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PRACTICAL ACTIVITY AND GAME

Stories4Wings

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Self Awareness



Running Towards Own Dreams



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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**.

Running Towards Own Dreams

Self Awareness

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PRACTICAL ACTIVITY

Educational Objectives

- Identify internal voices (self-doubt, external expectations, personal desire) and recognise their influence on one's choices
- Reflect on the relationship between one's own identity and the judgements of others
- Practise expressing one's own needs and values through a creative writing activity
- Develop awareness of personal strengths that may have gone unrecognised

Number of Participants

6-12

Duration

50-60 minutes

Materials Needed

- Paper (A4) for each participant
- Pens
- One large sheet of paper or flipchart for the group
- Markers

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Activity Description

1. The three voices (15 min)

The educator writes three headings on the flipchart:

- The voice of others (what people around us say we should or should not do)
- The voice of fear (what we tell ourselves when we doubt our own abilities)
- The voice inside (what we feel we want or need, even when we cannot say it aloud)

The group briefly identifies examples of each voice from the story. The educator notes them on the flipchart without evaluating. Then each participant is invited to think silently: "Have any of these three voices ever been present in your own life?"

2. Writing or drawing the inner voice (25 min)

Each participant takes a sheet of paper and chooses one of the following:

- Write a short monologue (8–12 lines) in the first person: the inner voice of the girl just before she walks onto the field, including everything she could not say at the dinner table.
- Or draw a simple image that represents that moment — the conflict between the voice of others and the voice inside.

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3. Sharing and reflection (15 min)

Volunteers share what they have written or drawn.

Guiding questions:

- "What does the inner voice know that the others do not?"
- "In the story, the girl does not convince her parents with words — she convinces them with actions. What does that tell us about self-awareness?"
- "Is there a voice inside you that you have not yet listened to?"

Notes:

The educator circulates without directing content. Participants who have difficulty writing can dictate a few sentences to the educator or use key words and arrows.

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GAME

Educational Objectives

- Distinguish between the image others have of us and the perception we have of ourselves
- Recognise personal qualities that are not visible or valued in a context of judgment
- Practise naming one's own strengths without minimising or exaggerating them
- Develop the capacity for self-observation in a light, non-threatening format

Number of Participants

8-16

Duration

30-40 minutes

Materials Needed:

- One set of Quality Cards (20–24 cards, prepared by the educator, see description)
 - Small strips of paper and pens (one per participant)
- Optional: a bowl or box

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Activity Description

1. Preparation

The educator prepares Quality Cards — each card has one word describing a personal quality. Include a wide range: some immediately positive, some ambivalent, some rarely associated with worth in a prison context.

Examples of Quality Cards:

Determined / Patient / Protective / Loyal / Observant / Curious / Stubborn / Cautious / Creative / Precise / Brave / Quiet / Funny / Caring / Resilient / Independent / Honest / Proud / Gentle / Persistent / Alert / Generous / Practical / Imaginative

1. How to play (25 min)

- Round 1 — What others see (10 min):

Cards are spread face up on a table or floor. Each participant chooses one card that represents how they think others currently see them — not how they see themselves. No explanation required yet. Participants hold the card.

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- Round 2 — What I know about myself (10 min):

Without putting down the first card, each participant now chooses a second card that represents a quality they know they have but that others rarely notice or acknowledge. They hold both cards.

- Round 3 — Sharing (10 min)

Each participant shows their two cards and says one sentence for each:

"Others see me as... because..."

"But I also know that I am... because..."

No comment or evaluation from the group during sharing. The educator listens and acknowledges each contribution with a brief nod or "thank you."

Reflection (5 min)

- "Were the two cards ever the same? What does that mean?"
- "In the story, the girl's parents saw one thing — the educator saw something else. Who was right?"
- "Which quality on the table would you like to develop further?"



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