



# ASAP

A Systemic APProach to social media  
and pre-adolescents through thinking

ASAP EDUCATIONAL PROGRAMME  
LEARNING UNIT

# ONLIFE

*Finding balance in a digital world*



Co-funded by  
the European Union



**ONLIFE:**  
**Finding balance in a digital world**  
LEARNING UNIT

Erasmus+ Programme

Key Action 2 - Cooperation Partnerships in School Education

**ASAP - A Systemic Approach to social media and pre-adolescents through thinking skills education**

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### **R3.2.1 ASAP Educational Programme Handbook**

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# Learning Unit

## Onlife: Finding balance in a digital world

### FOCUS OF THIS UNIT

#### Introduction

In today's digital age, the concept of "onlife" captures the increasingly blurred boundaries between online and offline experiences as digital media become fully integrated into our lives. This shift highlights the importance of understanding how we learn, socialize, and express ourselves in digital spaces. For educators, embracing the onlife reality is crucial for guiding young people to navigate these interconnected worlds in a responsible manner, ensuring their online actions reflect the values learned in formal and informal settings. As institutions and societies adapt to this digital fluidity, promoting responsible digital presence, enlightened citizenship, and ethical technology use becomes essential for fostering informed participation in the onlife sphere.

The aim of this learning unit is to provide educators, teachers and parents with tools, techniques and the necessary knowledge to gradually promote the growth and development of pre-adolescents' understanding of their onlife. This unit presents three activities, highly focused on experience and reflection, that intend to ultimately emphasize capacity building and agency.

#### Key Competences

Key Competences* (which the Unit aims to contribute to)	
General	Specific
<b>PERSONAL: Self-awareness</b>	<ul style="list-style-type: none"><li>• Recognizing personal habits, and their positive and negative implications.</li><li>• Awareness of personal responsibility in responsible digital platforms' use.</li><li>• Ability to critically reflect on one's own actions when using digital media, platforms and channels.</li><li>• Recognizing the importance of self-discipline and regulation when using digital media, platforms and channels.</li></ul>
<b>SOCIAL: Communication</b>	<ul style="list-style-type: none"><li>• Knowing how to express one's digital lives and routines.</li><li>• Learning how to engage responsibly with digital media, platforms and channels.</li><li>• Understanding and respecting different points of view.</li></ul>

<b>LEARNING TO LEARN: Critical thinking</b>	<ul style="list-style-type: none"> <li>• Developing critical thinking competencies.</li> <li>• Evaluating the consequences of online behaviour and choices.</li> <li>• Learning to recognise risky online practices and the future impacts.</li> <li>• Recognizing the importance of respecting boundaries and limits regarding the use of digital media, channels and platforms.</li> </ul>
<b>DIGITAL: Digital literacy</b>	<ul style="list-style-type: none"> <li>• Understanding basic concepts related to media and digital literacy.</li> <li>• Gaining awareness about how digital platforms and social media work and how they collect data.</li> <li>• Knowing what algorithms are and understanding how they make decisions based on predefined logic.</li> <li>• Understanding the lasting impact of digital actions.</li> </ul>

*\*Defined according to the LifeComp and DigComp 2.2 Frameworks*

## Learning outcomes

Learning outcomes	
Knowledge	Skills and Abilities
Learning to manage personal conduct on/offline	<ul style="list-style-type: none"> <li>• Ability to understand and assess the risks involved in sharing personal information online and to adopt responsible behaviour to protect one's privacy.</li> <li>• Ability to distinguish between public and private information and when/ what to share about oneself.</li> <li>• Understanding how to balance onlife.</li> <li>• Being mindful of risks and opportunities related to (digital) media.</li> </ul>
To understand the characteristics of active listening.	<ul style="list-style-type: none"> <li>• Ability to recognise when a person is listening actively.</li> <li>• Ability to demonstrate active listening skills.</li> </ul>
Acquiring practical knowledge about the (digital) media	<ul style="list-style-type: none"> <li>• Competence in using digital tools effectively and navigating the online world consciously and critically.</li> <li>• Learning to recognise risks and to implement strategies to mitigate/ minimize them.</li> </ul>
Recognising one's digital knowledge gaps and understanding what new competences to acquire.	<ul style="list-style-type: none"> <li>• Ability to reflect objectively on one's abilities, strengths and areas for improvement.</li> <li>• Confidence in one's ability to face challenges and achieve goals, fostering greater resilience and determination.</li> </ul>

## Work plan

Topic 1 – Digital footprint		
<b>Phase 1.a</b> <b>(Knowledge building and skills development)</b>	<b>Activity 1.a.1 – My digital footprint (the algorithm does not take responsibility)</b> Objective: address what digital footprint and algorithms mean to the participants to understand what they know/ understand about the concept (video/cartoon).	45 min
	<b>Activity 1.a.2 - Do's and Don'ts</b> Objective: to foster critical reflection about the impacts of online behaviour and to encourage participants to set personal goals for improving their digital competencies.	45 min
Topic 2 – Digital life		
<b>Phase 2.a</b> <b>(Knowledge building)</b>	<b>Activity 2.a.1 - Reverse play</b> Objective: to foster empathy, critical thinking, and open dialogue by role-playing different perspectives in common digital and social scenarios.	45 min
<b>Phase 2.b</b> <b>(Skills development)</b>	<b>Activity 2.a.2 - Digital agreement</b> Objective: to create a shared digital agreement that defines collective guidelines for responsible media use, including appropriate times, places, and mentorship roles.	45 min
Topic 3 – Onlife		
<b>Phase 3.a</b> <b>(Knowledge building)</b>	<b>Activity 3.a.1 - Viewing activity</b> Objective: to promote a collective discussion about digital citizenship, online safety, and the impact of internet culture, while encouraging critical thinking about how to interact with technology, social media, and online communities.	45 min
	<b>Activity 3.a.2 – Mapping my onlife</b> Objective: to support participants in identifying and visualizing the connections between their online and offline	45 min

	lives, fostering self-awareness about how digital interactions influence their daily routines, relationships, and sense of identity.	
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## Final products

### Digital Footprint sheet

Each participant will create their digital footprint, tracking their online behaviour and activities.

