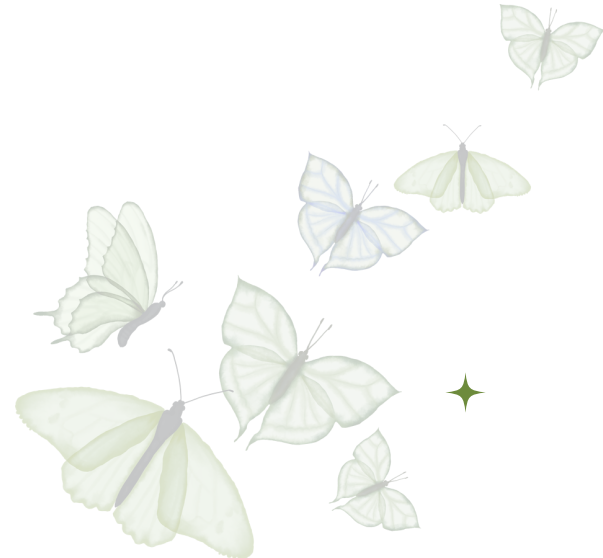




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QUESTIONS AND REFLECTIONS

Stories 4 Wings

2024-1-ES01-KA220-ADU-000255317

Team-Working



Her Name is Luz



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Team-Working

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.

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1

Who is Luz and what are the circumstances of her life? Who takes care of her?

This question reviews the story and the characters, and realise that a "problem" can be transformed into its opposite thanks to teamwork.

2

How do you think the protagonist feels when she finds out she's pregnant and it's too late to terminate the pregnancy? What helps her feel better?

This question asks to realise how fear, loneliness, and helplessness can be mitigated thanks to the support of a team.

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3

Which character do you identify with most? Have you ever been in a similar situation? Would you act differently than you did?

This question searches to identify with the story and see the importance of teamwork from different perspectives. Avoid giving space to (self) recriminations.

4

How do you think the protagonist's friends felt when they heard the news? How do you think each of them experienced the situation? What does this teamwork bring to the protagonist's friends and aunt?

This question reflects on the motivations that may drive us to want to get involved in teamwork situations and on what it brings to us and to others.

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5

Which character's attitude caught your attention the most? Which situation do you think is the most complicated? And the easiest? Why?

This question put ourselves in the shoes of all the characters and realising how empathy and a sense of belonging can be the driving force behind teamwork.

6

What are all the tasks and responsibilities involved in raising a daughter? What do you think is positive about this girl being raised by a group of people instead of just one (or two)?

This question reflects on specific and practical aspects of teamwork related to the story. Beyond supporting the mother, analyse what other positive consequences this joint decision has had for all involved.

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7

What would the story have been like if the protagonist's friends hadn't accompanied and supported her? How do you think she would have acted?

This question imagines a scenario where teamwork hadn't occurred and how it would have affected the protagonist and her daughter. How did this teamwork contribute?

8

Are there any current situations where teamwork is taking place in your environment? How could it benefit you? What prevents you from getting involved?

This question analyses the current circumstances to identify where teamwork could be beneficial and provide motivation to make it happen.

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9

How can teamwork affect an individual, a group (friends, family, etc.), or a community?

This question invites to reflect on teamworking from a sociological and community perspective. A space to imagine more harmonious communities.