



Co-funded by
the European Union



PRACTICAL ACTIVITY AND GAME

Stories4Wings

2024-1-ES01-KA220-ADU-000255317

Self Awareness



Be What You Can Become



Be What You Can Become

Self Awareness

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**.

Be What You Can Become

Self Awareness

PRACTICAL ACTIVITY

1

Educational Objectives

- Recognise how past experiences — including painful or invisible ones — have shaped one's current self
- Distinguish between events and the meanings attributed to them
- Reflect on the difference between "who I have been" and "who I am becoming"
- Develop narrative self-awareness through a creative and visual activity

Number of Participants

6-12

Duration

60–70 minutes (can be split into two sessions)

Materials Needed

- One long strip of paper per participant (A4 sheets taped together horizontally, or a cut strip of paper roll)
- Pens and coloured markers or pencils
- Tape to fix strips to the table or floor

Be What You Can Become

Self Awareness

Activity Description

1. Introducing the life line (10 min)

Each participant lays their strip of paper horizontally in front of them. The educator explains: this is a personal timeline — not a confession, not a judgement. Each person marks on it three to five moments that feel significant: moments of change, of rupture, of discovery, of loss, or of unexpected strength. They can be represented with words, symbols, drawings or just colours. There is no correct format. The educator draws a brief anonymous example on the flipchart to model the exercise — using a completely fictional character.

2. Creating the life line (30 min)

Participants work individually in silence or with quiet background if available. The educator circulates, available for support, without reading over shoulders or commenting on content.

Participants who feel uncomfortable with personal material can create the life line of the story's protagonist instead using events from the text.

Be What You Can Become

Self Awareness

3. The turn (15 min)

When the life line is complete, each participant marks one point on their timeline with a small symbol of their choice (a star, a circle, an arrow) – the moment that, looking back, they now see as a turning point, even if they did not recognise it at the time.

Then, at the far right end of the strip – beyond the present – they write or draw one word or image representing something they are moving toward.

★ 4. Sharing (15 min)

Sharing is entirely voluntary. Participants may show their life line, describe it in words, or simply say: "I would rather keep it." The educator closes with: "Marchell said: you are not just what you have done – you are also what you can become. Your line does not end here".

Be What You Can Become

Self Awareness

GAME

Educational Objectives

- Challenge reductive self-descriptions and recognise complexity in one's own identity
- Practise naming qualities and roles beyond the labels imposed by others or by oneself
- Develop the capacity to hold multiple truths about oneself at the same time
- Experience peer recognition as a tool for expanding self-perception

Number of Participants

8-15

Duration

30-40 minutes

Materials Needed:

- One set of Label Cards (prepared by the educator, see description).
- Small blank strips of paper and pens for each participant.

Be What You Can Become

Self Awareness

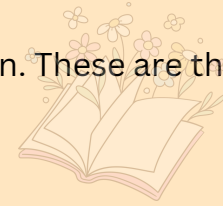
Activity Description

1. Preparation

The educator prepares two types of cards:

Closed Label Cards — short phrases that reduce a person to a single definition. These are the kind of labels that are often applied from the outside:

- "She has always been like this."
- "Someone like him cannot change."
- "He only knows how to do that."
- "His past defines him."
- "She is too old to start again."
- "He has never been good at anything."
- "People like him don't get second chances."
- "She is what she has done."



Be What You Can Become

Self Awareness

Opening Phrase Cards — phrases that interrupt the closed label and open it up:

- "And yet, he also..."
- "What no one knows is that..."
- "Before all this, she was..."
- "One thing she has never lost is..."
- "If you looked closely, you would see..."
- "He is learning to..."
- "What he wants to become is..."
- "She is not only this — she is also..."

How to play (25 min)

- Round 1 (10 min)

The educator reads a Closed Label Card aloud. Participants listen. Then the educator draws an Opening Phrase Card and reads it aloud too.



Be What You Can Become

Self Awareness

Each participant takes 60 seconds to write or say a sentence that completes the opening phrase — about the story's protagonist Marchell, not about themselves.

Two or three volunteers share their sentence. No evaluation — the educator simply says: "Thank you. That is another truth about him."

- Round 2 (10 min)

The same structure, but now participants may choose: complete the sentence about Marchell or about themselves, using the first person. No one is told which they chose. Sharing remains voluntary.

Example:

Closed Label: "He only knows how to do that."

Opening Phrase: "What no one knows is that..."

A participant writes: "What no one knows is that I have been writing letters to my son every week for three years."

Be What You Can Become

Self Awareness

- Round 3 — Peer recognition (10 min)

Each participant writes on a blank strip of paper one sentence beginning with "I am also..." — something true about themselves that is rarely seen or named. Strips are folded and placed in a bowl. The educator draws them one at a time and reads each aloud, without identifying the author. The group simply listens.

Reflection (3–5 min)

- "In the story, Marchell needed someone to give him a new explanation of himself. Who gave you yours?"
- "Is it harder to say 'I am also this' to yourself, or to others?"



Co-funded by the European Union. The opinions and views expressed in this document are those of the author(s) alone and do not necessarily reflect those of the Servicio Español para la Internacionalización de la Educación (SEPIE). Neither the European Union nor the issuing authority can be held liable for them.

The publication obtains the Creative Commons Licence CC BY- NC SA.



This license allows you to distribute, remix, improve and build on the work, but only non-commercially. When using the work as well as extracts from this must.

1. Be mentioned the source and a link to the license must be given and possible changes have to be mentioned. The copyrights remain with the authors of the documents.
2. The work may not be used for commercial purposes.
3. If you recompose, convert or build upon the work, your contributions must be published under the same license as the original.