



NOT THE EASY WAY

Speak. Aspire. Take Action.

Discussion Stimulus Videos: Group Discussion Guide for Educational Staff



Our discussion stimulus videos are designed to be used with groups of young people to prompt open discussion and reflection on the topics raised.

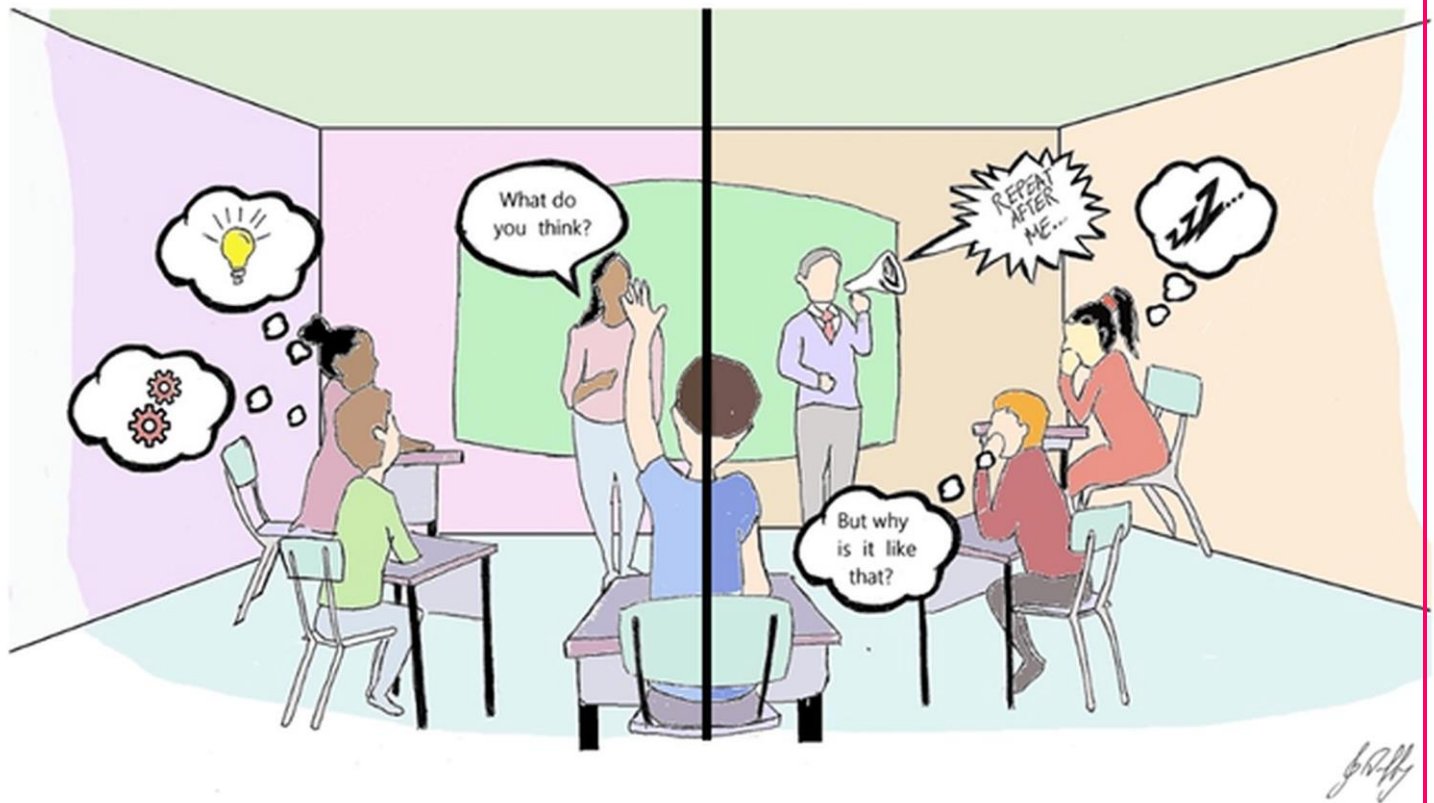
We will provide questions to prompt discussion on a topic at the end of each video.

Small group discussions of 6-8 young people will allow for a more in-depth exploration and sharing of reflections and impact.