### Do's and Don'ts list

Participants will elaborate, in a collaborative manner, Do's and Don'ts posters to reflect about the impacts of online behaviour and to encourage participants to set personal goals for improving their digital competencies.

### Digital agreement

Participants will create a shared digital agreement that will present a set of collective guidelines for responsible media use, including appropriate times, places, and mentorship roles. This digital agreement can be focused on school context, family context or other personal contexts.

### Word cloud

Participants will elaborate, in a collective manner, a word cloud that will visually highlight the most common or important words related to the theme of onlife, allowing them to see key themes, ideas, or emotions at a glance. This word cloud will help reinforce learning by making connections between their thoughts, fostering group reflection, and encouraging discussion around the most prominent concepts.

## Evaluation

### Objective:

Support qualitative reflection on learning related to onlife experiences.

### Methods and tools:

Reflection prompts ("Before the activity I didn't know that... / During the activity I learned that... / After the activity I will not forget that...") with worksheet provided in the annex.

### Timing:

Apply the prompts at the three stages of the activity:

- Before: Reflect on what was new or unfamiliar before starting the activity.
- During: Consider what was learned as the activity took place.
- After: Identify the most valuable or memorable aspect of the experience.

### Roles:

Kids reflect using the prompts; educators explain the process, guide the reflection, and collect responses to evaluate the achievement of learning outcomes.

## Application contexts

The activities in this Learning Unit are designed to be flexible and adaptable in various contexts and settings.

### Classroom setting

The activities proposed in this learning unit can be conducted within Citizenship, Social Studies, ICT, Media Literacy classes. The different topics can be explored progressively or introduced as isolated themes in the classroom. The activities - such as *Reverse Play* - can also be explored in an interdisciplinary manner, exploring the potential of connecting ideas from different subjects to help students see how learning in different subjects are connected and can be used together to solve real-world problems.

### School or Community Libraries

As libraries have been playing a relevant role in terms of introducing and exploring topics related to media and digital literacy and citizenship, the proposed activities can also be implemented in these contexts and explored as standalone activities. The *Viewing activity - Ralph Breaks the Internet* can be conducted by libraries both as a media/ digital literacy and film literacy activity, inviting other members of the community to actively engage in the viewing and discussion, stimulating collective learning.

### Family and Community workshops

The activities in this learning unit can extend beyond the classroom and be explored within family and community settings. Families can engage with the suggested topics not only to improve their knowledge related to media and digital literacy and Citizenship, but also to support and reinforce students' understanding. Activities such as the Digital Agreement can also be adapted and implemented in family context to support parents and carers to address topics related to digital citizenship, life and citizenship.

## Links with other LUs

- **Authenticity & Authority:** examines credibility, authenticity, and authority in online contexts.
- **Communication:** explores norms of digital communication, from tone and audience to privacy choices.
- **Emotions:** connects online experiences with emotional responses and strategies for regulation.
- **Role Models:** considers the influence of online figures and peer groups on choices and identity.

# WHAT YOU NEED TO KNOW

## Cognitive and psychosocial development in pre-adolescence

In today's world, whether we're browsing social media, shopping online, or working remotely, digital media are (almost) fully integrated into our everyday lives. For individuals of various ages, this shift means recognizing that the digital world is no longer just a place to browse - it's a space where children and adults alike learn, socialize, and express themselves. The concept of Onlife refers to this interconnection - the increasingly blurred boundaries between online and offline experiences in the digital age. Coined by Luciano Floridi (2015) it is about understanding how the line between these two worlds is disappearing, mirroring our lived experience of 'ever-increasing' omnipresence of information and communication technologies.

For educators, understanding the Onlife reality helps provide tailored guidance, learning and development opportunities for younger people in order to balance these spaces and ensure their online actions align with the values taught in formal and informal learning spaces.

The Onlife concept extends to educational, social, and other systems. Institutions and different actors need to adapt to the fluidity between online and offline spaces. This interconnectedness raises questions about equity, access, and the ethical implications of technology in societies. If we focus specifically on educators, it is increasingly essential to teach (and learn) about socialization processes in digital contexts, digital presence and thus digital citizenship. Holistic and integrated approaches to addressing both the benefits and challenges of the Onlife reality are crucial to ensure that the different generations, and particularly the younger ones, understand the scope of their online actions.

The tools provided below adopt a developmental approach and follow the experiential learning method with the aim of fostering continuous growth and self-reflection, empowering educators and learners to actively engage in real-life experiences, reflect on their actions, and apply newly acquired knowledge and skills to both their personal and digital lives.

### **Experiential Learning**

Experiential learning is a dynamic process in which learners acquire knowledge through direct experience, rather than traditional instruction. This approach emphasizes the relevance of learning by doing (Dewey, 1971), with learners engaging in activities that reflect real-life challenges as to encouraging them to apply theoretical concepts in practical settings. Therefore, knowledge is generated through a transformative learning experience (Kolb, 1984; Moon, 1992).

