

## **INSTRUCTIONS FOR THE IMPLEMENTATION OF THE FOCUS GROUPS**

### **1. Purpose**

After completing the online survey, the second phase of the S3S tool focuses on the organization of focus groups to clarify, confirm and triangulate the results previously obtained.

### **2. The teacher**

The groups must be created by the teacher and /or the class director, who should also stimulate the debate about the school spaces. The focus groups should also be supported by observers who can record these debates, (ensuring the necessary guidelines for data protection.)

### **3. The groups**

Each class across the school should be represented by a group of 10 students. The composition of these groups must be heterogeneous and chosen by the teacher and/or the class director. The groups must have an equal number of male and female students, representing different profiles, for example, introvert and extrovert students, and ensuring that they represent a significant sample of the class and will therefore describe different ways of using the school spaces. The management of these groups must also ensure that everyone's participation is similar, encouraging all students to contribute equally.

### **4. Walkthrough**

The groups must pay a visit to the 5 spaces identified in the phase 1 survey. The feelings of the students about each space, how they use them and the reasons for this must be recorded.

### **5. Duration time**

These visits should take 1 hour and 30 minutes in total, with 15 minutes spent in each of the 5 spaces. A little more time can be spent in those space where more detail is desired for a possible intervention. Comments should focus on these specific spaces, but the participants can add further comments if they wish when journeying between each space.

## **RUNNING THE FOCUS GROUP**

### **1. Brief initial explanation**

The focus groups aim to understand the students' opinions about the spaces in the school.

This is very important in order to be able to introduce some changes to make the school more pleasant.

Even if it is not possible to make changes immediately, the participating students will still benefit from making and listening to the various contributions, especially those that result in some consensus.

You could start by saying...

*"In the first phase of this study, you were asked written questions in a survey. Now we are going to share the results of this survey and ask you to comment and discuss them briefly."*

Then you select some of the results and ask further questions, for example...

### **2. As for the outdoor spaces**

Most of the students stated that:

*The outdoor spaces of the school are....*

We would like to know if you agree with this general opinion ...

Why are you satisfied with this place? What is it about it?

What do you do here most often?

What could be done to make this place better?

What would you change and what could you do in this space if it had other features?

### **3. Classrooms, Sports hall and Labs**

In relation to these spaces, students who answered the questionnaire stated that...

For example: *It is not a space you appreciate ...*

Is this also your opinion?

Why do you think this was the opinion?

What would be important to change?

What would a fantastic classroom look like in your opinion?

#### **4. Library / study hall**

According to the opinions in the questionnaires

*When students visit the library and study room they seem to feel very content there.*

What do you think are the reasons for feeling so good here?

What do you usually do here?

Describe one or two pleasant moments that you experienced here and that you remember. What would you add?

*It seems that, in your opinion, these spaces could be more pleasant.*

What would you change: e.g. spaces, resources and /or equipment; in the environment; in the relationships you establish here ...

What do you normally do here?

Describe interesting/ less interesting moments that you experienced here.

#### **5. Communal and circulation spaces**

These spaces seem to be the ones that you spend most of your time in, when you are not in class, is that right?

However, do you think these could be more comfortable and have more equipment and things to do?

What other things could be put in here?

What could be changed?

#### **6. Other spaces**

We also learned that there are other spaces at the school that you like to visit.

Give some examples and briefly summarise what you prefer to do in these spaces.

Do you think there is a need to change other spaces in the school? Which ones?

What space would you create that you think is currently missing?

To conclude....

What is the best and least interesting place in the school?

Do you have any other final comments?

Thank you for your important contributions!