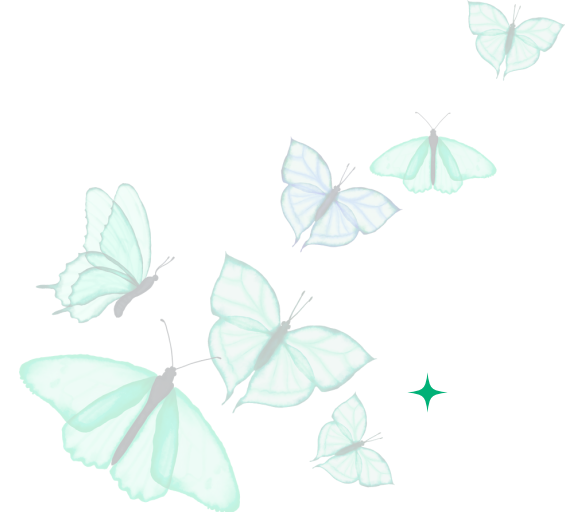




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PRACTICAL ACTIVITY AND GAME

Stories4Wings

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Active Citizenship



The Forgotten Park



The Forgotten Park

Active Citizenship

This document includes a **practical activity and a game** to further explore and reflect on the value, skill, or competency of each story.

This activity and game serve as a **supplementary learning tool** to the guide with the questions and reflections, approaching learning from a **playful, active, and participatory perspective**.

These activities aim to reinforce learning through **practice and direct experience**.

The Forgotten Park

Active Citizenship

PRACTICAL ACTIVITY

1

Educational Objectives

- Reflect on the concept of shared public space and collective responsibility.
- Identify moments when individual initiative can generate community change
- Explore one's own capacity to contribute to a common good, even from a context of restriction
- Develop creative expression through a collaborative visual activity.

Number of Participants

8-16

Duration

60–75 minutes

Materials Needed

- Large sheets of paper or paper rolls (one per group)
- Markers, coloured pencils or wax crayons
- Pens for writing
- Tape to fix sheets to the wall or floor
- Recycled materials such as paper of various textures, etc.

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Activity Description

1. Introduction (10 min)

The educator reads aloud a short passage from the story – the description of the abandoned park and the moment the narrator decides to act. Then asks the group: "Have you ever seen a place deteriorate because no one took care of it? Have you ever felt the urge to do something about it?"

2. Individual reflection (10 min)

Each participant receives a sheet of paper and answers two questions in writing or drawing:

- "What place – real or imagined – would you like to see transformed?"
- "What is one action, however small, you could do to improve it?"

Participants who have difficulty writing can draw or use single words. The educator circulates and offers support without directing the content.

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3. Collective mural (30 min)

Participants form groups of 3–4. Each group receives a large sheet of paper and creates a "before and after" mural: on the left, a neglected or forgotten space; on the right, the same space transformed through community action. The group decides together what to draw, who draws what, and what words (if any) to add. There are no aesthetic criteria — what matters is the process of making shared decisions and giving visual form to the idea of change. The educator does not direct artistic choices but observes group dynamics.

✦ 4. Presentation and discussion (15 min)

Each group presents its mural. Guiding questions:

- "What was easy to agree on? What was harder?"
- "In the story, change began with one conversation between two neighbours. What was the first step in your mural?"
- "Is it possible to take care of something even when you are far away from it?"

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GAME

2

Educational Objectives

- Practise recognising situations of collective neglect and identifying possible responses
- Discuss the role of individual initiative in the face of shared problems
- Explore different positions (bystander, initiator, supporter) and their consequences
- Develop the ability to argue and negotiate a decision within a group



Number of Participants

6-12

Duration

30-40 minutes

Materials Needed

- 15–18 Scenario Cards (prepared by the educator in advance, see description).
- 3 large cards labelled: I ACT / I WAIT / I OBSERVE.
- Optional: a bowl or box to draw cards from.

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Activity Description

- Preparation

The educator prepares Scenario Cards describing situations of collective neglect of a shared space — realistic and everyday, not directly referencing prison life.



Examples of Scenario Cards:

- The common room in a building is dirty — no one has cleaned it for weeks.
- A fountain in the neighbourhood has been broken for months. Everyone complains but no one reports it.
- The shared garden has been invaded by weeds. Residents walk past but look away.
- A community notice board is covered in old, torn notices. No one takes them down.
- The only bench in the courtyard has a broken leg. People avoid it but no one fixes it.
- The corridor lights don't work. Everyone uses their phone but no one calls the manager.
- Someone left rubbish bags in front of a door. Days pass and no one moves them.

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How to play (25 min)

- Participants sit in a circle. The three response cards are placed face up in the centre.
- One participant draws a Scenario Card and reads it aloud (the educator reads for low-literacy participants).
- Each participant silently chooses one of the three responses — they point to the card or say the label.
- The group counts the distribution of choices, then a brief open discussion follows (2–3 min):

"Why did most people choose this response?"

"What would need to change for more people to choose I ACT?"

"In the story, what tipped the narrator from I OBSERVE to I ACT?"

Rotate the drawer. Continue with the next card.

Reflection (5 min)

"Was there a scenario where all three responses seemed equally valid? Why?"



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