According to David Kolb the ideal process of learning is divided into a four-step Experiential Learning Cycle:

- **Concrete Experience:** The learning process begins when a learner uses senses and perceptions to engage in what is happening now.
- **Reflective Observation:** After the experience, a learner reflects on what happened and connects feelings with ideas about the experience.
- **Abstract Conceptualization:** The learner engages in thinking to reach conclusions and form theories, concepts, or general principles that can be tested.

- Active Experimentation: The learner tests the theory and applies what was learned to get feedback and create the next experience.

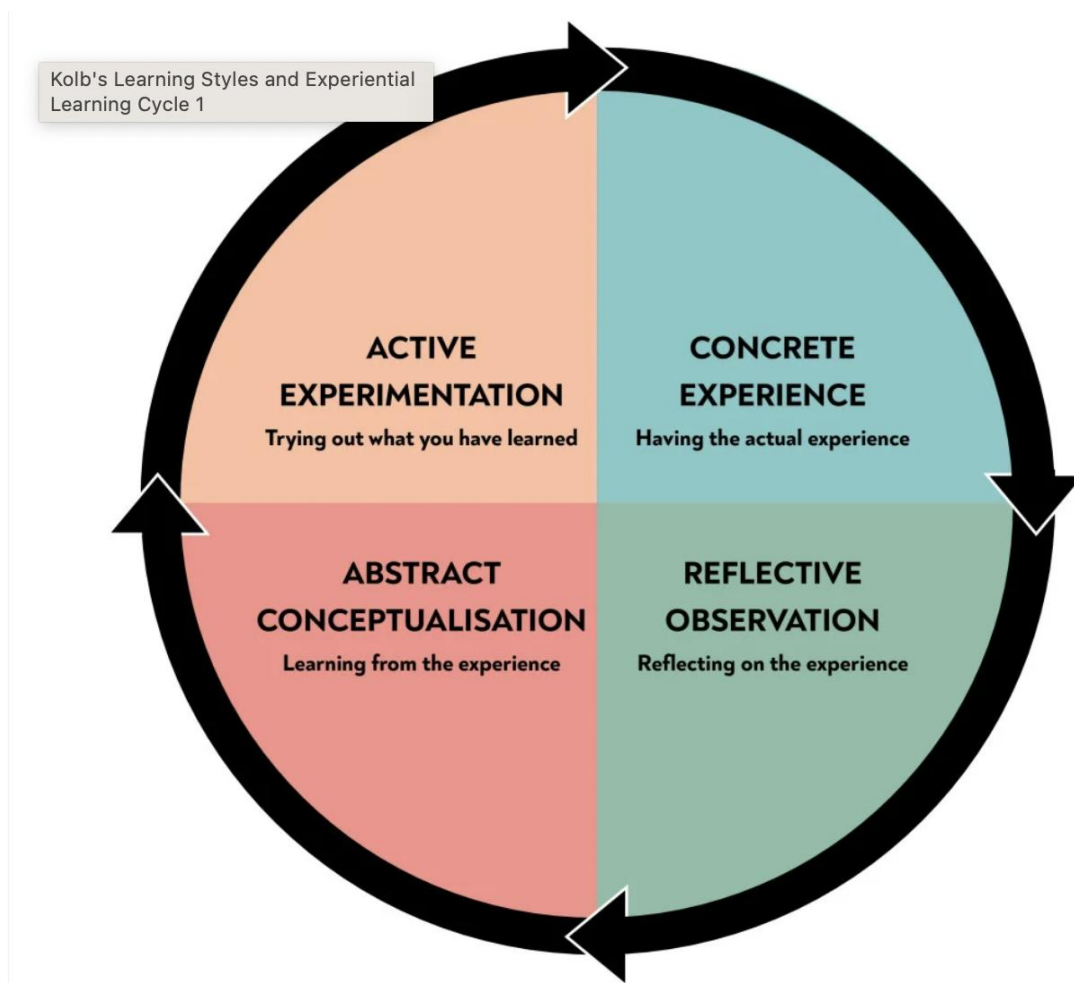


Figure 1 - Experiential Learning Cycle by David Kolb. @simplypsychology.org

These four stages form the foundation of many experiential learning models used today.

Other authors, such as Jennifer Moon (1999; 2004) expand on Kolb's model by emphasizing the importance of reflection in experiential learning.

She argues that reflective practice allows learners to make sense of their experiences, leading to greater self-awareness and personal growth. Reflection is, according to Moon, a transversal and fundamental process that allows individuals to reach deeper levels of knowledge. Through this process, learners can identify gaps in their understanding, challenge their assumptions, and develop new perspectives that contribute to their overall development. In other words, reflection allows one to revisit learning and retell a past event in order to learn from it (Tur, Challinor, & Marín, 2016, p. 7). Learning is therefore a process that occurs when an individual expresses and shares the knowledge acquired through writing, oral expression or other means (Moon, 1999; 2004).

Experiential learning also promotes the development of key skills that are essential in both personal and professional contexts. Dewey (1971) highlights that learning through experience cultivates

problem-solving abilities, critical thinking, and adaptability. In a rapidly changing world where traditional learning methods may no longer be sufficient, these skills are increasingly valuable.

Moreover, in this reflection and learning process, collaboration is a fundamental part. Engaging in group activities that require learners to work together to achieve common goals highlights the social aspect of experiential learning - it not only enhances knowledge acquisition but also strengthens interpersonal relationships and teamwork abilities.

