Get Digital Wellbeing

This collection draws from the wellness and empowerment pillars in the Get Digital program. It focuses on self-awareness and agency to bolster protective factors, teaches strategies for managing stress and helps students find balance and support during challenging times.

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Get Digital Wellbeing

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Exploring your personal values



LESSON OBJECTIVE

Students will:



- **Sort a list of values in order of importance**
- **Reflect on how the most important values impact their lives and their future plans**

ESSENTIAL QUESTIONS	How do your values impact your daily actions and your plans for the future?
AGE	10-18
MATERIALS	"Exploring your personal values" handout Writing materials
PREPARATION	**Reflection before the practice** Take a moment to identify the three most important values to you listed on the handout. Why are these values so important to you? How do they influence your daily life and your long-term plans?
ISTE DIGCITCOMMIT COMPETENCY	ENGAGED: I use technology and digital channels for civic engagement, to solve problems and be a force for good in both physical and virtual communities.













SUPPORT MATERIALS

Visit ***facebook.com/fbgetdigital*** to access resources for parents and young people that can complement the lesson students took on Empowerment today.

Source: This lesson is being shared through collaboration with the Greater Good Science Center at UC Berkeley. For additional information and resources, please visit ***https://ggie.berkeley.edu/***

TELL YOUR STUDENTS

- Your personal values are core to your purpose in life. The things you believe in and value deeply are likely to shape the aims that give your life purpose. With that in mind, take a few minutes to complete the handout that asks you to sort a list of values by how important each is to you.
- Give each student a handout and have them complete it on their own.
- Once students have finished, have them write answers to the following questions about the items that they placed a "1" next to (these questions are also listed at the bottom of the handout):
- Why are these particular values so important to you? What do they say about the kind of person you are?
- How do they influence your daily life?
- How do they relate to your long-term plans? Do they influence the way you hope to leave your mark? If so, how? If not, why not?

CLASS INTERACTION

Give students the opportunity to share either their writing or their thoughts about this process with each other or with the whole class, if they feel comfortable doing so.

ASSIGNMENT

(in class or homework)

Ask students to reflect on whether this exercise confirmed their sense of purpose or, if they aren't sure of their purpose, did it give them any clues or insight into what their purpose might be?

Reflection After the Practice

How did students respond to this practice? Did they find it helpful in helping them decide what their purpose might be?

ACTIVITY SHEETS

Attached to this lesson are student and educator handouts with a space for answers. In some cases, educator responses are provided when it is not a subjective activity.

Lessons are divided into sections based on group activity and/or discussion.

Source: The Purpose Challenge Toolkit was created by Dr. Kendall Cotton-Bronk in partnership with the Greater Good Science Center and Prosocial. ***kendallcottonbronk.com*** For more information, visit ***purposechallenge.org.***

ggie.berkeley.edu/practice/exploring-your-personal-values/#tab_2

HANDOUT

Exploring your personal values



INSTRUCTIONS

Please read each of the items below. Think about how these items relate to YOU.

Place a "**1**" by three items that are **EXACTLY LIKE YOU**.
Place a "**2**" by seven items that are **NEITHER LIKE YOU NOR NOT LIKE YOU**.
Place a "**3**" by three items that are **NOT AT ALL LIKE YOU**.

	Serving my family is very important to me.
	Expressing myself through my artwork (e.g., music, painting, etc.) is very important to me.
	Being able to support a family of my own in the future is very important to me.
	Being there for my friends is very important to me.
	Being a spiritual person is very important to me.
	Supporting social issues is very important to me.
	Pursuing a calling, rather than just a job is very important to me.
	Living life according to my religious beliefs is very important to me.
	Finding a career that is consistent with my values and beliefs is very important to me.
	Serving my country is very important to me.
	Volunteering is very important to me.
	Helping others is very important to me.

Next, think about why each of the statements that you placed a "1" next to is important to you and respond to the following questions: Why are these particular values so important to you? What do they say about the kind of person you are?

How do they influence your daily life?

How do they relate to your long-term plans? Do they influence the way you hope to leave your mark? If so, how? If not, why not?