We recommend using the videos with small groups as targeted interventions for those young people who may require a more intensive approach due to having been identified as experiencing difficulties in the areas of mental health, aspiration and critical thinking as targeted in this project.

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The videos and discussion guide can also be used with a larger whole class group, where topics are relevant to curriculum areas and all young people.



The following are some general guidelines in supporting these discussions in a way which allows for free exploration of ideas and avoids a 'top down' teaching approaching.

- Our **Speak Charter** can be used to provide ground rules for group discussion and can be found on our website.
- At the end of each video, we will provide questions to prompt discussion. The group facilitator should use these as guides to prompt discussion, but additional questions arising from the discussion points made can be created and adapted to meet the needs and interest of the young people within your group.
- Establish a structure for group discussion which the young people can become familiar with and which will improve engagement over time.
- Pose the first question and ask for a brief response from each member of the group. Note the responses, negative and positive, that different people express.
- When everyone has provided a brief response return to someone who expressed a strong opinion on the topic and ask them to expand on their view.

- Then move to someone who expressed an opinion which may have been counter to, or different from, that which the previous speaker expressed. Ask them to comment on the views of the previous speaker.
- Bring in additional speakers to comment on the views of others. Ask questions to bring people into the discussion such as:
 - ❖ What do you think about what Ellie has said?
 - ❖ Rohan has explained he thinks _____, do you agree?
 - ❖ What would you say to that?
 - ❖ What would you do in that situation?
 - ❖ Arun you seem to feel _____. Can you tell us why you think or feel that way?
 - ❖ Sophia, I wonder what that means when you say _____.
- The facilitator can summarise and expand on the comments of group members to draw and emphasise points being made, but the role is not to provide personal views or identify 'correct' responses. For example:

	<p>Do make comments such as:</p> <ul style="list-style-type: none"> ✓ Tariq makes an interesting point that the pressures of schoolwork can prevent him from thinking about issues such as this and makes it even harder to think about ways to help. Sam, is that something you have noticed or experienced? ✓ Katie you mentioned that you approach this in a different way, what would you say to Tariq? ✓ Sofia feels that this way of helping teenagers would have negative consequences in the long run. Ben, having listened to Sofia, how did you think she has come to think of it in this way?
	<p>Don't make comments that suggest what someone else should think or do or implies a moral judgement, such as:</p> <ul style="list-style-type: none"> ❖ Katie, it sounds like you're being quite unforgiving there and you might need to think about what others would say about that.

	<ul style="list-style-type: none"> ❖ Tariq it sounds like you need to take a break from schoolwork, why don't you change your routine? ❖ Sofia makes an important point here and one we should all listen to.
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Allow the comments of other young people to each other to provide the teaching and reflection points, avoid adult-led direction and instead use questioning to draw out differing perspectives.



- Identify implicit values which may be being expressed during discussion and make these explicit.
 - ✓ Ali, I wonder if what you are saying about supporting your friend is linked to valuing loyalty and compassion?
 - ✓ Alex, do you think that is about commitment or respect?
 - ✓ Fatma, it seems to me that you value justice above all else. What makes justice really important to you?

As these values arise in discussion ask questions to help deepen understanding of what these mean to the young people in the group.

Over time particular values will emerge as particularly relevant to this group, or to particular young people, and you can identify this and explore that value more deeply.

- The final question will always be around what individuals might do in their own lives following this discussion. It is not essential, or the aim, for all young people to take action from each discussion, the discussions aim to provoke thinking over time about how they may use any of the approaches shared.
- If a particular issue is of relevance or interest to your group, you may return to the same topic for discussion several times. You can ask the young people to identify their own stimuli for discussion in this area e.g. videos or videos they have found, or their own personal stories, which will allow for an ongoing discussion and reflection of particular topics.



- The videos do not provide a 'curriculum' but explore a wide range of topics and examples to provoke discussion and thinking around aspiration and positive change. You can identify the areas which are relevant to your particular group of young people.
- If you have young people who will share their own stories of making positive change, please do get in touch with us. They could be involved in making a stimulus for discussion for other young people. See our [Get Involved video](#) for more details and the Get Involved flyer on our website.



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