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PRACTICAL ACTIVITY AND GAME

Stories4Wings

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Critical Thinking



The Farm of Silence



The Farm of Silence

Critical Thinking

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**.

The Farm of Silence

Critical Thinking

PRACTICAL ACTIVITY

1

Educational Objectives

- Questions Worth Asking
- Identify what makes a question useful for critical thinking.
- Practise asking “why” instead of repeating ideas automatically.
- Explore where their beliefs come from and whether they still make sense.
- Develop the ability to pause before accepting or repeating information.



Number of Participants

6–12 working in pairs

Duration

45 minutes

Materials Needed

- A4 sheets
- Pens
- 12 “Question Cards” (prepared by facilitator)
- Flipchart or whiteboard
- Optional pictograms for low literacy

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Activity Description

1. Opening

The facilitator reads aloud this line from the story:

“Thinking critically doesn’t mean distrusting everything. It means asking why we believe what we believe.”

Ask the group:

“What does it mean to ask WHY?”

Keep answers short and simple.

2. Introducing the Question Cards

The facilitator shows 5 simple cards, each with one question:

- Who taught me this?
- Why do I think this is true?
- What evidence do I have?
- Could there be another explanation?
- Does this help someone or only myself?

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Explain that these questions come directly from the ideas Mujica shares in the story:

- He asks Lucía to question what she believes.
- He says the world is divided between people who question and people who repeat.
- He insists on coherence and humility.

3. Choosing a simple, neutral belief

To avoid personal or sensitive topics, the facilitator gives a list of neutral, everyday beliefs.

Participants choose one:

- “Breakfast is the most important meal.”
- “Dogs feel when you are sad.”
- “It’s better to stay quiet than to argue.”
- “People don’t change.”
- “If something is on the internet, it must be true.”
- “Hard work always pays off.”

The facilitator reads them aloud for low-literacy participants.

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4. Pair work: Apply two Question Cards

In pairs:

- Each pair chooses two Question Cards.
- They apply the questions to the belief they selected.
- They answer orally or with one-word notes.

Example (to model the exercise):

Belief: “Dogs feel when you are sad.”

Question 1: What evidence do I have?

- “My dog comes close when I cry.”
- “I saw a video.”

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Question 2: Could there be another explanation?

- “Maybe he hears noise.”
- “Maybe he wants attention.”
- “Maybe it’s coincidence.”

The goal is not to decide if the belief is true or false.

The goal is to think, question, and open possibilities — just like Lucía learns in the story.

5. Small-group sharing

Each pair shares only:

- The belief they chose
- The two questions
- One thing they discovered.

Notes

- Keep it short and safe.
- No personal stories required.

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GAME

2

Educational Objectives

- Practise recognising when a belief or reaction no longer fits the situation.
- Explore alternative responses using simple “small change” tools.
- Strengthen flexibility, self-reflection, and basic decision-making skills.
- Understand that critical thinking involves courage to adjust behaviour, not just to think.

Number of Participants

6 - 12 in pairs or trios

Duration

20-30 minutes

Materials Needed

- Situation Cards (simple, neutral scenarios)
- Small-Change Cards (4 easy tools for alternative reactions)
- Space for short role-plays
- Optional pictograms for low-literacy groups

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Activity Description

1. Introduction

The facilitator reads the line from the story:

“The hardest part isn’t thinking. It’s having the courage to change when what you think no longer fits.”

Explain:

“We will act out two versions of the same situation: the automatic reaction, and a small change reaction.”

★ No personal stories are used. Only fictional situations.

2. Distribute cards

Each group receives:

- Situation Card
- Small-Change Card (chosen at random)

The facilitator reads the cards aloud for low-literacy participants.

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Situation Cards (examples) - Use simple language; read aloud if needed.

Someone interrupts you and you get annoyed.

Someone corrects you and you react with anger.

You think you cannot learn new things.

You believe asking for help makes you weak.

You think you are always right.

You think listening is a waste of time.

You think people never change.

★ You think apologising makes you lose respect.

Small-Change Card (examples) - Use simple language; read aloud if needed.

Pause 3 seconds before responding.

Ask one question.

Lower your voice.

Admit one small thing.

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3. First role-play: Automatic reaction

- Groups act out the situation as if reacting without thinking.

Example:

Situation: “Someone corrects you and you usually get angry.”

Automatic version: raised voice, defensive posture, tension.

Scenes last 20–30 seconds.

4. Second role-play: Small change reaction

Groups repeat the same situation, but using the Small-Change Card.

Remember;

- Pause 3 seconds before responding
- Ask one question
- Lower your voice
- Admit one small thing

This version should show a small but meaningful improvement.

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5. Group sharing

Each group briefly reflects on the effects of adding a small change in every situation.

■ Small-Change Card 3 — Respond with a calmer tone.

Model phrase: “Let’s talk calmly.”

Small-change card examples. These are the tools they normally don’t have — now they do.

■ Small-Change Card 2 — Instead of reacting, ask a short question.

Examples: “What do you mean?” / “Can you explain?”

■ Small-Change Card 1 — Before answering, breathe and count: 1... 2... 3.

Model phrase: “Give me a second.”

■ Small-Change Card 4 — Recognise a tiny part, not everything.

Examples: “Maybe I misunderstood.” / “You might be right about that part.”



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