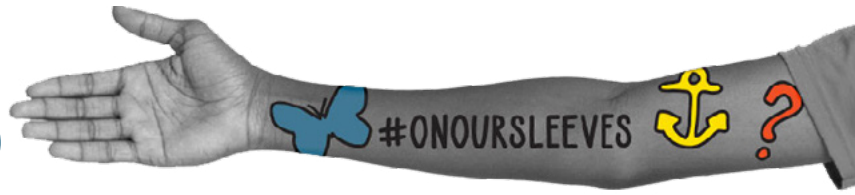


SOCIAL SKILLS



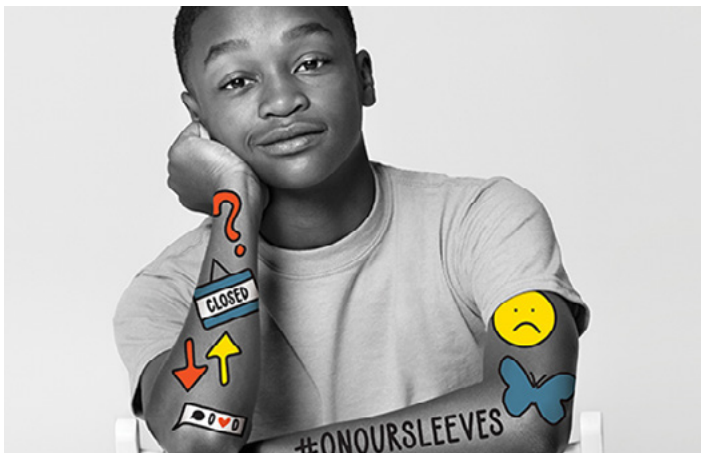
Dear Team Leader,

Thank you for your dedication to helping children learn and grow and for supporting *On Our Sleeves* in its mission to provide free educational resources to every community. We are proud to have your organization as a member of the *On Our Sleeves* Alliance to help break the silence surrounding children's mental health.

This free *On Our Sleeves* educational program provides activities for children ages 11–14 that focus on social skills that promote mental wellness. Developed by the curriculum specialists at Young Minds Inspired, in partnership with mental health professionals from *On Our Sleeves*, this program is designed to help children understand the importance of setting and maintaining personal boundaries on social media. The program also includes a take-home letter for families to reinforce these messages and promote greater awareness of mental health.

We hope you will share this program with leaders in your organization. Please take a moment to share your thoughts on this program at [ymiclassroom.com/feedback-oosalliance](https://www.youngminds.com/feedback-oosalliance). We look forward to your comments.

Sincerely,
The *On Our Sleeves* team



TARGET AUDIENCE

Children ages 11-14 and their families

PROGRAM OBJECTIVES

- Promote the mental health and well-being of children by helping them to recognize the importance of setting and maintaining personal boundaries online.
- Provide children with strategies that help them use social media more mindfully, with an aim to safeguarding their mental well-being.
- Provide families with tips for talking with children about managing strong emotions with the help of trusted adults.

HOW TO USE THIS PROGRAM

Make copies of the reproducible activity sheet for your group and prepare any materials needed in advance. The activity should take approximately 30 to 45 minutes. Have children share the completed activity sheets with their families, along with a copy of the take-home letter. You could also email the letter to parents and caregivers.

MATERIALS NEEDED

Copies of the activity sheet for each child; pencils

Activity Sheet: **Setting Healthy Boundaries on Social Media**

1. UNDERSTANDING BOUNDARIES

- Introduce the concept of boundaries by asking the group to describe what "out of bounds" means in different sports (i.e., hitting a foul ball in baseball; stepping out of bounds in gymnastics; kicking a soccer ball out of bounds, etc.). Point out that sports rules set physical boundaries (often in the form of visible lines) to clearly define the space within which the game can be played safely.

About the *On Our Sleeves* Alliance

The *On Our Sleeves* Alliance represents diverse and powerful voices committed to breaking the silence surrounding children's mental health and taking action. The Alliance works together to share best practices and advance *On Our Sleeves*' mission to provide every community in the U.S. with access to free, evidence-informed resources necessary for breaking stigmas around children's mental health and educating families and advocates. Together, we empower the mental health and wellness of every child. Learn more at [OnOurSleeves.org](https://www.onoursleeves.org).

