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QUESTIONS AND REFLECTIONS

Stories 4 Wings

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Self Awareness



Be What You Can Become



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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 Marchell and what important events shaped his life before and during prison?

This question verifies basic understanding of the story and helps participants reconstruct Marchell's life path. Building a clear narrative is the first step toward recognizing cause-effect relationships, which is essential for later self-reflection.

2

Have you ever met or heard about someone who reacted like Marchell? What happened in that situation?

Instead of asking directly about personal experience (which could feel threatening), this question allows projection onto others. It gently opens the door to personal reflection while maintaining emotional safety.

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3

What signs in the story show that Marchell was struggling with anger and confusion?

This question encourages participants to identify concrete behaviors and emotional signals. This supports self-awareness indirectly by helping them recognize similar patterns in real life without personal exposure.

4

What do you think Marchell was feeling when he started to understand the connection between his past injury and his behavior?

The question invites participants to explore complex emotions (confusion, relief, fear, insight). Understanding emotional states is a core component of self-awareness.

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5

What inner qualities helped Marchell begin to change, even when the process was difficult?

The question highlights strengths (e.g., openness, persistence, courage) without naming them explicitly. It supports recognition of personal resources, key for self-awareness development.

6

How might the educator or therapist have seen Marchell differently from how he saw himself?

The question promotes understanding that self-perception is not fixed and can differ from others' views. It helps participants question their own self-image and consider alternative perspectives.

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7

Why do you think understanding the cause of his behavior was important for Marchell's change?

This question directly connects awareness with transformation. It stimulates reflection on the role of insight in behavior change; central to the competence of self-awareness.

8

What might have happened if Marchell had never joined the program or reflected on his past?

Imagining alternative scenarios highlights the importance of self-reflection and learning opportunities. It reinforces the idea that awareness can alter life trajectories.

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9

Is there something from your past that helps explain how you react today? How could understanding it change your future choices?

This question is the most direct link to self-awareness. It encourages participants to connect past experiences, present behaviors, and future possibilities, without judgment and with openness.