

HURT: At Hobbies – Adults

Questions about the film

Could the film be real?

- *Was there a connection with the real world of hobbies?*
- *If so, 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?*

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?*

HURT: At Hobbies – Adults

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 penalised?

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 violence?

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 fail safely in groups?

How can we create a culture where children, young people and group leaders are allowed to be human and make mistakes?

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?

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?

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

Please describe a safe and secure hobby environment where children and young people can share their honest feelings, including difficult ones, with an adult

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?

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?

HURT: At Hobbies – Children and young people

Thriving hobby environments

Are the opinions of the members of the group taken into account?

- *What impact do opinions have?*

Describe fair treatment of group members.

How do you know that all children and young people in a group are treated equally?

- *And what can you do if some people always get more attention than others?*

How could the group promote caring for their own and others' wellbeing, helping a friend and sharing responsibility for everyone's wellbeing?

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?

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'?*

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?*

HURT: At Home – For all

Questions about the film

What thoughts or feelings did the film evoke?

What kind of interaction do you think there was between the mother and the children in the family?

Was there inappropriate behaviour in the film?

- *If so, what kind?*

Did you notice any violence in the film?

- *If you did, what kind?*

Three members of the family appeared in the film. What did the relationships between the family members seem like?

How did the younger brother feel when his mother shouted at Samu?

How did Samu feel about his mother's behaviour?

How did the mother feel about her own behaviour?

What would the mother have needed for the film to have turned out differently?

- *And what would Samu have needed?*

Who could Samu turn to or talk to about the situation at home?

- *What about the mother?*
- *And the younger brother?*

What would help the family in the film?

HURT: At Home – For all

Actions and emotions

In a family like the one in the film, how can all the children be equally taken into account, especially if it is a blended family?

How might practices and experiences passed down from one generation to the next be reflected in your own activities

Where do you draw the line between a normal argument and frightening behaviour?

How can you safely express your feelings of anger?

- *Where do you draw the line for acceptable behaviour?*

Support

What can we do if we notice someone close to us living in fear?

How can adults support the children of others and provide them with safe adult contact if they know the family is going through difficult times?

As a parent, how can you take care of your own wellbeing and ability to cope?

- *Where can you get support with coping?*

What kind of support could be offered to someone who has experienced intimate partner violence?

What kind of support does a person who is behaving violently need to have the courage to face their actions and accept or seek help to change?

HURT: In Memories – Adults and young adults

Questions about the film

What kind of thoughts or feelings did the short film evoke?

Do you remember a moment in your childhood or youth when you knew someone was alone but you did not dare or want to intervene?

- *What stopped you from taking action?*

Do you remember an adult from your childhood or youth who really saw you?

- *Who were they?*
- *What did they do or say?*

How would you react if you heard or saw a child or young person being bullied?

What would you like to say to someone who is being bullied?

- *Or to a bully?*
- *And to bystanders?*

The responsibility of adults

How can we ensure that a child or young person is not left to deal with a bullying situation alone?

How can we help so that no one is left alone in a group?

How can we improve team spirit?

How can you encourage a child or young person to tell you if they have been bullied?

What should an adult take into account when apologising to a child or young person for having wronged them?

How would you feel if you could be 'the one adult who cares' for a child or young person?

- *How could you help?*

HURT: In Memories – Adults and young adults

Interventions and raising issues

Why is bullying not always intervened in?

Why is it sometimes easier for an adult not to intervene than to address bullying?

How can we encourage intervention so that it feels easier?

What are the ways to intervene in the behaviour of the bully?

What might prevent someone who has been bullied from reporting it?

- *Why?*
- *What should be done about it?*

As a parent, how would you like other parents to contact you if your child has been involved in a bullying violence incident?

What if the bully was an adult, such as a teacher or coach?

- *Who could protect the child or young person and how?*

When does bullying become a crime?

How would our community (school, home, hobby) change if we started talking about bullying violence instead of bullying?

ESKO

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