

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

Children and young people



Questions about the film

- What thoughts did the film evoke?
- Could the film be real?
- Should the behaviour of the coach in the film change? If so, how?
- What roles do the group members play in the film?
- 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?

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?

Safe and secure hobby environments

- What does a safe and secure hobby environment where children and young people can share their honest feelings, including difficult ones, with an adult, look like?
- Does the group know which adult to talk to about issues that are bothering them?
- How can we create an atmosphere in the group where being wrong, not knowing how to do things and making mistakes are allowed?

Safe and secure hobby environments

- 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?
- Who should be involved in drafting principles of safer spaces or a set of rules?

Thriving hobby environments

- Are the opinions of the members of the group taken into account? What impact do these opinions have?
- What does fair treatment of group members look like?
- How do you know that all children and young people in a group are treated equally? What can you do if some people always get more attention than others?

Thriving hobby environments

- How could everyone in the group promote caring for their own and others' wellbeing, helping a friend and sharing responsibility for everyone having a good time?
- How do we know whether adults' expectations match those of children and young people? Are we talking enough about what each person expects of their skills?
- How can adults encourage children and young people in different ways in their hobbies?

Thriving hobby environments

- How would you describe an empathetic and sensitive instructor?
- How can we prevent children and young people from dropping out of their hobbies?
- Can you practise too much? How do you know if you're practising too much?

Interventions and raising issues

- How can we help each other in the group so that everyone has the courage to discuss and share their opinions?
- How can children and young people be taught not to tolerate people overstepping their boundaries (for example, nasty words or actions)? How do you know when to say 'stop'?

Interventions and raising issues

- Who is the adult to talk to if you feel something is wrong? Who can you turn to for help in sorting these things out?
- How can you tell the hobby instructor about difficult or unfair things so that no one has to worry about being in trouble or someone getting angry? Is there a preferred way to do things?

