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QUESTIONS AND REFLECTIONS

Stories 4 Wings

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Vocational Training and Profession Acquisition

Second Chance



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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 Anya, and what two fears does she have as she approaches her release from prison?

This question establishes the story's central character and her dual emotional situation at the opening: guilt over the accident that caused a death, and fear about what life after prison will look like.

2

What vocational training programme did Anya choose, and what did she learn during the programme?

This question checks comprehension of the story's turning point, Anya's choice of the culinary arts programme and the concrete skills she acquired. It also draws attention to the range of skills available, which may prompt participants to reflect on training opportunities relevant to their own situations.

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3

The story describes Anya's hands twice: 'trembling with anxiety' and 'steady as she kneaded dough.' What other details in the story show how Anya's feelings about herself change?

This question focuses on emotional observation without requiring abstract interpretation. It invites participants to find additional details encourages them to engage actively with the text and to trace a journey of inner transformation.

4

Anya says the thought of returning to her family's 'disappointed faces and whispered conversations' made her stomach turn. Why do you think the fear of facing her family felt so heavy?

This question explores that social shame and the loss of others' respect can feel more crushing than formal punishment. It invites participants to reflect on the emotional complexity of re-entry; not just the practical challenges, but the relational ones.

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5

What do you think Chef Miguel meant by 'rebuilding trust'? What qualities did Anya show that helped her do exactly that?

This question helps participants can identify the qualities Anya demonstrates. The phrase 'rebuilding trust' is especially rich; trust with others, but also with oneself.

6

Chef Miguel is described as a former inmate himself. How do you think that changed the way the students experienced his teaching? What can someone teach from personal experience?

This question helps participants to consider the unique credibility and empathy that come from shared experience — and, implicitly, to recognise the value of their own lived experience as a potential resource and source of authority.

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7

The story ends with the line: 'Everyone deserves a second chance to rise.' Do you agree?

This question invites genuine, open-ended dialogue rather than a comfortable consensus. It does not assume that participants will automatically agree with the story's conclusion. Educators should hold all responses with equal respect.

8

What do you think cooking and baking represent in this story, beyond food? Why might the author have chosen this particular skill as Anya's path?

Cooking and baking carry rich symbolic weight in this story: they transform raw, basic materials into something nourishing and beautiful (mirroring Anya's own transformation). This question invites participants to think metaphorically about their own journeys and to explore what activities or skills might carry in their own lives.

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9

Before the programme, Anya felt she had 'never learned real skills, never planned for a future.' After it, she had 'skills, certifications, and a plan.' If you were to imagine your own version of this sentence, what would the 'before' look like, and what would you want the 'after' to look like?

It uses the story's own structural contrast (before and after) as a scaffold for personal reflection. It invites participants to identify both where they are and where they want to go, without prescribing what the 'right' answer looks like.