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Best possible self



LESSON OBJECTIVE:

Students will imagine and write about their lives at 40.



ESSENTIAL QUESTIONS	▸ What are some ways you can become your best possible self? ▸ Why is it important to think about this now?
AGE	▸ 10-18
MATERIALS	▸ "Best possible self" Handout ▸ Writing materials
PREPARATION	**Reflection before the practice** ▸ Take a moment to identify the three most important values to you listed on the handout. Why are these values so important to you? How do they influence your daily life and your long-term plans?
ISTE DIGCITCOMMIT COMPETENCY	▸ INCLUSIVE: I am open to hearing and respectfully recognizing multiple viewpoints and I engage with others online with respect and empathy.













SUPPORT MATERIALS

Visit ***facebook.com/fbgetdigital*** to access resources for parents and young people that can complement the lesson students took on Engagement today.

Source: This lesson is being shared through collaboration with the Greater Good Science Center at UC Berkeley. For additional information and resources, please visit ***https://ggie.berkeley.edu/***

TELL YOUR STUDENTS

You are going to do an exercise that will allow you to be as creative as you want to be--you're going to imagine what your life might be like at 40.

CLASS INTERACTION

Start by inviting students to close their eyes or to look at a spot on the floor in front of them and to take a few deep breaths.

ASK YOUR STUDENTS

Take a moment to imagine your life at 40 years of age. Things have gone as well as you possibly could have hoped. Silently visualize your answers to my next questions.

What will you be doing?

Who will be in your life?

What will be most important to you?

CLASS INTERACTION

Give students the "Best possible self" Handout and ask them to complete it on their own.

When students have finished, give students the opportunity to share either their writing or their thoughts about this process with each other or with the whole class, if they feel comfortable doing so.

ASK YOUR STUDENTS

Ask students to reflect on whether this exercise confirmed their sense of purpose or, if they aren't sure of their purpose, did it give them any clues or insight into what their purpose might be?

ASSIGNMENT

(in class or homework)

Reflection After the Practice

How did students respond to this practice? Did they find it helpful in helping them decide what their purpose might be?

ACTIVITY SHEETS

Attached to this lesson are student and educator handouts with a space for answers. In some cases, educator responses are provided when it is not a subjective activity.

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ggie.berkeley.edu/practice/best-possible-self

HANDOUT

Best possible self



INSTRUCTIONS

In this activity, be as creative as you can be in answering the questions below. You can use any kind of writing style you want. Don't worry about spelling or grammar, but focus on being as descriptive and detailed as possible.

Take a moment to imagine your life at 40 years of age. Things have gone we well as you possibly could have hoped.

What will you being doing? Why?

Who will be in your life? Why?

What will be most important to you? Why?

What will you be doing professionally or in your career?

What will you be most passionate about?

What matters most in the long-term?

How could your long-term goals and priorities affect others?

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Who do you want to be?



LESSON OBJECTIVE:

Students will examine how their online identity and the content they create and share related to their goals (e.g., career-related, academic, interests they would like to pursue). They will explore how to manage an online persona that considers subject, platform, name, visual representation and privacy settings.



ESSENTIAL QUESTIONS	How do digital technologies impact your interests and goals? How do you convey these interests and goals to others online?
AGE	13-18
MATERIALS	"My online identity" Handout
PREPARATION	Print one handout per student
ISTE DIGCITCOMMIT COMPETENCY	INCLUSIVE: I am open to hearing and respectfully recognizing multiple viewpoints and I engage with others online with respect and empathy













SUPPORT MATERIALS

Visit ***facebook.com/fbgetdigital*** to access resources for parents and young people that can complement the lesson students took on Wellness today.

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My online identity

Discussion

TELL YOUR STUDENTS

Let's take a minute to think about how we interact with different people depending on who they are. You may act differently around your friends than your family members or your teachers at school. You also may act differently depending on the setting or occasion—one way with friends at school and a different way with the same friends when you spend time together outside of school.