Learn more about Experiential Learning [here](#).

Further reading suggestions:

- Floridi, L. (Ed.). (2015). *The onlife manifesto: Being human in a hyperconnected era*. Springer. <https://doi.org/10.1007/978-3-319-04093-6>

# HOW THE UNIT WORKS

## Topic 1: Digital footprint

In the digital world, every online action contributes to a personal digital footprint - the trail of information each person leaves behind online. This footprint includes posts, shares, search history, and other interactions, all of which shape our digital identity. Once shared, online actions are often permanent and can be viewed by friends, family, schools, or (future) employers. Understanding the digital footprint, how it is formed, and its implications is important as it affects privacy, reputation, and even future opportunities.

### What will the participants learn?

This set of activities will help students understand what a digital footprint is, how it's created, and why it matters. Through active reflection and engaging exercises, they'll explore how their online behaviour impacts their identity and learn strategies for making safe, thoughtful choices to protect their privacy and reputation. These activities aim to empower students to be responsible digital citizens who understand the long-term impact of their online presence, shaping an internet culture that values respect, safety, and integrity.

### Learning outcomes

Knowledge:

- Learning to manage personal conduct on/offline
- Acquiring practical knowledge about the (digital) media
- Recognising one's digital knowledge gaps and understanding what new competences to acquire.
- Producing innovative responses/change.

Skills and abilities:

- Ability to understand and assess the risks involved in sharing personal information online and to adopt responsible behaviour to protect one's privacy.
- Ability to distinguish between public and private information and when/ what to share about oneself.
- Understanding how to balance online.
- Being mindful of risks and opportunities related to (digital) media.
- Knowing how to use digital tools effectively and navigating the online world consciously and critically.
- Learning to recognise risks and to implement strategies to mitigate/ maximise them.
- Ability to generate original ideas and creative solutions to challenges and problems.
- Ability to transform ideas into concrete actions and to promote positive change through the introduction of new approaches and practices.

## Space configuration

Ideally, the space should allow for activities in pairs and small groups. The space should have a projector or monitor to allow for the projection of video contents. Whenever possible, participants should also be able to sit in a circle or semi-circle to encourage interaction and exchange of ideas.

## Methods and pedagogical techniques used

- Pre-comprehension and explanation
- Individual, pair work and group discussion
- Role-playing
- Whole-group discussion

## Tools

- Computers or tablets with internet access
- Blackboard or flipchart
- PPT presentation (optional)
- Pens, crayons
- Monitor or projector

## Overview of the activities

### Activity 1.a.1 – My digital footprint

Students explore the concept of a digital footprint by reflecting on how online actions leave permanent traces. Through discussion and examples, they learn how algorithms collect data and how digital footprints impact privacy, reputation, and future opportunities. The activity encourages students to take responsibility for their digital presence.

### Activity 1.a.2 – Do’s and Don’ts

Students develop guidelines for responsible online behaviour by distinguishing between positive and negative digital habits. Through brainstorming and group work, they create practical lists of “Do’s” and “Don’ts” for maintaining a safe, respectful, and thoughtful digital presence.

Detailed step-by-step instructions for these activities are provided in Activity Plan in the Annex.

## Topic 2: Digital life

Digital Life refers to how technology and the internet shape our daily experiences, from communication, to learning, work, and social interactions. Technology offers opportunities for global connection, personalised learning, and creativity, it also presents challenges such as managing screen time, online privacy, and ethical concerns. Therefore, understanding digital life is crucial, as it helps people make informed decisions about their technology use, balance online and offline activities, and become responsible digital citizens. By reflecting on their digital behaviours, people can navigate the digital world more thoughtfully.

## What will the participants learn?

This set of activities will help students explore the concept of digital life, understanding how online actions shape an individual's digital footprint and impacts its identity and reputation. Participants will gain awareness of online privacy, security, and the importance of managing personal information. Besides this, the activities will encourage a balance between online and offline life, highlighting the effects of excessive screen time on mental health.

## Learning outcomes

Knowledge:

- Understanding each other's perspectives on digital life.
- Evaluating the consequences of online behaviour and choices.
- Recognizing personal habits and collective challenges, and their positive and negative implications.
- Improving dialogue about digital habits and challenges.
- Working together to solve problems and generate agreements.

Skills and abilities:

- Ability to understand and assess the risks involved in sharing personal information online and to adopt responsible behaviour to protect one's privacy.
- Ability to distinguish between public and private information and when/ what to share about oneself.
- Understanding how to balance onlife.
- Being mindful of risks and opportunities related to (digital) media.
- Competence in using digital tools effectively and navigating the online world consciously and critically.
- Learning to recognise risks and to implement strategies to mitigate/ maximise them.
- Ability to reflect objectively on one's abilities, strengths and areas for improvement.
- Confidence in one's ability to face challenges and achieve goals, fostering greater resilience and determination.
- Ability to generate original ideas and creative solutions to challenges and problems.
- Flexibility in adapting to changes and seeking new opportunities, even in uncertain or changing contexts.
- Ability to transform ideas into concrete actions and to promote positive change through the introduction of new approaches and practices.
- Creative Problem-solving
- Peer-to-peer learning and support

## Space configuration

Ideally, the space should allow for activities in pairs and small groups. The space should have a projector or monitor to allow for the projection of video contents. Whenever possible, participants should also be able to sit in a circle or semi-circle to encourage interaction and exchange of ideas.

