



CONVERSATION CARDS

FILM: *LIKE*

Overview

This curriculum is part of a series of interactive activities associated with the documentary film, Like. 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 about the complexities of digital life opens up lines of communication between parents, caregivers, and their children. Other activities in the series are designed to combat the pressures involved in having online identities and the deleterious mental health impact of cyberbullying on young people.

The following activity offers tools to hold a structured conversation to accompany the film, *Upstanders*. Families select from a series of conversation cards to discuss shared experiences and air concerns in a supportive environment.

Aims

Participants will engage in a conversation with their families about some of the larger themes in *Like*, such as social media addiction and our relationship to our mobile devices.

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

Audience

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

Materials

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



Getting Started

To get started with a family conversation, settle into a comfortable space that you would normally gather as a family, 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 the family is convening to discuss some of the ideas that came up from the film, *Like*.

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 voluntarily.

Activities

- ★ Select a person in the family 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 family



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's comfort level. For some families, one or two questions is a strong start. Other families may wish to do three or four questions.

Wrapping Up

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 family conversation like for you? What worked for you? What might be done differently the next time?*

Extensions

After the conversation, parents can share with their children a 2018 study from the Pew Research Center¹. This infographic shares reasons why teens said that social media had a “mostly positive” or “mostly negative” effect on people their age:

https://www.pewresearch.org/internet/2018/05/31/teens-social-media-technology-2018/pi_2018-05-31_teenstech_0-03/

Talk about the graphic with your children: *Do they think social media has a mostly positive or mostly negative effect on their life? Do they relate to some of the stated reasons in the graphic? Why or why not?*

Appendix

¹ Pew Research Center. Teens have mixed views on social media's effect on people their age; many say it helps them connect with others, some express concerns about bullying. *Teens, Social Media & Technology 2018*, May 29, 2018. https://www.pewresearch.org/internet/2018/05/31/teens-social-media-technology-2018/pi_2018-05-31_teenstech_0-03/



Conversation Cards: *Like*

<p>What's your favorite social media app? Talk about how you use this app: Why do you enjoy using it? What good things does it bring your life?</p>	<p>How do people treat each other online in the apps and sites that you use? Have you ever witnessed any harmful behavior, like cyberbullying? What are your reactions?</p>
<p>How do you think digital interactions, through social media and our devices, compared to ones that are face-to-face?</p>	<p>Have you ever posted a photo of someone without asking them first? What are the pros and cons of posting photos of other people online?</p>
<p>Has there ever been a time when you noticed yourself feeling worried, sad, or anxious after using a social media app? Talk about this time!</p>	<p>What are some of the downsides of using social media?</p>



<p>Is addiction to our mobile devices and apps a “real” thing? Do you think it compares to any other form of addiction?</p>	<p>As a family, what are some things you notice about our use of our devices?</p>
<p>As a family, how can we try to have more balance in our device use?</p>	<p>To an outsider, what do you “appear” like online? Describe yourself through the eyes of a person who is looking at your social media apps or scrolling through search engine results from your name.</p>
<p>What does it mean to have a healthy balance in our technology use? Give some examples of habits or behaviors that reflect such a balance.</p>	<p>Are you ever distracted by technology? Discuss how technology has impacted your productivity or concentration.</p>