TELL YOUR STUDENTS

We may be all slightly different people depending on where we are and who we're with. You have a similar ability to manage how you and your content will appear publicly online and it can be helpful to start thinking about how you'd like others to view you on the internet.

Public figures (e.g., those in the music and/or film (movies/TV) industry, political figures, business leaders) do this all the time. By carefully constructing every part of their brand and public presence, from social media content (e.g., photos, videos, text- based posts) to interviews, they are trying to appeal to as many fans or customers as possible.

You don't have to be a public figure with a billion-dollar marketing strategy. But it is useful to think about who might be looking at your online presence and plan how you appear online for the future.

Interaction

CLASS INTERACTION

Organize students into pairs.

ASK YOUR STUDENTS

- What content do you currently make and/or share online (e.g., videos, music, remixes, blogs, designs, animations)?
- What inspires you to make or share this content? Why do you do it? What content do you have your real name and image associated with?
- Is there any content that you would not want to be publicly associated with you? Why not?

CLASS INTERACTION

Give students 7 minutes to discuss. And ask the groups to share out.

ASK YOUR STUDENTS

Before we can talk about your future online presence, let's talk about your future goals. Discuss with your partner: where and what do you want to be in a few years from now when you grow up and how did you first come up with that idea? It's okay if you have more than one idea or one career that currently interests you.

- What other personal goals do you have that are not related to your career goal(s)?
- What might you do online to help you achieve your future goals career goals or personal goals?

CLASS INTERACTION

Pass out "My online identity" Handout to students.

TELL YOUR STUDENTS

What you do online can help you explore your current interests and also help you discover future passions.

Take a few minutes to fill out this handout and reflect on your aspirations in the context of how you present yourself online. Remember that everyone's online identity may well be different and your own identity will likely evolve based on how your goals and interests change in the future.

Assignment

TELL YOUR STUDENTS

Now that we have reflected on how you view yourself and your interests, let's think about how you would like to highlight aspects of your identity to others.

Imagine that you are creating a new social media presence that focuses on a particular aspect of your identity. You will be starting from scratch and you will have total liberty to adjust all of the privacy settings and craft content in any way you wish.

In a written paragraph, discuss how you might structure this new social media presence to portray your chosen image to your friends and followers. In particular, speak to the following concepts:

1. Type of account and platform (e.g., social media, blog, etc.)
2. Type of content (e.g., photos, videos, text-based posts)
3. What would you put in the "About Me" section?
4. What kinds of images would you use?
5. What would you set your privacy settings to? Would any of these settings depend on the type of content you share?

HANDOUT

My online identity



Please write down your answers to the following questions in the space provided.

1. **Where do you see yourself in a few years from now? What type of person do you want to be? What kind of work do you see yourself doing or how will you be spending your time?**

2. **Thinking about this "future you," what passions, interests or hobbies do you think you will have?**

3. **What kind of skills and assets do you think you will have developed by then? Which ones do you think you will be most excited or possibly proud about?**

4. **If you think about who/where you are now, do you think how you currently engage online (e.g., how you present and express yourself, the people and communities you interact, the passions you share, the skills you develop) has an impact on who/where you would like to be in the near future? If so, how? Or if not, why not?**

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A moment for me: a self-compassion break for teens

LESSON OBJECTIVE

Students will compare and contrast the ways they respond to a close friend in distress (versus themselves) and consider how they might adjust what they say to themselves when they are struggling.

ESSENTIAL QUESTIONS	What is self-compassion? Why should I practice self-compassion?
AGE	10-18
MATERIALS	A quiet place to practice
PREPARATION	**Reflection before the practice** Take a moment to try this practice for yourself using a personal or professional challenge you're facing right now. Choose something mildly or moderately challenging, rather than an overwhelming one. Did this practice alter the way you feel about the challenge or about yourself? How do you think self-compassion is relevant to your students' lives, both in and out of school? Would they agree? Does this practice privilege your values over theirs in any way? For example, do you believe that being kind to yourself is more motivating than being hard on yourself, whereas students and parents do not? If your beliefs differ, is it possible to honor these differences in a way where none are viewed from a deficit lens?
ISTE DIGCITCOMMIT COMPETENCY	INCLUSIVE: I am open to hearing and respectfully recognizing multiple viewpoints and I engage with others online with respect and empathy.