## Methods and pedagogical techniques

The methods used in this phase will include:

- Pre-comprehension and explanation
- Individual, pair work and group discussion
- Whole-group discussion

## Tools

- Computers or tablets with internet access
- Blackboard or flipchart
- PPT presentation (optional)
- Pens, crayons
- Monitor or projector

## Overview of the activities

### Activity 2.a.1 – Reverse play

Students critically watch and reflect on a short video or animation related to online life. They explore their emotional reactions, analyse the message, and discuss how digital and offline experiences are intertwined. The activity encourages emotional awareness and thoughtful engagement with media.

### Activity 2.a.2 – Digital agreement

Students work together to create a “Digital agreement” — a set of shared principles for respectful and responsible online behaviour. Through discussion and collaboration, they identify important values and rules for digital life, promoting ownership and accountability within the group.

Detailed step-by-step instructions for the activities are provided in Activity Plan in the Annex.

## Topic 3: Onlife

The idea of onlife relates to the integration of our online and offline worlds. In the age we are currently living, deeply mediated by digital technologies, digital interactions are intertwined with real-life experiences. Technology influences how we communicate, learn, and navigate relationships, and often blur the lines between virtual and physical spaces. For this reason, understanding onlife is essential for recognizing how these two realms affect our identities, decision-making, and well-being. This set of activities helps participants explore the opportunities and challenges of living in an onlife world, promoting critical thinking and strategies for achieving balance.

### What will the participants learn?

This set of activities will help participants explore the opportunities and challenges of living in an onlife world. Strongly centred on reflection and experiential learning, these activities will promote critical thinking and strategies for achieving balance between awareness and responsibility.

## Learning outcomes

Knowledge:

- Recognize the integration of online and offline experiences
- Understand how online and offline world interactions influence each other and how experiences
- Ethical and responsible digital media use and behaviour
- Producing innovative responses/change.

Skills and abilities:

- Ability to understand and assess the risks involved in sharing personal information online and to adopt responsible behaviour to protect one's privacy.
- Ability to distinguish between public and private information and when/ what to share about oneself.
- Ability to identify strategies that can contribute to maintain a healthy onlife balance
- Being mindful of risks and opportunities related to (digital) media.
- Learning to recognise risks and to implement strategies to mitigate/ maximise them.
- Learning to create a positive an authentic onlife presence

## Space configuration

Ideally, the space should allow for activities in pairs and small groups. The space should have a projector or monitor to allow for the projection of video contents. Whenever possible, participants should also be able to sit in a circle or semi-circle to encourage interaction and exchange of ideas.

## Methods and pedagogical techniques

The methods used in this phase will include:

- Pre-comprehension and explanation
- Individual, pair work and group discussion
- Whole-group discussion

## Tools

- Computers or tablets with internet access
- Blackboard or flipchart
- PPT presentation (optional)
- Pens, crayons
- Monitor or projector

## Overview of the activities

### **Activity 3.a.1 – Viewing activity: watch, feel, think**

Students critically watch and reflect on a short video or animation related to online life. They explore their emotional reactions, analyse the message, and discuss how digital and offline experiences are intertwined. The activity encourages emotional awareness and thoughtful engagement with media.

### **Activity 3.a.2 – Mapping my onlife**

Students create a personal “Onlife Map” to visualize the connections between their online and offline lives. By mapping their activities, interactions, and identities, students gain deeper insight into how digital spaces are integrated into their everyday experiences.

Detailed step-by-step instructions for the activities are provided in Activity Plan in the Annex.



# ACTIVITY PLANS & WORKSHEETS



## Activity 1.a.1 - MY DIGITAL FOOTPRINT (THE ALGORITHM DOES NOT TAKE RESPONSIBILITY)



### Objective

- To raise awareness of how personal online activities create a lasting digital footprint.
- To understand how algorithms use digital footprints and how this shapes online experiences.
- To encourage reflection on personal responsibility in digital life.

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### Preparation

- Traditional classroom setup for individual reflection and small group discussion.
- Printable Worksheet 1: "Mapping My Digital Footprint" (one per student).
- Whiteboard or flipchart and markers.
- Prepare a simple definition and examples of **digital footprints** to display.
- Prepare a few quick examples of how algorithms use footprints (e.g., recommending videos, targeted ads, search results).

---

### Step-by-step instructions

#### 1. Introduction (5 minutes)

- **Explain the objective:** "Today we'll explore how everything we do online leaves a trace — a digital footprint — and how algorithms use this to shape what we see online."
- **Key ideas to introduce:**
  - A **digital footprint** is the trail of data you create when you use the internet.
  - Algorithms analyze this trail to predict and influence what you see and do online.
  - **Algorithms do not think** — they calculate based on your activity, not on ethics or fairness.

- **Warm-up question:**  
"What do you think the internet knows about you based on what you search, watch, or like?"
- 

## 2. Practical Exercise – Mapping Digital Footprints (20 minutes)

### Step 1: Individual reflection (10 minutes)

- Distribute Worksheet 1 and Worksheet 2 to each student.
- Students map their **typical online activities** over one day:
  - Websites visited
  - Social media interactions
  - Videos watched
  - Online shopping
  - Messages sent
- Then the students think about the impact their activity makes – is it positive, negative, neutral?
- Then, on the Worksheet 2, for each activity, students answer:
  - What information am I leaving behind?
  - Who might be collecting this information?
  - What are the consequences?

