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QUESTIONS AND REFLECTIONS

Stories 4 Wings

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Vocational Training and Profession Acquisition

From Housewife to Game Developer Sarah's Journey



From Housewife to Game Developer

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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 Sarah, and what is her situation at the beginning of the story? What two problems is she facing?

This question establishes the foundational context of the story. Noticing the problems, financial pressure and lack of marketable skills, is important before participants can reflect on the choices she makes.

2

How did Sarah learn to code, and when did she study? What game did she eventually create?

This question explains the core sequence of Sarah's journey. It also highlights the practical, self-directed nature of her learning.

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3

What details in the story show how Sarah changes from the beginning to the end?

By anchoring the question in a specific before-and-after image from the text, this question invites participants to trace a journey of transformation through observable details.

4

Sarah faced rejection after rejection from employers who said she had 'no professional experience.' How do you think she felt in those moments? What do you think kept her going despite those rejections?

It invites participants to observe Sarah's emotional state and then to explore what internal resources sustained her.

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5

What personal qualities and life experiences did she draw on to build something that millions of people loved?

This question surfaces how Sarah's identity as a mother became the source of her greatest creative and commercial achievement. It invites participants to notice their own hidden skills.

6

When Emma asked why her mother stayed up so late, Sarah said: 'I am learning how to build our future.' How do you think this moment looked through Emma's eyes, as a seven-year-old, and then later as she grew up?

This question asks participants to take a child's perspective and to consider how the same action can be experienced and understood differently at different stages of life. It starts a conversation about how the people we love observe and are shaped by our efforts.

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7

Do you think everyone in her situation could have done what she did? What conditions make this kind of journey possible, and what conditions make it harder?

This question invites to reflect about the gap between inspirational narratives and structural reality. It asks participants to examine what resources and circumstances enabled her path, and to consider what might be different for others without those conditions.

8

**What do you think the word 'salvation' means in this context?
What might skills represent beyond just a job or income?**

This question invites participants to explore what skills mean symbolically in their own lives and culture, and to consider whether learning and capability can function as forms of liberation.

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9

Sarah told herself: 'I need marketable skills.' If you were to say something similar to yourself ('I need...'), what would you say?

This question invites participants to articulate their own sense of need and aspiration in their own terms.