SUPPORT MATERIALS

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Source: This lesson is being shared through collaboration with the Greater Good Science Center at UC Berkeley. For additional information and resources, please visit ***https://ggie.berkeley.edu/***

CLASS INTERACTIONS

- Before beginning this activity, take a few deep breaths.
- Remind students that they are encouraged but not required to participate. (They are welcome to sit quietly if they choose not to participate.)

TELL YOUR STUDENTS

- We will purposely generate a little tension or stress in our minds and bodies by thinking of a challenging situation, so we can then learn how to use self-compassion.
- Play the audio recording for your students or lead them through the practice with the transcript below.
- Think of a situation in your life that is difficult or causing you stress. Please choose a situation that is not the worst or most difficult in your life, but something that is causing you some discomfort.
- When you think of this situation, can you feel the experience in your body, perhaps discomfort such as tightness in the chest or gripping in the stomach?
- Now, say to yourself: "In this moment, a part of me is struggling."
  - This is mindfulness.
  - You might choose to say, "whoa, this feels awful," or "this sucks," or maybe, "this is stress."
- Now say to yourself: "This kind of struggle is a part of life."
  - This is common humanity. Lots of other people struggle in this same way.
  - You might choose to say, "Other kids feel this way too," or "I'm not alone with this feeling," or "This is a part of being a teen and so many other kids struggle just like me." Or "All teens feel this at some time or another...!"
- Now, offer yourself a kind and soothing, supportive touch—maybe a hand on your heart or another gesture that feels right for you. Feel the warmth of your hand coming through to your body.
- Now, saying to yourself: "May I be kind to myself." Remembering that as teens, you're going through so many transitions—your brains are changing, your bodies are changing, you may be in a new school or thinking about college, so many pressures and so many changes. So be gentle with yourself.
- For more personal language, ask "what do I need to hear right now?" Or if you have trouble finding what words to say, ask yourself "What would I say to a good friend who was going through this? Can I say those words to myself?"
  - May I give myself the compassion that I need.
  - May I accept myself as I am.
  - May I learn to accept myself as I am.
  - May I forgive myself.
  - May I be strong.
  - May I be safe.
  - May I be peaceful.
  - May I know that I deserve love.
- And if the "May I" feels strange to you or like you are asking permission, you can always leave that out and just say "I wish to accept myself just as I am," or "Strong," or "Accept myself"
- Simply notice what you're feeling.

ASK YOUR STUDENTS

Ask students one or more of the following questions:

- What does it feel like to comfort yourself in this way? What is it like to think that you can actually begin to notice when you're struggling and begin to offer yourself kind words?
- Did anything change when you put your hand on your heart?
- What is it like to know that you can actually treat yourself with more kindness?
- Can you think of a situation where this would be useful to you?
- Consider the three components of self-compassion—which were most meaningful to you and important to acknowledge?
- Mindfulness ("This is a moment of suffering.")
- Common humanity ("I am not alone in my suffering.")
- Self-Kindness (physical touch or soothing voice; "May I be kind to myself.")

ASSIGNMENT

Reflection after the practice:

- What worked or didn't work for you in leading this practice? How did the students respond to the practice? Would you change anything for next time?
- Do you notice whether students are responding to mistakes or failure or other challenges in life with a different attitude after engaging in this practice?
- What adjustments were made to the practice based on student and family input? How did it go?
- Did students discuss how this practice might relate to or be helpful or unhelpful in their lives?

Source: Making Friends with Yourself, Karen Bluth, Ph.D.
centerformsc.org/msc-teens-adults
karenbluth.com

ggie.berkeley.edu/practice/a-moment-for-me-a-self-compassion-break-for-teens

A time I felt grateful

LESSON OBJECTIVE

Students will:

- **Define gratitude and give an example of a time they felt grateful**
- **Understand that there are many types of things we can feel grateful for**

ESSENTIAL QUESTIONS

- What does it mean to be grateful?
- How can we express gratitude?