### Step 2: Small group sharing (10 minutes)

- Students form small groups (3–5 participants).
  - Each student shares **one or two surprising footprints** they realized they leave.
  - Groups discuss:
    - How could these footprints affect what algorithms show you next?
- 

## 3. Group Reflection and Discussion (10 minutes)

- View one of the suggested videos to prompt a final discussion with participants about the importance of understanding how to protect their digital footprint and use digital media in a safe and responsible manner.
- Suggested videos (choose according to target group):
  - [A Message From Ella](#)
  - [Net com Consciência \(Conscious Net\)](#)
  - [Teen Voices: Oversharing and Your Digital Footprint](#)

- [Digital footprints | Michelle Sadrena Pledger | TEDxHollywood](#)
  - [Digital Footprints](#)
  - Discuss with the full class:
    - "What surprised you about your digital footprint?"
    - "Can you think of an example where an algorithm influenced your decision or opinion?"
    - "Why is it important to be aware of our digital footprints?"
  - Summarize key learning points:
    - Our online actions create data that stays online for a long time.
    - Algorithms use this data without understanding context, ethics, or personal values.
    - Being aware helps us make more conscious online choices.
- 

## Concluding the activity

### 1. Recap of key learnings

- Every online action leaves a trace.
- Algorithms use traces to predict behavior — but they don't understand human values.
- Awareness gives us more control over our digital lives.

### 2. Personal reflection

Ask students individually:

- "What is one small habit you could change to protect your digital footprint?"

### 3. Group sharing

Invite a few students to share:

- One action they would recommend to a friend to stay in control of their online life.

### 4. Reinforce the takeaway

Display this message:

*"Your digital footprint is your online shadow. Walk wisely."*

---



## Optional next steps

### Home assignment

Students keep a "Digital Footprint Diary" for one day and reflect on what they learned.

# What Is a Digital Footprint?

## Definition:

- A digital footprint is all the information you leave behind when you use the internet.

## Examples:

- Posts, photos, and videos you share
- Comments you write
- Websites you visit
- Videos you watch
- Apps you download
- Products you search for or buy
- Messages you send

## How Is Your Digital Footprint Used?

- **Algorithms track your activity to suggest content and ads.**
- **Companies collect your data for marketing.**
- **Your online actions can shape your public image and future opportunities.**

### Important facts:

- **Your footprint lasts — Even deleted posts can sometimes be recovered.**
- **Algorithms do not think — They react to data, not to what is right or wrong.**
- **You have the power — Every click, like, and share shapes your footprint.**

## Quick Tips for Managing Your Digital Footprint

- **Think before you post.**
- **Review your privacy settings.**
- **Be mindful of what you like, share, and comment on.**
- **Remember: You are building your online story.**



**Learning Unit: Onlife**

**Activity 1a1 - My digital footprint**

**Worksheet 1 - to print**

**Tasks:**

1. List all your online activities into the footprint.
2. Think about the impact of the footprint you leave and sort your online activities into the boxes - what impact your activity makes?

**Positive impact**

**Negative impact**

**Neutral Impact**

**I dont know**



**Learning Unit: Onlife**  
**Activity 1a1 - My digital footprint**  
**Worksheet 2 - to print**

**Task:**  
**Assess your activities from the previous worksheet**

Activity	What information am I leaving behind?	Who might be collecting this information?	What are the possible consequences?



This material has been developed within the Erasmus+ project ASAP - A Systemic Approach to social media and pre-adolescents through thinking skills education



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# How Algorithms Use Your Digital Footprint

## Recommending Videos

- **Example: You watch several travel vlogs on YouTube.**  
→ **The algorithm suggests more travel videos because it thinks you're interested in travel.**

## Targeted Ads

- **Example: You search for "running shoes" online.**  
→ **You start seeing ads for sports brands and athletic wear on Instagram and websites you visit.**

# How Algorithms Use Your Digital Footprint

## Personalized Search Results

- **Example: You often read tech news articles.**  
→ **When you search for "Apple," the search engine shows you news about the company, not fruit.**

## Social Media Feeds

- **Example: You often like posts about pets.**  
→ **Your Instagram or TikTok feed starts showing you more cat and dog videos.**

# How Algorithms Use Your Digital Footprint

## News Recommendations

- **Example: You click mostly on political articles from one news outlet.**
- Facebook or Google shows you more news from similar sources, reinforcing your existing views.

fff

## Game Suggestions

- **Example: You play a lot of puzzle games on your phone.**
- The App Store recommends other puzzle and brain-training apps.



**Your digital footprint  
is your online shadow.  
Walk wisely.**





## Activity 1.a.2 – DO'S AND DON'TS



### Objective

- To encourage reflection on responsible online behaviour.
- To create a shared set of rules (Do's and Don'ts) for conscious and respectful online presence.
- To empower students to manage their digital footprints proactively.

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### Preparation

- Traditional classroom setup or small group tables for brainstorming.
- You Tube video to be viewed (see the list below).
- Printable Worksheet 1: "Online Do's and Don'ts" (one per student or group).
- Whiteboard or flipchart and markers.
- (Optional) Sticky notes for group brainstorming.
- Prepare a slide with the question:  
*"What makes someone a responsible digital citizen?"*

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### Step-by-step instructions

#### 1. Introduction (5 minutes)

- **Explain the objective:** "Today we'll think about how to create positive digital footprints by identifying good habits (Do's) and habits to avoid (Don'ts) online."
- **Key ideas to introduce:**
  - Small online actions can have a big impact on your reputation and opportunities.
  - Being a good digital citizen means thinking before posting, sharing, and liking.

- **Warm-up question:**  
"Can you think of a good online habit and a bad online habit?"

