**Postcards**

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| **CEFR Level and Skill(s):** | A2 Writing |
| **CEFR Competence(s) Aimed at:** | Writing a short letter in order to express thanks, apologies, greetings, and using simple forms of addressing, greeting, thanking and requesting. |
| **Art form(s) Exploited:** | Visual art, children’s literature |
| **Duration of the Activity:** | 45 minutes |
| **Materials and Equipment Needed:** | A story to read, pencils, crayons, cardboard and scissors. |
| **PROCEDURE**   1. The teacher reads aloud the story (or may want to ask a child to start reading it with the other children continuing in turn, until the story ends). 2. When the story ends, the teacher asks children several questions related to the content, the protagonists, the moral of the story. S/he asks also to imagine a different finale and/or to add another character to the story. 3. At that point, children are very much into a creative mood, therefore, s/he asks children to imagine to write a postcard to one of the story’s protagonists wishing to thank or to apologise for something that occurred, or to express greetings from a holiday location. 4. The teacher splits the class into three groups: the ‘thanks’ group, the ‘apologies’ group and the ‘greetings’ group. 5. A4 size cardboards will be cut into 4 rectangles, one rectangle for every child. This becomes a postcard to be drawn on one side and written on the other side, individually by each child. 6. Children imagine that the characters of the story only speak the second language that they’re learning. 7. Each child, according to his group, depicts the episode for which s/he is thanking or apologizing or depict the holiday place from which s/he is sending greetings, on one side of the postcard. 8. On the other side, s/he writes the text – in the target language – thanking for…., apologising for…, greeting from…. (i.e. *Dear rooster, I am terribly sorry for having poured the hot coffee on your paw. I will never do that again. I hope you’re getting better. Sorry!)* 9. Children have 20 minutes to draw the episode and write the text addressed to one of the characters, on their postcard. 10. At the end, all children, one by one, will show and read their postcard to the class. | |
| **Things to consider (Precautions, safety measures, appropriate for larger groups, space needed etc):** | The teacher may need to help the children to find the right words to describe the episode in the target language. |
| **Prerequisites for the teacher :** | Promoting a creative atmosphere is essential. Therefore, the teacher should encourage children to explore their fantasy. |
| **Source(s) / Useful links:** | Many children’s stories can be found on internet, by Googling their title.  A recommended story, as an example, would be The Bremen Town Musicians, by Brothers Grimm: <https://shortstoriesshort.com/story/the-musicians-of-bremen-2/> |