AGE

- 10-13

MATERIALS

- Sticky notes
- Pencils
- Four signs, posted in different corners of the room, which say "Things We Own," "Kind Actions," "Nature," and "Other Important Things"
- For extension: writing paper/drawing materials

PREPARATION

Reflection before the practice

- Take a moment to breathe deeply, close your eyes or soften your gaze and think of something you are grateful for. How did this moment make you feel?
- How do you think gratitude is relevant to your students' lives, both in and out of school? Would they agree?
- What are your beliefs about gratitude and how it is expressed? Do they differ from your students' and their families' beliefs about gratitude?
- Does this practice privilege your values over theirs in any way? For example, some cultures find saying "thank you" an insult because doing something for others is considered a duty.
- If your beliefs differ, is it possible to honor these differences in a way where none are viewed from a deficit lens?

ISTE DIGCITCOMMIT COMPETENCY

- INCLUSIVE: I am open to hearing and respectfully recognizing multiple viewpoints and I engage with others online with respect and empathy.

SUPPORT MATERIALS

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Source: This lesson is being shared through collaboration with the Greater Good Science Center at UC Berkeley. For additional information and resources, please visit ***https://ggie.berkeley.edu/***

ASK YOUR STUDENTS

- Think of someone that you said "Thank you" to recently.
- Take a few moments to think about this silently.
- Now turn to a partner and talk about who you thought of and why.

CLASS INTERACTION

Students will break into pairs.

ASK YOUR STUDENTS

When pairs have finished speaking, ask:

- Who can share an example of a time you said "Thank you" to someone and why?
- Does anyone know what the word "gratitude" means?

TELL YOUR STUDENTS

- Explain that "gratitude" refers to the feeling we have when we appreciate other people for being kind or for doing caring things. Give an example of your own life, such as: "I feel grateful when someone held the door for me this morning because I was carrying heavy bags."
- Discuss how we can also feel gratitude when we appreciate tangible things that we have, things that someone gives us or things that are part of our daily life that we may not give much thought to. Give an example from your own life, such as: "I felt grateful for my dinner last night, because I was really hungry and it was delicious."
- Demonstrate how many people also feel grateful for things in the natural world. Give examples of this, such as: "I feel grateful for the rain that gives us water to drink and helps plants grow."
- Discuss how sometimes we feel gratitude for things we cannot directly see or touch, but which are nonetheless important, such as health, our heritage or traditions, fairness, ideas that inspire us or just being alive. Give another example from your own life, such as: "I feel grateful when I get to learn something new, because learning makes my mind grow."
- Explain that we often show gratitude by saying "Thank you" to someone. (Note: Some students may come from homes or cultures where verbally expressing gratitude is not the norm. Encourage students to share other ways their family or community may express gratitude.) When we feel gratitude, we say that we are "thankful" or "grateful."

CLASS INTERACTION

- Give a sticky note to each student. Ask them to jot down a short note about a time they felt grateful and what they were grateful for or who they were grateful to (this may be the same idea that they shared or a new one).
- Point out the four signs in the four corners of the room.

TELL YOUR STUDENTS

- Look at your sticky note and think about which of the four signs, "Things We Own," "Kind Actions," "Nature" and "Other Important Things," best describes what you wrote.
- Move silently and stand near the sign that describes your idea.
- If your idea doesn't match one of the signs, stand in the center of the room. Any students in the center may come up with a new category.
- Share what you wrote within your group.

CLASS INTERACTION

If there is only one student in the center of the room, ask them to share what they wrote and the new category. Discuss the new gratitude category as a class.

Ask for one or two volunteers from each group to give an example of the type of gratitude indicated by their sign or new category.

When examples from each group have been shared, tell the groups to move together clockwise to stand next to a new sign. Have students again discuss things that they feel grateful for that would be described by this new sign (they do not need to write these down). Ask for an example or two from each group.

If time allows, continue the clockwise rotation until everyone has moved through all four (or five) stations.

ASK YOUR STUDENTS

- Which examples were easy to think of? Why might that be?
- Which examples were hard to think of? Why might that be?
- What examples of gratitude did you hear that surprised you?
- What did you learn about gratitude from this activity?