## 2. Practical Exercise – Brainstorming Do’s and Don’ts (20 minutes)

### Step 1: Group setup and video viewing

- Divide students into small groups (3–5 participants).
- Distribute Worksheet 1 to each group.
- Watch together one of the suggested videos. This will prompt a discussion about how their present online actions could affect their future (e.g., college admissions, job opportunities, personal relationships).
  - [Teen Voices: Oversharing and Your Digital Footprint](#)
  - [Online Privacy for Kids - Internet Safety and Security for Kids](#)
  - [What is a digital footprint | Online Safety for Kids | Digital Footprint for Kids | Online Safety](#)

### Step 2: Group work

- Each group brainstorms:
  - **At least 5 Do’s** — good habits online.
  - **At least 5 Don’ts** — risky or disrespectful behaviours to avoid.

### Examples to guide students:

DO’s	DON’Ts
Think before posting.	Post when angry.
Use strong passwords.	Share private information publicly.
Respect others’ opinions.	Bully or troll others.
Check facts before sharing.	Spread rumours.
Adjust privacy settings.	Assume content is private if posted online.

### Optional:

Groups can write ideas on sticky notes and place them on a "Do’s" and "Don’ts" wall.

## 3. Group Reflection and Discussion (10 minutes)

- Each group presents 2–3 of their best Do’s and Don’ts.
- Full class discusses:

- "Which habits are the easiest to follow?"
  - "Which habits are the hardest to remember?"
  - "How do these habits protect your digital footprint?"
  - Summarize key learning points:
    - Responsible online behaviour protects you and others.
    - Small choices build a strong, positive digital identity.
- 

## Concluding the activity

### 1. Recap of key learnings

- Positive digital footprints are built through everyday actions.
- Thinking before posting, liking, or sharing makes a big difference.

### 2. Personal reflection

Ask students individually:

- "Which Do or Don't will you start practicing today?"

### 3. Group sharing

Invite a few students to share:

- One online habit they are proud of, or one they want to improve.

### 4. Reinforce the takeaway

Display this message:

*"Post with purpose. Leave a footprint you're proud of."*

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## Optional next steps

### Creative homework

Students design a personal "Digital Responsibility Pledge" poster including 3 Do's and 3 Don'ts they want to commit to.

# What makes someone a responsible digital citizen?



## Examples of Do's and Don'ts

Do's	Don'ts
Think before posting.	Post when angry.
Use strong passwords.	Share private information publicly.
Respect others' opinions.	Bully or troll others.
Check facts before sharing.	Spread rumors.
Adjust privacy settings.	Assume content is private if posted online.

**Learning Unit: Onlife**  
**Activity 1a2 - Do's and Don'ts**  
**Worksheet**

**Tasks:**

**Brainstorm:**

- a. **At least 5 Do's — good habits online.**
- b. **At least 5 Don'ts — risky or disrespectful behaviors to avoid.**

<b>Do's</b>	<b>Don'ts</b>



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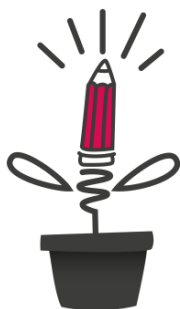
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**Post with purpose.  
Leave a footprint  
you're proud of.**





## Activity 2.a.1 - REVERSE PLAY



### Objective

- To build empathy by seeing online situations from different perspectives.
- To reflect critically on digital behaviour and its impact on others.
- To strengthen critical thinking about personal responsibility online.

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### Preparation

- Open space or flexible classroom setup for group work and short performances.
- **Scenario sheet for the role-play.** (Choose which one suits the group)
- A quick explanation of what it means to "reverse" a situation = for a child to play the role of a parent or a teacher.

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### Step-by-step instructions

#### 1. Introduction (5 minutes)

- **Explain the objective:** "Today we'll step into other people's shoes in online situations."
- **Key ideas to introduce:**
  - Online behaviour often feels different depending on whether you are the sender or receiver.
  - Understanding both sides can help you act more thoughtfully online.
- **Warm-up question:**  
"Have you ever said something online that you didn't think was a big deal — but it upset someone else?"

## 2. Practical Exercise – Reverse Role Play (20 minutes)

### Step 1: Group setup

- Divide students into two groups: one will be watching, one will be role-playing the chosen scenario.
- The acting participants will be provided with guidelines for a fictional scenario (see the Worksheets).

### Step 2: Group work – Two Role Plays (15 minutes)

- Roles will be attributed with different purposes - child plays the role of the parent/ teacher, parent plays the role of teacher/ child, teacher plays the role of child/ parent.
- After the scene is performed the other group will comment/ generate discussion about the performance.

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## 3. Group Reflection and Discussion (10 minutes)

- Full class discusses:
  - "What surprised you when you reversed the roles?"
  - "Did your view of the situation change?"
  - "How can understanding others' feelings change how we act online?"
- Summarize key learning points:
  - Online behaviour affects real people with real feelings.
  - Empathy helps us make better digital choices.

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## Concluding the activity

### 1. Recap of key learnings

- Seeing both sides of an online situation builds empathy.
- Thoughtful communication makes the digital world safer and kinder.

### 2. Personal reflection

Ask students individually:

- "What's one online habit you might rethink after today?"

### 3. Group sharing

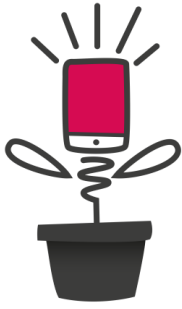
Invite a few students to share:

- One feeling they experienced while reversing roles.

