



Key Advice

Teacher discussion guide

These discussion and reflection questions can be posed directly during discussions, displayed on an accompanying PowerPoint slide or printed for each group of students to work through during their discussion.

Step 3: Making Sense of the Volcano Map (20 mins)

Sample questions and discussion points for the whole group:

Clarify (5 mins):

- Read through the issues together.
- Ask: Do we all understand these issues?
- Invite students to explain the unclear ones.
- Discuss whether any sticky notes need to be moved to a different place or whether new ones should be added. Are there any important issues missing from the volcano?

Reflect on group perspectives (10 mins):

- What stands out when you see the full picture?
- Which issue(s) surprise you and why?
- Are any issues placed in multiple areas of the volcano? What might this reveal about the nature or complexity of these issues?
- How do you feel seeing these issues? Which issues feel hopeful or troubling?
- How do these relate to the main topic of this class?
- What differences do you notice in how your peers placed issues on the volcano? What might these differences tell you?

Identify key themes (5 mins):

- Guide the group in identifying 3 to 4 major societal issues or trends that are now erupting.
- Ask: Do these represent positive or negative change?
- Encourage students to share different perspectives.



Step 4: Group Reflection and Meaning-Making (20 mins)

Depending on the available time, you could assign each group to focus on one or more of the aspects listed below to explore the issue at a deeper level. These different approaches can later be synthesised and discussed at the group level in Step 5 and revisited during the assessment.

Contextual understanding

- Where does this issue come from? What is its history?
- Who are the groups or individuals most affected by it, and why?
- How is this issue shaped by current events, local or global?

Cultural & social perspectives

- How might different cultural or societal backgrounds influence your and/or other people's view on this issue and its urgency?
- Are there any norms, traditions or values that affect how the issue is discussed or addressed? Or how you will address it?
- What biases or assumptions might exist in your own or others' perspectives?

Personal positioning

- How does your background influence the way you see this issue?
- How comfortable are you talking about this issue? What makes it sensitive, personal or distant to you?
- What are you learning about your values or priorities through this conversation?

Communication & dialogue

- What differences in perspective emerged during your discussion?
- Where might these differences come from?
- How comfortable do you feel expressing your thoughts, feelings and concerns?
- Did sharing make you feel vulnerable? Why or why not?

Dynamic systems thinking

- How are the different issues discussed today connected? Are there hidden layers?
- If your issue were to “erupt” or escalate, what might be the wider or later consequences?
- What kinds of change (positive or negative) might happen if this issue were addressed or ignored?
- How could you, or others around you, help create positive change on this issue?



Step 5: From Awareness to Action (15 mins)

Raise Awareness: Lead a discussion around similarities and differences in perspectives across the group, and how it felt to share and listen.

Guiding questions could be:

- What differences and similarities emerged between students' perspectives on societal issues?
- Where do you think these differences come from?
- Were there contextual or cultural influences discussed that you hadn't considered earlier about this issue?
- How did it feel sharing your thoughts and emotions on sensitive topics with others?

Explore possibilities for change: Invite students to consider how they might use these insights moving forward, both personally and professionally.

Guiding questions could be:

- Why is it important to discuss these issues in class?
- How can you use what you've learned in your group project or personal work?
- How might you engage with complex, multi-layered issues in the future?