ASSIGNMENT

- Ask students to reflect on how it felt to think about things or people they are grateful for. How might they encourage others to practice gratitude
- Extensions
  - Have students write a paragraph or draw an illustration of what they are grateful for. Post these on a bulletin board.
  - Encourage students to look at any tangible "things" that were discussed. Who are the people who gave them those things? Think about the people that helped to make them. Include those people in your gratitude!

ggie.berkeley.edu/practice/a-time-i-felt-grateful

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Digital Wellness

Building Resilience: Finding Silver Linings

ACTIVITY

Sometimes we'll have a rough day, and things won't go the way we want them to, but if we try, we can always find silver linings.

1. To start, list five things that make you feel like your life is enjoyable, enriching or worthwhile at this moment. These things can be as general as "being in good health" or as specific as "drinking a delicious cup of coffee this morning." The purpose of this first step is to help you shift into a positive state of mind about your life in general.
2. Next, think about the most recent time when something didn't go your way, or when you felt frustrated, irritated or upset.
3. In a few sentences, briefly describe the situation in writing.
4. Then, list three things that can help you see the bright side of this situation. For example, perhaps you missed your bus this morning. Three ways to look on the bright side of this situation might be:
   - Even though you missed the bus, you got some good exercise when you were running to catch it.
   - You're fortunate to live in a city where there was another bus just 10 minutes later, or where buses run reliably at all.
   - Ten years from now, you likely won't remember what happened this morning.

SOURCE Derived from: https://ggia.berkeley.edu/practice/finding_silver_linings



Digital Wellness

Mindful Breathing

ACTIVITY

Sometimes when we're online, something happens that makes us feel upset, sad or embarrassed. Before we react and say or do something we might regret, it's a good idea to stop and take a mindful moment to calm down and get clear on the best decision.

- Try this Mindful Breathing activity to build resilience to stress, anxiety and anger.
- Lie down [or sit down] and let your body rest. Notice whatever you're thinking right now, however you feel right now.
- When you're ready, take three deep breaths while paying attention to the rising and falling of your belly. We're not trying to do anything special except just notice the sensation—what it feels like.
- Place your hand on your belly. As best as you're able, pay attention to the rocking of your hand with each breath.
- Recognize that your mind will go off somewhere else, over and over again, or you might feel restless—all of that is normal, all of that is totally fine. Each time you notice your attention has gone somewhere else, come back again to your hand rising and falling on your belly.
- If you'd like, count your breaths, sticking to small groups. Perhaps you could count up to five and then start again at one.
- Each time you lose track, simply start over. Note any tendency to get frustrated—there's no need to, the distractions will happen. Breathe in, one, breathe out, one, breathe in, two, breathe out, two, continuing at your own pace...and coming back again to breathing in and breathing out.
- Wherever your mind has gone, allow those thoughts to be for just now. Allow them to show up and then continue on. Thoughts are normal. Everyone has thoughts continually throughout the day, throughout this type of practice.
- Come back gently, and over and over again to the feeling of breathing, right now. Allow thoughts and feelings to show up because they will, and then each time come back again.
- Breathe in, one, breathe out, one, breathe in, two, breathe out, two, and then again coming back to the next breath—not trying to fix anything or change anything at that moment, or at this next moment.
- At some other time during the day, there might be something to act on. But right now, simply lie here, guiding your attention to the rocking of your hand, to the sensation of breathing.
- And when you're ready, if you'd like, open your eyes, or continue to lie still.