- Explain that all boundaries set clearly defined limits to help things run smoothly and safely. **Say:** *There are different types of boundaries. Physical boundaries are easy to see, but personal/emotional boundaries are invisible and unique to each individual, so they need to be clearly communicated to others. Setting personal boundaries helps people form healthy relationships and is a form of self-respect.*

2. MINDFUL SOCIAL MEDIA USE

- Ask the children to brainstorm the different ways they use technology to interact with others. Responses may include email, text, social media, online gaming, etc.
- Ask them to name activities they enjoy that don't involve tech.
- Distribute the activity sheet and review the introduction together. The children will graph their daily technology use and offline activity so that they have a visual of how they use their time.
- Explain that activities we do can influence our feelings and moods. For example, social media might be fun to see what friends are doing, but sometimes people say hurtful things that they would not say in person, leaving others feeling uncomfortable.
- Have the children answer the questions in Part 1 about how they feel after using social media or doing online activities and compare that to how they feel after doing offline activities. If children need help coming up with words, share this list of words or others: happy, positive, strong, comfortable, neutral, included, uncomfortable, confused, upset, angry, embarrassed, excluded, etc.
- Invite children who feel comfortable to share their answers. If the children are reluctant to share or only comment on the fun they have on social media, provide examples of uncomfortable feelings that social media might evoke if people are being bullied, criticized, compared, made fun of, or excluded: sad, hurt, angry, embarrassed, excluded, etc. Offline activities might help people feel energized, relaxed, calm. Emphasize that we are all different so our reactions to activities may differ.
- Explain that it is important to be mindful of how we use social media so that we use it safely and responsibly, and to help prevent or manage

uncomfortable situations that may arise. We can do this by setting healthy boundaries.

- Read Part 2 of the activity with the children. Brainstorm as a group if the children need help with ideas for how to deal with uncomfortable situations online. Another option is to respond to uncomfortable texts/posts with a short statement such as "I don't want to be a part of this conversation anymore."
- Remind the children that in addition to viewing messages, when they write messages or respond to them, they should ask themselves this question before they share: *Is this post truthful? Is it helpful or harmful? Remember, once your post is online, you lose control over the message and how others may respond.*
- Have the children create their own boundaries for managing their time on social media and for planning what they will do if they feel uncomfortable. The strategies should feel doable and comfortable to them.
- Emphasize to the children that if they are afraid for their own safety or are struggling with how to handle something related to online communication and/or social media use, they should tell a trusted adult.

3. STRATEGIES FOR COPING WITH UNCOMFORTABLE SOCIAL MEDIA SITUATIONS

- Have a class discussion using the sentence starters below to help the children think about what they are comfortable with and what makes them uncomfortable when communicating with others through social media. They can practice using their boundaries to respond.
 - When I'm on social media, I feel comfortable posting/sharing content about ...
 - When I'm on social media, I don't feel comfortable posting/sharing content about ...
 - When I'm on social media, I feel uncomfortable receiving messages/posts about ...
 - When I receive a text or am part of a group chat that makes me feel uncomfortable I can ...
 - When I see a post on social media that makes me feel uncomfortable, I can ...

RESOURCES

- On Our Sleeves: [OnOurSleeves.org](https://www.onoursleeves.org)
- YMI microsite: ymiclassroom.com/oosalliance

Name _____

SETTING HEALTHY BOUNDARIES ON SOCIAL MEDIA

We use our devices every day to communicate with others and access information. Reflecting on how much time you spend on social media and how you feel afterward can help you stay in your comfort zone and protect your mental wellness as you interact with others.

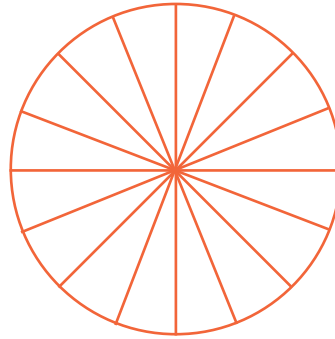
Part 1: How much time do you spend each day using technology to communicate with others (online activities)? How much time do you spend on offline activities? Create a pie graph to show how you spend your time doing these online and offline activities daily:

ONLINE ACTIVITIES

- Texting
- Emailing
- Posting social media
- Viewing/responding to social media
- Gaming

OFFLINE ACTIVITIES

- Physical activities (sports, walking, dancing, etc.)
- Reading
- Listening to music
- Spending time with family and friends



Think About It! Some activities have a positive impact on our mood, some are neutral, and others can cause uncomfortable feelings.

