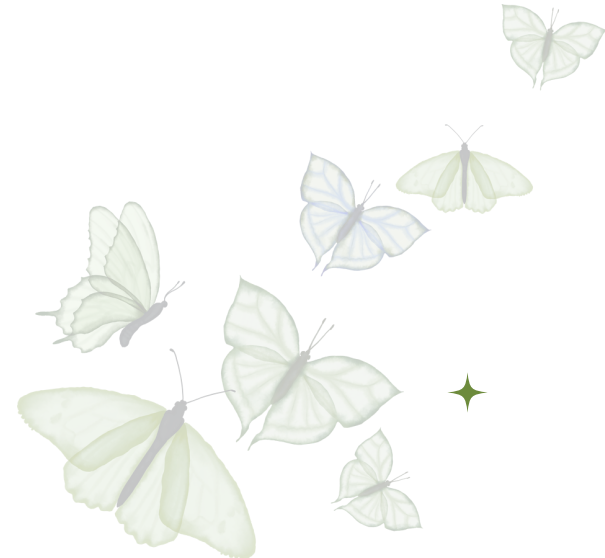




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PRACTICAL ACTIVITY AND GAME

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 **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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1

PRACTICAL ACTIVITY

Educational Objectives

- Promote practical cooperation
- Experience the importance of communication
- Identifying roles within a team
- Develop coordination towards a common goal



Number of Participants

6-16

Duration

50-60 minutes

Materials Needed

- Simple building materials (paper, cups, cardboard, recycled objects, etc.)
- Adhesive tape
- Simple sample image to be reproduced

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Activity Description

1. The group must replicate a structure. Each participant follows a role:
 - Observer (the only person who sees the model)
 - Messenger (communicates with the observer, the only one who can talk aloud)
 - Coordinator (organizes the process)
 - Builder(s)
2. Variants are introduced during the process:
 - You can't talk
 - Role reversal
 - Change rules
 - Two persons use one hand each to build together
3. Review of the final result and the work process.
 - In what role have you felt comfortable?
 - What has worked well? What needs improvement?
 - What are the necessary aspects for teamwork?

Notes

- Simple activity, without complex dramatization
- Avoid talking too much
- Do not interpret personal emotions of the group
- The focus is on social perception, not individual perception



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GAME

Educational Objectives

- Strengthen collaboration and shared responsibility within a team
- Develop strategic thinking and coordination under changing conditions
- Identify the importance of trust and interdependence
- Practice flexibility in roles and group decision-making



Number of Participants

8-16

Duration

45-60 minutes

Materials Needed

- Envelopes with “mission cards” (prepared beforehand, some examples provided)
- Envelopes with “Luz cards” (prepared beforehand, some examples provided)
- Simple objects (paper, cups, tape, string, etc. Depends on the missions)
- Paper and markers

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Activity Description

1. Introduction

The educator presents the activity as a team mission: each group must complete a series of challenges to “help Luz move forward.” Success depends on coordination, not individual performance.

2. Team Formation

Participants are divided into small teams (3–5 teams). Each team starts with the same materials.

3. Mission Rounds

Each team receives a sequence of sealed envelopes (the same missions for each team). They can only open the next one after completing the previous challenge.

Each envelope contains a mission with a task + condition (restriction). Keep tasks simple and achievable, but make coordination necessary.

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Examples of Mission Cards

- Build the tallest free-standing structure possible. Only one person can touch the materials at a time
- Move an object from one side of the room to the other. No one can use their hands
- Create a shape (e.g., a square or triangle) using string on the floor. Participants must keep their eyes closed except one
- Stack 5 cups into a pyramid. The team must remain silent
- ✦ • Build a bridge between two chairs using available materials. Half of the team cannot stand up
- Keep a balloon in the air for 10 seconds. Each person can only touch it once
- Recreate a simple pattern or movement shown briefly by the educator. Only one person is allowed to see the pattern
- Transport three objects at the same time. The team must stay physically connected

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4. The “Luz Card”

At some point, one envelope includes a “Luz Card”.

These introduce a temporary disadvantage that requires team adaptation and support. Choose the cards that fit with the mission.



Examples of “Luz Cards” (Inclusion & Support Challenges):

- One participant cannot speak. The team must find alternative ways to include them in decisions
- One participant must stay seated. The team must reorganize roles to complete the task
- One participant can only use one hand. The team must redistribute tasks
- One participant receives different instructions (slightly confusing or incomplete). The team must detect and resolve the misunderstanding
- One participant cannot see the materials. The team must guide them verbally or physically
- One participant joins the task late (after it has already started). The team must integrate them quickly

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- One participant is responsible for “checking” but cannot act. The team must listen and adapt based on their feedback
- One participant must move more slowly than the others. The team must adjust their pace

Present “Luz Cards” not as obstacles, but as moments where the team must ensure no one is left behind

Emphasize that success depends on how the group adapts to support each member, not just completing the task

5. Reflection

Guided discussion:

- When did the team work best?
- How did they react to constraints or unequal conditions?
- How they supported (or didn’t support) the “Luz” role?
- What helped them succeed as a team?

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Notes

- Keep tasks simple; difficulty should come from coordination, not complexity
- The “Luz Card” is key to connecting with the story (supporting someone in a vulnerable position)
- Avoid over-competitiveness; focus on collaboration
- The educator observes but does not direct team strategy



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