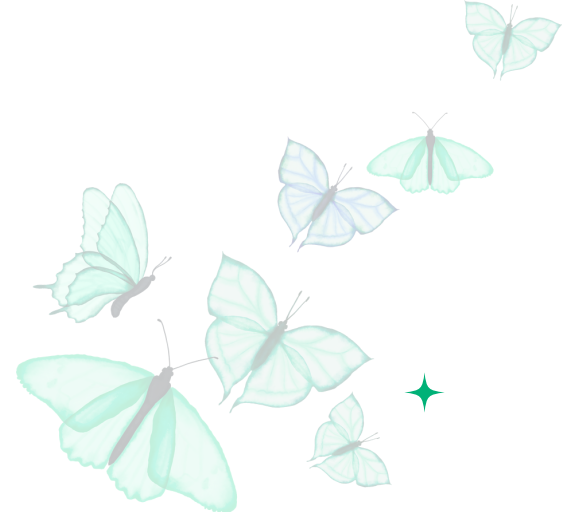




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PRACTICAL ACTIVITY AND GAME

Stories4Wings

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Active Citizenship



The Post Office



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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**.

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PRACTICAL ACTIVITY

1

Educational Objectives

- Identify the obstacles faced by people in vulnerable situations when navigating bureaucratic spaces
- Reflect on the value of solidarity and attentiveness toward others
- Practise giving voice to a perspective different from one's own through a creative writing activity
- Strengthen empathy and the ability to recognise needs without waiting to be asked



Number of Participants

Up to 15 participants

Duration

60 minutes

Materials Needed

- Paper (A4) for each participant
- Pens and, if available, coloured pencils or markers
- Optional: a printed extract from the story (the scene at the counter)

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Activity Description

1. Opening (5 min)

The educator asks a single opening question: "Who in this scene do you feel closest to, and why?"

A brief round of spontaneous responses follows.

2. Choice of perspective (5 min)

Depending on the answer to the previous question, each participant chooses a character from the scene:

- a) The woman with the folder
- b) The child with the yellow backpack
- c) The man who stood up to help
- d) The narrator observing from their seat
- e) The clerk behind the counter

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3. Writing the illustrated letter (30 min)

Each participant writes a short letter (8–15 lines) in the voice of the chosen character, addressed to one of the other characters in the scene. The letter should express what the character felt, what they wanted to say but could not, or what they would say if they met again.

Participants who prefer not to write can draw a short illustrated sequence (3–5 frames) telling the same moment from their character's point of view. The educator circulates and offers support without correcting style or content.

4. Sharing (15 min)

Volunteers read their letter or show their drawing. The educator invites brief reactions:

- "Did this character see the scene differently from how you expected?"
- "What made it possible for the man to get up and help? What stopped the others?"
- "Is there a gesture of attentiveness that you could offer in your current context?"

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GAME

2

Educational Objectives

- Practise recognising the needs of others without waiting to be explicitly asked
- Experiment with different forms of communication (verbal, non-verbal, gestural) in a situation of linguistic or cultural distance
- Reflect on what active citizenship means in everyday, informal contexts
- Develop listening, attentiveness and initiative.

Number of Participants

Up to 15 participants

Duration

30-40 minutes

Materials Needed

- 8–10 Need Cards (prepared by the educator, see description).
- 8–10 Resource Cards (prepared by the educator, see description).
- No other materials required.

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Activity Description

1. Preparation

The educator prepares two sets of cards:

a) Need Cards – each describes a person in difficulty in a public space:

- A person who does not speak the local language and needs to fill in a form.
- An elderly person who cannot read the small print on a notice.
- A person with heavy bags who cannot open a door.
- A person who is lost and does not know which queue to join.
- ★ • A child alone on a bench, looking confused and anxious.
- A person whose phone has run out of battery and needs to make an urgent call.
- A person who has dropped a bag and cannot pick up all the contents alone.
- A person who starts to feel unwell and looks for somewhere to sit.



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b) Resource Cards — each describes a simple form of help anyone can offer:

- I can translate or explain using gestures.
- I can read aloud what is written.
- I can hold something or open something.
- I can point the way or accompany them.
- I can sit next to them and ask if everything is alright.
- I can lend my voice or find someone else who can help.
- I can pick up what has fallen and give it back.
- I can stay close without speaking, so they are not alone.



How to play (25 min)

- Need Cards are placed face down in the centre. Resource Cards are distributed randomly, one per participant.
- One participant draws a Need Card and reads it aloud (the educator reads for low-literacy participants).

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- Whoever thinks their Resource Card matches the need says "I can help" and explains how in one or two sentences.
- The group decides together — through brief discussion, without voting — whether the offered help fits. If it fits, the pair is set aside. If not, the group suggests which Resource Card would work better.
- A new Need Card is drawn and the process repeats.

Reflection (5–10 min)

- "Was there a need that no Resource Card could answer? What would be missing?"
- "In the story, the man who helped did not have a special skill — just attention. Is attentiveness a resource?"
- "What gets in the way of offering help in a public space?"



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