

Question cards to facilitate discussion after watching the HURT films

The questions below will guide you in discussing the HURT short films and their themes. The films deal with bullying, inappropriate behaviour and domestic violence at home and in the context of hobbies and memories. The stories in the films are based on real events, but do not feature direct personal experiences.

Dedicated sets of questions focusing on the particular themes of the films have been prepared for each of the three short films. However, you can also use other questions about the films if you find them useful.

The questions are intended as suggestions and can be adapted for your own use and to suit different situations with different groups.

If you wish, you can also use the 'HURT – Information on Bullying' guide to help inform the discussion.



HURT: At Hobbies

Adults (parents, guardians, coaches, teachers)



Questions about the film

- Could the film be real? Was there a connection with the real world of hobbies? If yes, what kind?
- How would the situation in the film have continued if the young person had not been brave enough to come forward and tell the coach about being wronged?
- What changes could take place in the group if the coach/instructor/teacher changed their approach? What impact could it have?

Questions about the film

- What would have to happen for the young person in the film to have the courage to express their real thoughts to their coach in the future?
- How would the situation in the film continue if the coach did not change their ways? What could the consequences be for the young person? What about the group?

Expectations and cooperation

- What can you expect from children and young people of different ages in the context of guided activities? How do you know where to draw the line on requirements?
- Do the expectations of teachers, coaches, parents and guardians match those of children and young people (e.g. in terms of skills or achievements)? How do we know that?
- What would ideal cooperation between home and hobbies look like? How could it be facilitated?
- How can we prevent children and young people from dropping out of their hobbies?
- Should coaches and trainers be supported in self-reflection and competence development? How? Are there already practices in place to facilitate this? If so, what are they?

Rules and feedback

- What rules should be in place to ensure that adults are always fair and respectful?
- To whom or through what channels can children and young people give feedback or report grievances or problems without being punished?
- To whom can children and young people report wrong or unfair behaviour if they observe it? Whose responsibility is it in this club or group to deal with these issues?
- Where can you find instructions or further information on how to deal with situations such as inappropriate treatment or bullying?

Safety

- How do you ensure that children and young people always feel safe in the activities?
- How can children and young people be encouraged to try new things and feel safe to fail in groups?
- How can we create a culture where children, young people and group leaders are allowed to be human and make mistakes?

Safety

- Does the group have principles of safer spaces or rules in place? Have they been reviewed together and are they on display? Are they being followed?
- **If the group does not yet have principles of safer spaces,** who should be involved in drafting the principles or a set of rules?
- Is the environment structured in such a way that it is easy to address grievances and solve problems before they are escalated outside the group?