1. How do you feel after using social media or other online activities? _____
2. How do you feel after doing offline activities? _____
3. Do you feel different after using social media or doing online activities compared to doing activities offline?
 - Yes No If "Yes", what is the difference? _____

Part 2: We all need to use social media mindfully, safely, and responsibly. This includes setting healthy boundaries. Review the questions below to set your own boundaries for a social media action plan.

1. Social media can be consuming and a distraction. What boundaries can you set for how and when you use social media so that you don't overdo it and to avoid distractions? Examples: Use technology during certain times of the day. Put my phone away at night. Set time for doing physical activities without tech.

My boundary: _____

2. Social media can be a source of negativity when people post (or repost) hurtful or embarrassing things, when we compare ourselves to others, or we learn that we were excluded from things. What boundaries can you set to help make your online experience positive? Examples: Don't post hurtful messages. Unfollow accounts that make me feel uncomfortable. Block people who are bullying others. Don't like or comment on negative posts. Report inappropriate behavior to a trusted adult. Avoid comparing yourself to others. Remember that we are all different and that's a good thing.

My boundary: _____



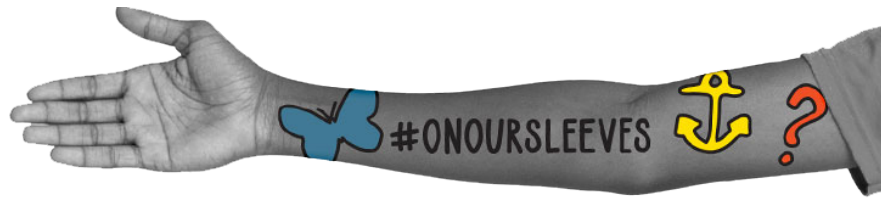
Did you know? By law, kids under the age of 13 cannot have a social media account without adult permission/supervision. Already 13? You should still involve your parents to make sure your privacy stays protected.



ON OUR SLEEVES®

The Movement for Children's Mental Health

SOCIAL SKILLS



DEAR PARENTS & CAREGIVERS,

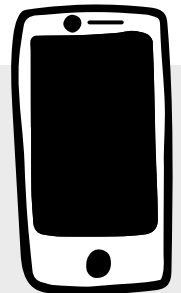
Mental health professionals from *On Our Sleeves*, the movement for children's mental health, have teamed up with the curriculum specialists at Young Minds Inspired to create activities for schools and youth organizations to support children's mental health and wellness.

Your child has been learning about being mindful of using technology to communicate with others. This includes texting, emailing, posting messages, viewing and responding to posts, and gaming. Your child is reflecting on when and how they use social media, and how using it makes them feel. Social media can be a helpful tool for communicating, but for adolescents, it can also be consuming, a distraction, and the cause of negative or uncomfortable feelings. To help prevent these feelings and promote positivity and mental wellness, your child has been establishing boundaries for how and when they will use social media and for how they will react to any posts or messages that make them feel uncomfortable.

We hope you will use the ideas provided below to support ongoing conversations with your child about social media and mental health, and to help them explore activities that nurture their minds and bodies in positive ways. For more ideas and information on how to support your child in practicing and developing social skills that support their mental health, visit OnOurSleeves.org.

Sincerely,

The *On Our Sleeves* team



HELP YOUR CHILD SET HEALTHY BOUNDARIES ONLINE

Ask your child to share the boundaries they created for their social media use. Then talk with them to support their boundaries or create boundaries for the family.

ESTABLISH EXPECTATIONS AND BOUNDARIES FOR USING SOCIAL MEDIA

- ▶ Have a conversation about privacy settings so your child is aware of why they are important.
- ▶ Let your child know if you are monitoring their online communications to help keep them safe.
- ▶ Work together to set healthy boundaries around social media (posting, responding).
- ▶ Remind your child to be aware of what they share. If someone could find it hurtful, then don't share. Once something is shared, it cannot be undone.
- ▶ Ask your child what might make them uncomfortable online.
- ▶ Review what they can do if they feel uncomfortable with messages they receive or view. For example: Unfollow accounts that make them feel uncomfortable. Block people who are bullying them or others. Don't like or comment on negative posts.
- ▶ Encourage your child to speak with you or another trusted adult if they ever feel uncomfortable with something that they've read online.
- ▶ Check in with your child regularly to monitor what they are doing online and to ask how they are feeling about it.

SET BOUNDARIES ABOUT SCREEN TIME

- ▶ Help your child balance their online and offline activities.
- ▶ Build screen-free time into your regular schedule — for you and your child.
- ▶ Encourage physical activity and other tech-free activities that you can do as a family.
- ▶ Promote a no device at bedtime policy so that your child does not linger on social media late into the night.