SOURCE Derived from Greater Good Science Center @ UC Berkeley's GGIE website. Full Educator Lesson: https://ggie.berkeley.edu/practice/breath-counting-mindfulness-practice-for-tweens-and-teens/#tab__2



Digital Wellness

A Moment for Me
Self-Compassion Activity

ACTIVITY

TIME: 5 MINS

GETTING STARTED

1. Before beginning this activity, take a few deep breaths.
2. Settle into a quiet mental space for reflection.

THE PRACTICE

1. Think of a situation in your life that is difficult or causing you stress. Please choose a situation that is not the worst or most difficult in your life, but something that is causing you some discomfort.
2. When you think of this situation, can you feel the experience in your body?
3. Now, say to yourself: "In this moment, a part of me is struggling."
   - This is mindfulness.
   - You might choose to say: "Whoa, this feels awful," or "this sucks," or maybe, "this is stress."
4. Now say to yourself: "This kind of struggle is a part of life."
   - This is common humanity. Lots of other people struggle in this same way.
   - You might choose to say, "Other kids feel this way too," or "I'm not alone with this feeling," or "This is a part of being a teen and so many other kids struggle just like me," or "All teens feel this at some time or another...!"
5. Now, offer yourself a kind and soothing, supportive touch–maybe a hand on your heart, or another gesture that feels right for you. Feel the warmth of your hand coming through to your body.
6. Now, saying to yourself: "May I be kind to myself," remembering that as teens, you're going through so many transitions–your brains are changing, your bodies are changing, you may be in a new school or thinking about college, so many pressures and so many changes. So be gentle with yourself.
7. For more personal language, ask: "What do I need to hear right now?"
8. Or if you have trouble finding what words to say, ask yourself: "What would I say to a good friend who was going through this?"
   - May I give myself the compassion that I need.
   - May I accept myself as I am.
   - May I learn to accept myself as I am.
   - May I forgive myself.
   - May I be strong.
   - May I be safe.
   - May I be peaceful.
   - May I know that I deserve love.
9. And if the "May I" feels strange to you or like you are asking permission, you can always leave that out and just say: "I wish to accept myself just as I am," or "Strong," or "Accept myself".



REFLECTION

1. Simply notice what you're feeling. What does it feel like to comfort yourself in this way? What is it like to know that you can actually treat yourself with more kindness?

2. Consider the three components of self-compassion—which were most meaningful to you and important to acknowledge, and what will you carry forward with you?
   - Mindfulness ("This is a moment of suffering.")
   - Common humanity ("I am not alone in my suffering.")
   - Self-kindness (physical touch or soothing voice: "May I be kind to myself.")

SOURCE Derived from Greater Good Science Center @ UC Berkeley's GGIE website. Full Educator Lesson: https://ggie.berkeley.edu/practice/a-moment-for-me-a-self-compassion-break-for-teens/

OTHER ACTIVITIES https://inspired.fb.com/teen-activities/support-yourself-first/



Digital Wellness

Taking a Break

ACTIVITY

The good news is that most apps today have tools that allow you to manage your time online. Even with that, we all need a little time away from technology to take care of ourselves sometimes.

Here are some great self-care ideas to support your balance and overall wellbeing:

- Go to the gym.
- Meditate.
- Read a book.
- Cuddle with pets.
- Journal.
- Listen to a favorite song.
- Call or visit a friend or family member.

SOURCE Derived from inspirED resource: https://inspired.fb.com/teen-activities/self-care-day/

FOR MORE SELF CARE TIPS, CHECK OUT THESE ACTIVITIES ON INSPIRED: https://inspired.fb.com/teen-activities/10-steps-to-balance/



Digital Wellness
Finding Support

TIPS AND TRICKS

Sometimes it can be hard to ask for help when we need it most. Here are a few tips for reaching out:

First think about the following questions:

1. Is there something you could use some help on in your life?
2. Have you talked with anyone about it?
3. Who are the people around you that you can ask? (i.e., parents, teacher, older sibling, counselor at school, etc.)

Sometimes it's easiest to start by writing down our thoughts.

1. Take a minute to write a note to that person or create an outline of what you might say when you see them.
2. Next step is to give them the note (or share a message through social media, email or text) or find time to talk in person.
3. If you plan to do this later, set a date for yourself.
4. After you connect and get support, remember the gratitude post from above. :-)

SOURCE Derived from inspirED activity: https://inspired.fb.com/activities/asking-for-help/

BONUS ACTIVITIES Getting help from your parents: https://inspired.fb.com/teen-activities/getting-support-from-your-parents/