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PRACTICAL ACTIVITY AND GAME

Stories4Wings

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Vocational Training and Profession Acquisition

From Housewife to Game Developer



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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 forms of social exclusion.
- Reflect on how exclusion affects individuals.
- Analyse how Sarah transformed exclusion into self-directed learning.
- Practise recognising their own existing skills as a response to feeling marginalised.



Number of Participants

8-15

Duration

60 minutes

Materials Needed

- Printed copies of the story
- Paper and pens/pencils.
- Flipchart or whiteboard.
- Markers.

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Activity Description

1. Preparation (10 min):

Educator reads the story aloud while participants follow along.

2. Individual mapping (15 min):

Draw a simple “Exclusion Map” on paper:

- In the centre: Sarah
- Around her: write or draw every way she was excluded (no income, rejections, etc.).
- On the other side: What did Sarah do instead of giving up?

3. Group sharing (15 min):

In groups of 3–4, participants compare their maps. Educator asks:

“What did Sarah lose? What did she gain by learning skills?”



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4. Group discussion (15 min):

Write on flipchart:

- When have you felt excluded like Sarah?
- What is one skill you already have that society might not see?
- How can learning a new skill help someone cope with being left out?

5. Closing (5 min):

Summarise without naming the competency.

Notes:

- For low literacy: Read story aloud.
- Avoid forcing personal disclosure – participants can talk only about Sarah.



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2

GAME

Educational Objectives

- Recognise hidden skills, despite social rejection.
- Practise inclusion by identifying exclusion.
- Collaborate to turn a “weakness” into a strength.



Number of Participants

8-15

Duration

30-40 minutes

Materials Needed:

- 12-16 cards made from paper.
- Each card has a short “exclusion scenario”.
- Bowl to draw from.

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Activity Description

1. Prep (5 min):

Educator creates two types of cards beforehand:

- Type A (Exclusion scenarios)

e.g: A person is rejected for a job because they have no formal degree.

e.g: A parent is told they “don’t have real work experience”.

- Type B (Hidden skills):

e.g: Can learn alone at night.

e.g: Very determined when family depends on them.

e.g: Sees problems as puzzles to solve.



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2. How to play (25 min):

- Place all cards face down in two piles: Scenarios and Skills.
- One participant draws a Scenario card and reads it aloud.
- The same participant draws two Skill cards from the second pile.
- The participant chooses one skill that could help the person in the scenario cope with exclusion.
- The group quickly says “yes” or suggests the other skill if it fits better (no wrong answers).
- Next participant’s turn. Continue until all cards are used or time ends.

3. Reflection (5 min):

Ask questions:

e.g: Was it easy to find a hidden skill?

e.g: How did Sarah teach us that skills can fight exclusion?

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Notes

- For low literacy: use very short phrases or simple drawings on cards.
- Emphasise that anyone can develop skills.





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