



Between teenagers

Support document for educators



The series **Between teenagers** has been built to help teenagers (12-17 years old) explore complex topics and start meaningful conversations.

The themes are generally interdisciplinary, mixing personal experience, aspects of citizenship, and societal challenges.

Example of activity

The videos can be used any way you wish with teenagers. However, a simple way to use them is to:

- ① Have all teenagers watch one video together,
- ② Split them in pairs or in small groups, from 2 to 4 people per group,
- ③ Give them a few rules for discussion:
 - ① "When I speak, I try to be as honest as possible."
 - ② "When someone else speaks, I do my best to listen, and to not interrupt them."
 - ③ "I am mindful that others need to speak too."
 - ④ "I am respectful of others, I am mindful not to be rude or aggressive with them, even if we have very different views and experiences."
- ④ Have all groups start a conversation with the questions given below. The questions can be written on a board, but the ideal is to print each of them in a small "card" format, and give several cards to each group. Ask the groups to look at the questions and start giving answers, from their point of view and their experience. They may react to others' answers, and start a meaningful discussion.



You may use these videos with the **Guide to Becoming Yourself**, a booklet full of activities at the intersection of personal development and scientific culture. The guide may be freely downloaded in several languages on the **Discovery Space platform**.



During the activity, keep an eye on the time and make sure everyone is speaking at some point in the groups. At the end, you may have a collective wrap-up, asking the main elements they have learned from the exchanges.



More guidance on the next page 





Video 1: "Prejudices and stereotypes"

The first video is themed on biases, prejudices and stereotypes. It can be a way to explore both the prejudices that the students may have faced and the stereotypes that they hold about others. It may be articulated with questions of citizenship, of mutual support, of discrimination, of living together.

The main questions to be used as conversation starters are:

- ❶ Do you think people see you for who you are?
- ❷ Do their prejudices or stereotypes get in the way?
- ❸ Have you ever experienced discrimination?
- ❹ And you, do you have any stereotypes or preconceived ideas about people?
- ❺ How might these ideas affect the way you perceive others?



A few other resources that may be helpful:

- ❶ The book **Blindspot: hidden biases of good people** by Banaji and Greenwald, explores how biases, stereotypes and prejudices affect our views – even when we fight against them.
- ❷ For an in-depth discovery of biases and how the mind works, you can read the book **Thinking, fast and slow** by Kahneman.
- ❸ You will easily find videos and resources online, such as these **26 mini-films for exploring race, bias and identity with students**, along with teaching ideas, from the New York Times website.
- ❹ Several articles can also be found online linking biases with news and events, such as **The End of Bias** in the Guardian, or **this Spokes article** on biases linked to disinformation.

For more activities, we invite you to have a look at the chapter "**Are we all biased?**" from the **Guide to Becoming Yourself**.

It comprises various activities that may help students realize that their own views of the world are biased, like all of us.



Video 2: "Stay safe online"

This video tackles some of the risks that teenagers face when they use the internet, whether on the web or on social media. It can be a way to explore digital practices, elements of mental health, disinformation or citizenship.

The main questions to be used as conversation starters are:

- ❶ What can you share or post online? What shouldn't you share?
- ❷ How can the internet be useful for you? How can it be harmful for you?
- ❸ What and who can you trust online?
- ❹ Have you been exposed to things you did not want to see online?
- ❺ Have you been targeted by online bullying or harassment?
- ❻ Did you experience or witness online bullying?
- ❼ How can you prevent, avoid or limit online abuse?



For more activities, we invite you to have a look at the chapter "**Stay safe online**" from the **Guide to Becoming Yourself**.

It comprises activities regarding good digital practices, the use of social media or the prevention of cyberbullying.



More resources
on the next page 

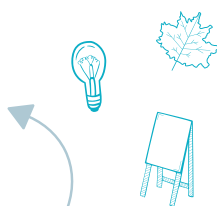
A few other resources that may be helpful:

- Other resources specifically made for 11 to 19 years old are available on the website of the **UK safer internet centre**. They explore a wide variety of topics, from online reputation to disinformation, sexting or cyberbullying.
- Regarding online bullying, you will find important answers on the **UNICEF website**. They brought together UNICEF specialists, international cyberbullying and child protection experts, and teamed up with Facebook, Instagram, Snapchat, TikTok and Twitter to answer some of the most common questions about online bullying and give advice on ways to deal with it.



Video 3: "My futures"

The third video explores the question "what does the future hold for me?". It can be a way to discuss professional development and careers, but also to imagine the future of our world, or simply to reflect on the various kinds of life the teenagers dream to have.



The main questions to be used as conversation starters are:



- How may the world change in the next 20 years?
- What part do you want to play? What do you care about?
- What matters for your life ahead?
- Who inspires you?
- What can you envision for your own future?
- Which elements do you want in your future life?
- In my future, what is the most important thing to keep in mind as a compass?
- If I meet my future self, what would I want to say to the person I'll be in 20 years?

A few other resources that may be helpful:

- For meaningful conversations about teenagers' futures, you may read the article **The right questions to ask a teenager about their future** from the University of Queensland, Australia.
- Several books also offer tools for teenagers to envision their future life, like **The teenager's guide to life, the universe and being awesome** by Andy Cope (see Part 3: Brilliant Futures).
- Last, for a book specifically aimed at exploring one's future career, you can check out **Now what?** by Nicholas Lore, a guide for young people looking to find satisfying and successful work.

For more activities, we invite you to have a look at the chapter **"Dreaming your life"** from the **Guide to Becoming Yourself**.

It presents role models, encourages young readers to dream big, and offers a few activities to imagine one's future life.

