



Co-funded by  
the European Union



# QUESTIONS AND REFLECTIONS

## Stories 4 Wings

---

2024-1-ES01-KA220-ADU-000255317

---

Ability to Cope with Social Exclusion

# One Small Kindness

# One Small Kindness

## Ability to Cope with Social Exclusion

This document includes a series of **9 questions focused on reflecting** on different aspects related to the story being worked on. The questions are organized into three levels of complexity and depth, as follows:

### Questions 1 to 3

focus on achieving a basic understanding and identification with the story and characters.

### Questions 4 to 6

introduce reflection on the value, skill, or competency being addressed from different perspectives, such as emotional self-exploration or the observation of different attitudes or behaviors.

### Questions 7 to 9

encourage deeper reflection and invite participants to approach the different topics from a symbolic perspective, imagining alternative scenarios or relating them to their possible future attitudes or actions.

Some **recommendations** for using this guide are:

Approach reflection in a **relaxed and open way**, without explicitly announcing the values or competences that the activity aims to explore.

Allow participants to arrive at their own interpretations and conclusions **gradually**.

The activity should create a **safe space**, where emotions, thoughts and opinions are welcome.

There are **no right or wrong** answers.

Participation should never be forced; **silence and listening are also valid** forms of engagement.

# One Small Kindness

## Ability to Cope with Social Exclusion

**1**

**Who is Marcus, and what happened the night that changed his life?**

Confirming this basic understanding is essential before any deeper reflection can take place.

**2**

**What did Marcus do when he heard a girl crying in the alley? What happened step by step?**

This question checks that participants have followed the plot's key sequence. It reinforces narrative comprehension and draws attention to the careful, deliberate nature of Marcus's actions.

# One Small Kindness

## Ability to Cope with Social Exclusion

3

**"He slept better than he had in three years." What details in the story help you understand why?**

The question invites participants to observe the emotional arc of the story. It connects small observable facts (isolation, unanswered letters, being avoided by former friends) to Marcus's inner state.

4

**Marcus's first instinct when he heard Emma crying was to keep walking. What was he afraid of, and what made him stop anyway?**

This question explores the internal conflict at the heart of the story; the tension between self-protection and compassion. It invites participants to sit with the complexity of Marcus's situation.

# One Small Kindness

## Ability to Cope with Social Exclusion

**5**

**What do you think Mrs. Roberta saw in him that others did not? What qualities does Marcus show throughout the story?**

The question asks participants to identify them through two lenses: how Marcus is perceived by a perceptive outsider, and what his actions reveal about his character. It also highlights the transformative power of being seen and trusted by another person.

**6**

**How do you think the story would have felt different if Emma had known about Marcus's past?**

The question encourages participants to explore how knowledge of someone's history shapes how we see them, and to question whether that change in perception is always fair or accurate.

# One Small Kindness

## Ability to Cope with Social Exclusion

7

**The jury 'saw a middle-aged Black man behind the wheel and a white child in a hospital bed.' Why do you think the author included this detail?**

This question opens a space for critical dialogue about inequality and racial bias. The educator should create a safe, open environment where all perspectives are welcomed.

8

**What do you think the broken bicycle represents in the story? And what might 'one small kindness' symbolise more broadly?**

The broken bicycle functions as a symbol of something that can be fixed with the right tools, patience, and willingness to engage. The question invites participants to think metaphorically and to connect the symbolic to their own understanding of change and recovery.

# One Small Kindness

## Ability to Cope with Social Exclusion

9

**Marcus realises that redemption is not about society's forgiveness, it is about 'choosing to be better than your worst moment.' Do you agree? What would it mean for you personally to 'choose to be better than your worst moment'?**

The question brings the story into direct contact with the participant's own life and values. By using Marcus's exact phrasing as the bridge, it makes the personal transfer feel earned rather than imposed.