Work together as a family to make social media use a safe and positive experience.



ON OUR SLEEVES[®]

The Movement for Children's Mental Health

Nombre _____

ESTABLECER LÍMITES SALUDABLES EN LAS REDES SOCIALES

Usamos nuestros dispositivos todos los días para comunicarnos con los demás y acceder a la información. Reflexionar sobre cuánto tiempo pasas en las redes sociales y cómo te sientes después puede ayudarte a permanecer en tu zona de confort y proteger tu bienestar mental mientras interactúas con los demás.

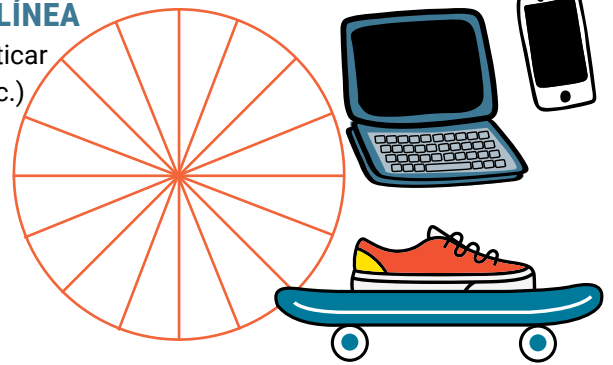
Parte 1: ¿Cuánto tiempo usas cada día dispositivos tecnológicos para comunicarte con los demás (actividades en línea)? ¿Cuánto tiempo pasas en actividades fuera de línea? Dibuja un gráfico circular para saber el tiempo que dedicas a realizar estas actividades en línea y fuera de línea a diario:

ACTIVIDADES EN LÍNEA

- Enviar mensajes de texto
- Enviar correos electrónicos
- Publicar en redes sociales
- Ver contenido y responder en las redes sociales
- Jugar

ACTIVIDADES FUERA DE LÍNEA

- Hacer actividad física (practicar deportes, caminar, bailar, etc.)
- Leer
- Escuchar música
- Pasar tiempo con tu familia y tus amigos



Piénsalo. Algunas actividades tienen un impacto positivo en nuestro estado de ánimo. Algunas son neutrales y otras pueden causar sentimientos incómodos.

1. ¿Cómo te sientes después de usar las redes sociales o hacer otras actividades en línea? _____
2. ¿Cómo te sientes después de realizar actividades fuera de línea? _____
3. ¿Te sientes diferente después de usar las redes sociales o realizar actividades en línea en comparación con las actividades fuera de línea?
 Sí No En caso afirmativo, ¿cuál es la diferencia? _____

Parte 2: Todos necesitamos usar las redes sociales de manera consciente, segura y responsable. Esto incluye establecer límites saludables. Revisa las siguientes preguntas para establecer tus propios límites y crear un plan de acción para las redes sociales.

1. Las redes sociales pueden quitarte mucho tiempo y hacer que te distraigas. ¿Qué límites puedes establecer respecto a cómo y cuándo utilizar las redes sociales para que no te excedas y evitar distracciones? Ejemplos: Usar dispositivos tecnológicos en determinados momentos del día. Dejar mi teléfono por la noche. Establecer horarios para realizar actividades físicas sin dispositivos tecnológicos.

Mi límite: _____

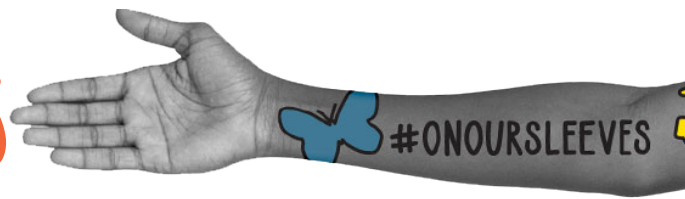
2. Las redes sociales pueden ser una fuente de negatividad cuando la gente publica (o republica) cosas hirientes o vergonzosas, cuando nos comparamos con otros, o cuando nos enteramos de que nos dejaron de lado. ¿Qué límites puedes establecer para que tu experiencia en línea sea positiva? Ejemplos: No publicar mensajes hirientes. Dejar de seguir cuentas que me incomodan. Bloquear a las personas que acosan a otras. No indicar que me gusta o comentar publicaciones negativas. Denunciar el comportamiento inapropiado a un adulto de confianza. Evitar compararme con los demás. Recordar que todos somos diferentes y eso es bueno.

