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PRACTICAL ACTIVITY AND GAME

Stories4Wings

2024-1-ES01-KA220-ADU-000255317

Critical Thinking



My Journey to Insight



My Journey to Insight

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**.

My Journey to Insight

Critical Thinking

PRACTICAL ACTIVITY

1

Educational Objectives

- Reflect on turning points
- Identify decisions and consequences
- Analyze alternative choices



Number of Participants

6-12

Duration

90 min (optional: the activity can be split into two 45-minute sessions)

Materials Needed

- Paper or index cards
- Pens
- A timeline

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Activity Description

1. Read and Silent Reflection.

Listen to the story.

Then the facilitator reads a short extract and invites a 2-minute silent reflection.

Afterwards, give a few minutes to think quietly about moments that felt important to each participant.

Ask them to think about one moment in the story that felt like a turning point.

2. Individual task:

Each participant writes three key decisions from the protagonist's life on separate cards (one decision per card). If literacy is low, participants draw or dictate to the teacher.

Ask to write short phrase describing the decision.

If possible, add one word about the consequence.

If a participant struggles to find three moments, suggest they write fewer cards and focus on quality rather than quantity.

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3. Group task (20 min):

Build a shared narrative and practice reasoning about sequence and cause.

In small groups, place cards along a taped timeline on the floor and discuss why each decision mattered.

For each decision, groups list one alternative choice and one likely consequence.

Guiding questions for discussion:

- Why does this event come before that one?
- What might have happened if the character had chosen differently at this point?
- Who or what influenced the decision?

4. Plenary reflection. Plenary Sharing and Reflection:

Groups share one decision and its alternative.

The facilitator highlights patterns (triggers, supports, turning points)

Facilitators prompts for reflection:

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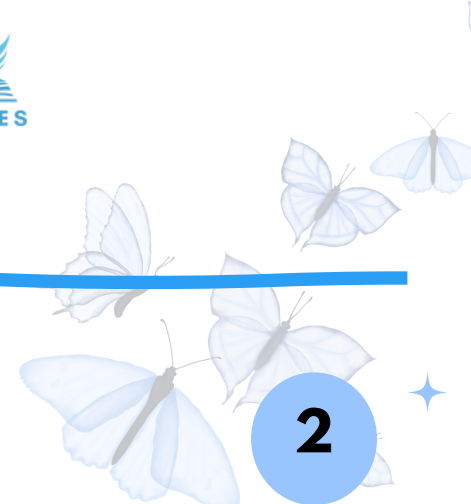
- What patterns do we notice across different groups?
- Which decisions seemed most decisive and why?
- How did imagining alternatives change your view of the character?
- What small supports or resources might have changed the outcome in the story?

Notes

- Emphasize narrative coherence, not “right” answers.
- Allow oral contributions and drawings for low-literacy participants.

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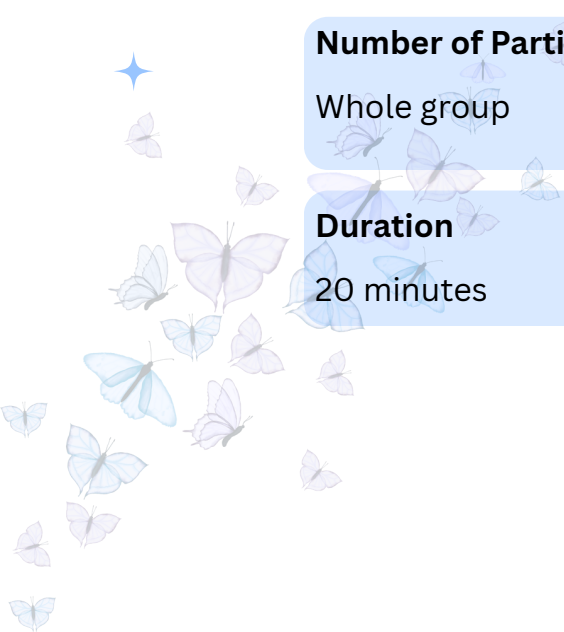
Critical Thinking

2

GAME

Educational Objectives

- Quickly help participants find the difference between facts and opinions or guess.
- Help participants distinguish clear facts from opinions/interpretations using a low-literacy, active format: they move to stand by the FACT poster or the OPINION poster.

★

Number of Participants

Whole group

Duration

20 minutes

Materials Needed

- Room with two clear zones at opposite sides.
- Posters: One labelled FACT; one labelled OPINION
- Materials: 8-10 cards or potsers with sentences.

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Activity Description

1. Introduce the activity:

This is a short movement game. The facilitator reads sentences about the story.

If you think it is a clear fact from the text, then walk and stand by the FACT poster. If you think it is a guess, feeling or interpretation, stand by the OPINION poster.

Reinforce the simple rule:

- If the story says it directly → FACT.
- If it adds motives, feelings, or guesses → OPINION.

2. Model one example:

- Read a very obvious fact, for example: “He kept a notebook under his mattress.”
- Ask everyone to move. Then pick one volunteer near each poster to say one short reason.
- Explain briefly why the example is fact or opinion.

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3. Play rounds:

Read 8–10 short statements, one at a time. After each statement give 5–8 seconds for participants to move.

Ask one person from each side to give a one-sentence reason.

Rotate speakers so different people contribute.

4. Quick debrief

Ask which sentence was hardest to decide and why.

Example statements (basic, ready to read):

Facts:

- He kept a notebook under his mattress.
- He read books about psychology and trauma.
- He founded an organisation after release.
- He sometimes hid his writing under his mattress.

Opinions / Interpretations:

- Prison made him a better person.
- He wanted respect because he was afraid.
- He always trusted the psychologist.
- He never felt lonely again.

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Notes

- Keep it non-competitive: No scoring; praise clear reasoning.
- If many stand in one zone: Ask one or two people from the other zone to explain their choice to surface different views.
- If statements are ambiguous: Accept both positions and invite brief reasons.



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