



# CONVERSATION CARDS | *THE UPSTANDERS*

## Overview

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This curriculum is part of a series of interactive activities associated with the documentary film, *The Upstanders*. In line with the mission of David Legacy's Foundation, the curriculum aims to support healthy habits and interactions among young people online. Partaking in these structured conversations opens up lines of communication between parents, caregivers, classrooms, and their children about the challenges of digital life. Activities in this series are designed to combat the mental health impact of cyberbullying on young people and advocate for inclusive and compassionate peer relationships.

The following activity offers tools to hold a dialogue to accompany the film, *The Upstanders*. Families or group facilitators can select from a series of conversation cards to discuss shared experiences, confront fears, and discuss worries in a supportive environment.

## Disclaimer

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The activities in this package are provided to support family conversations around the topics shared in *The Upstanders* screening and can be used at your discretion.

If at any time there are concerns about the well-being of a participant, please feel free to discontinue the activity.



## Aims

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Participants will engage in a conversation with their families or small groups about themes in *The Upstanders*.

This series of activities is directed at participants who are 11-18-years-old or those young people who are actively using screens and social media.

## Materials

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- ★ Set of Conversation Cards for the documentary film, *The Upstanders* (see below)

## Getting Started

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To get started with a conversation, settle into a comfortable space that you would normally gather, such as a table where you eat your meals or a room with comfortable couches and chairs. Before beginning, set an intention for the dialogue: Say that the group is convening to discuss some of the ideas that came up from the film, *The Upstanders*, and to share personal experiences about anxiety.

Importantly, the facilitator of the activity should note that each person has their own level of comfort in disclosing personal information. Each activity should begin with an encouragement to participate in those activities at their own comfort level. Participants should only share

## Activities

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- ★ Select a person to facilitate the conversation. This person should be comfortable with talking about difficult issues and be willing to share examples from their own life.
- ★ Set some ground rules to establish a safe space. The facilitator can ask: *What are some things we can do to make this a good conversation?*



Suggestions might include:

- Look at the person who is speaking or give other non-verbal cues that you are actively listening, like nodding your head
  - Re-state what the person who has spoken before you has said
  - Take a deep breath before speaking
  - Have a compassionate stance and seek understanding
  - Disagree with statements, not the person
  - Keep the conversation within the space
  - Silence is okay
- ★ Next, the facilitator should choose a card from the Conversation Cards (see below), reading the question aloud. The facilitator should model how to give a response that draws on personal experience and takes an emotional risk.
- ★ After giving a response, the facilitator will ask: *Is there anyone else who wants to respond to or add their own response to the question? Or talk about anything I've shared so far?*
- ★ Allow time for silence and give plenty of time for thinking. After other members of the group have a chance to respond to the question and the dialogue is winding down, move to another question. The facilitator should urge another member of the group to select a conversation card for discussion.
- ★ Tailor the discussion length for each family or group's comfort level. For some groups, one or two questions is a strong start. Others may wish to do three or four questions.

## Wrapping Up

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Take some time to give thanks for sharing personal experiences and risking being vulnerable. The facilitator should ask for some final reflections on the process: *What was a group conversation like for you? What worked for you? What might be done differently the next time?*

## Extensions



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As a group, make a list of day-to-day activities that support wellbeing and joy (especially those outside of being online or on devices). Circle one or two activities, such as a few minutes of mediation, a walk, or eating a meal together.

Experiment with practicing them for a week. At the end of this week, reflect: *What impact did these activities have on your mood? How might they lead into an integrated program of wellness for you?*

## Appendix

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## Conversation Cards: *The Upstanders*

<p>Consider a recent time when you felt happy. What did happiness look like for you? What factors, people, or environments made you feel joy?</p>	<p>Recall when someone has said something mean or hurtful to you. Talk about this moment. How did it impact you? Did you recover from it? Why or why not?</p>
<p>Do you believe that the young people at your school or in your community <u>include</u> everyone, regardless of their ability, appearance, race or ethnicity, gender, or status? Why or why not?</p>	<p>Have you ever witnessed someone at your school or within your communities (online or IRL) being bullied? How do you think this victim felt experiencing the bullying? What was your own response?</p>



<p>Can you remember a time when someone did something kind for you? Describe this time in detail.</p> <p>What effect did this kindness have on you?</p>	<p>Think about a moment when you did or said something hurtful to another person. Reflect upon your actions: What prompted this action? How do you think it affected this person? What would you do differently if you had the chance?</p>
<p>In <i>The Upstanders</i>, you learn about the story of the Molak family and the loss of their son, David, who suffered prolonged online harassment. Respond to their powerful story: What resonates with you about this story?</p>	<p>What actions can you personally take to intervene when you witness bullying behavior?</p>
<p>What role do you think schools, government, and other institutions should play in countering cyberbullying?</p>	<p>We learn from <i>The Upstanders</i> that a majority of young people say they have experienced some kind of cyberbullying. Why do you think this experience is so common?</p>



If you're facing a problem with your peers, who can you turn for help? Talk about this person and what they mean to you.

What are some daily activities—besides looking at a device—that boost your mood? What goals can you strive for on a daily basis to maintain a healthy body and mind?