Mi límite: _____



¿Sabías que...? Por ley, los niños menores de 13 años no pueden tener una cuenta en las redes sociales sin permiso o supervisión de un adulto. ¿Ya tienes 13 años? De todas formas, debes mantener informados a tus padres para proteger tu privacidad.

HABILIDADES SOCIALES



ESTIMADOS PADRES Y REPRESENTANTES:

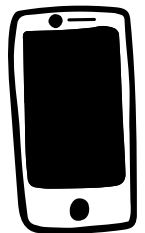
Los profesionales de salud mental de *On Our Sleeves*, el movimiento para la salud mental de los niños, se han unido a los especialistas en planes de estudio de Young Minds Inspired con el propósito de crear actividades para escuelas y organizaciones juveniles a fin de apoyar la salud mental y el bienestar de los niños.

Su hijo/a está aprendiendo a ser consciente del uso de la tecnología para comunicarse con otros. Esto incluye enviar mensajes de texto, enviar correos electrónicos, publicar mensajes, ver y responder publicaciones y video juegos. Su hijo/a esta reflexionando sobre cuándo y cómo utiliza las redes sociales y cómo su uso le hace sentir. Las redes sociales pueden ser una herramienta útil para comunicarse. Pero para los adolescentes también pueden ser una distracción, un imán atrapante y la causa de sentimientos negativos o incómodos. Para prevenir estos sentimientos y promover la positividad y el bienestar mental, su hijo/a ha estado estableciendo límites sobre cómo y cuándo utilizar las redes sociales y sobre cómo reaccionará ante publicaciones o mensajes que lo/a hagan sentir incómodo/a.

Esperamos que ponga en práctica las ideas a continuación para que pueda mantener conversaciones habituales con su hijo/a sobre las redes sociales y la salud mental, y para ayudarlo/a a descubrir actividades que nutran su mente y cuerpo de manera positiva. Para obtener más ideas e información sobre cómo apoyar a su hijo/a en la práctica y el desarrollo de habilidades sociales que favorezcan su salud mental, visite OnOurSleeves.org.

Atentamente,

El equipo de *On Our Sleeves*



AYUDE A SU HIJO/A A ESTABLECER LÍMITES SALUDABLES EN LÍNEA

Pídale a su hijo/a que le comente los límites que estableció para el uso de las redes sociales. Luego, hable con él/ella para respaldar esos límites o crear nuevos para la familia.

DETERMINE EXPECTATIVAS Y ESTABLEZCA LÍMITES PARA UTILIZAR LAS REDES SOCIALES

- ▶ Hable sobre la configuración de privacidad con su hijo/a para que sepa por qué es importante.
- ▶ Hágale saber si está supervisando sus comunicaciones en línea para mantener su seguridad.
- ▶ Trabajen juntos para establecer límites saludables en torno a las redes sociales (publicar contenido o responder mensajes).
- ▶ Recuérdele a su hijo/a que sea consciente de lo que comparte. Si el contenido es hiriente para otras personas, entonces que no lo comparta. Una vez que algo se comparte, no se puede deshacer.
- ▶ Pregunte a su hijo/a qué contenido en línea le causa incomodidad.
- ▶ Piense en lo que su hijo/a puede hacer si se siente mal con los mensajes que recibe o ve. Por ejemplo: Dejar de seguir cuentas que le incomoden. Bloquear a las personas que hacen *bullying* a su hijo/a o a otras personas. No indicar que le gusta o comentar publicaciones negativas.
- ▶ Motive a su hijo/a a hablar con usted u otro adulto de confianza si alguna vez se siente incómodo/a con algo que leyó en línea.
- ▶ Pregúntele a su hijo/a regularmente para supervisar lo que está haciendo en línea y cómo se siente al respecto.

DEFINA EL TIEMPO QUE SU HIJO/A ESTÁ FRENTE A LA PANTALLA

- ▶ Ayude a su hijo/a a equilibrar sus actividades en línea y fuera de línea.
- ▶ Incluya tiempo libre sin pantallas a su horario habitual, para usted y para su hijo/a.
- ▶ Fomente la actividad física y otras actividades sin dispositivos tecnológicos que puedan hacer en familia.
- ▶ Establezca reglas de no uso de dispositivos antes de dormir para que su hijo/a no permanezca en las redes sociales hasta altas horas de la noche.

Trabajen en familia para que el uso de las redes sociales sea una experiencia segura y positiva.