### 4. Reinforce the takeaway

Display this message:

*"In the digital world, your actions have real-world impact."*



## Optional next steps

### **Creative homework**

Students write a short story showing two sides of an online situation.

# Scenario 1 - Cyberbullying and Online Respect

## Situation:

**Andrea recently joined a WhatsApp group chat with her classmates. The group has been very active, sharing memes, jokes, and comments. However, one classmate, John, has been the target of several jokes that have become increasingly mean-spirited. The group is laughing at these jokes, and John doesn't seem to say much in response. He has stopped contributing to the conversation. Andrea feels uncomfortable with the way John is being treated but isn't sure what to do. She is worried that if she speaks up, she might be the next target of teasing. She addresses the matter with her parents and encourages John to do the same, but he prefers to discuss it with one teacher.**

# Roles

**Andrea (student):** Feels uncomfortable when she sees classmates mocking John in the group chat. She's unsure whether to speak up, as she fears becoming the next target. She wants to do the right thing but doesn't know how.

**John (student):** Becomes the repeated target of jokes in the group chat. He stops responding and withdraws. He feels hurt but doesn't want to draw more attention to himself.

**Andrea's Parents:** Want to support Andrea and appreciate her sensitivity and sense of fairness. They are trying to encourage her to speak up while also ensuring she feels safe and supported.

**John's Teacher:** Listens to John's concerns and wants to find a way to address the situation gently but effectively. Looks for a way to strengthen the class's online behavior norms without putting John under more pressure.

## Guiding questions

**How should Andrea and John address this situation?  
How should parents/teacher address this situation?**

**How could Andrea's parents support her?  
How could John's teacher support him?  
How can peers support each other?**

**How could other people in the group be advised to stop the negative behaviour?**

## Scenario 2 - Online Privacy and Oversharing

### Situation:

**Thomas loves social media and often shares updates about his life.**

**Recently, he posted a picture of his new bike in front of his house, inviting friends to come over. His best friend Jordan is concerned that Thomas is oversharing personal information, so he tells their teacher, Ms. Smith, about his concerns. Ms. Smith talks to Thomas, but Thomas doesn't seem to understand why this is a big deal.**

**Later, Thomas's father sees the post and becomes worried about his son's online safety. He asks Thomas why he shared that information, but Thomas dismisses it, saying that "everyone does it." Thomas's father is unsure how to explain the risks in a way that will resonate with his son.**

# Roles

**Thomas (Student):** Thinks sharing personal details online is harmless and doesn't see the risks.

**Ms. Smith (Teacher):** Wants to teach Thomas and his classmates about online privacy but needs to connect with students who may not take it seriously.

**Thomas' Father (Parent):** Wants to protect his son but isn't sure how to communicate the dangers without sounding overprotective.

## Guiding questions

**For Thomas: Why does Thomas feel comfortable sharing personal information? How can he reconsider the risks of oversharing?**

**For Ms. Smith: How can she teach Thomas and his classmates about the importance of privacy without making it seem like she's overreacting?**

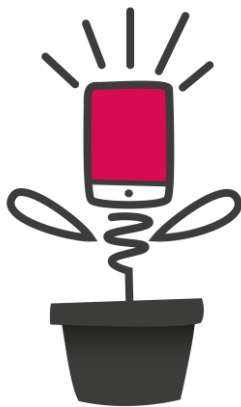
**For Thomas's Father: How can he discuss online safety with Thomas in a way that will make him listen? Should he impose rules on Thomas' social media usage?**

**In the digital world, your  
actions have real-world  
impact.**





## Activity 2.a.2 - DIGITAL AGREEMENT



### Objective

- To encourage thoughtful discussion around responsible and balanced use of digital technology.
- To help participants identify key values and behaviours that promote safe, respectful, and healthy online interactions.
- To foster awareness about the impact of digital choices on oneself and others.
- To collaboratively create a digital agreement for responsible media use in their own context (e.g., school, family, community).

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### Preparation

- Prepare three flip charts or large sheets of paper and label each one with one of the following station topics:
  - **When and where to use digital media**
  - **What and how much to use**
  - **Who does the digital mentorship**
- Arrange the room into three small group stations.
- Provide markers or pens at each station.
- Have a whiteboard or flip chart available for summarising main ideas and agreement points.
- Ensure a visible space for posting the final Digital Agreement.

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### Step-by-step instructions

#### 1. Introduction (5 minutes)

Set the scene

- Briefly introduce the activity’s purpose: to reflect on how, when, and why we use digital technologies, and to co-create shared guidelines that promote healthy digital habits.
- Ask participants to name the devices and platforms they use daily (e.g., smartphones, laptops, social media, messaging apps) and in which contexts (home, school, public spaces, etc.).

**Discussion prompts:**

- Where and when do we use digital media most often?
- What are some positive and negative effects of these habits?
- Who influences the way we use digital tools?

Write key responses on the board to warm up for the next phase.

## 2. Knowledge café (20 minutes)

- Divide participants into three small groups. Assign each group to start at one of the three prepared stations.
- Each station includes a large sheet with a guiding question/topic:
  - **When and where** to use digital media
  - **What and how much** to use
  - **Who does digital mentorship**
- Every group spends **5–7 minutes** at each station, discussing and writing down their thoughts and suggestions on the sheet.
- After each round, groups rotate to the next station and **add their ideas** or **respond to what’s already written**.
- Encourage participants to think of both practical guidelines and underlying values (respect, empathy, safety, balance).

## 3. Co-create the digital agreement (15 minutes)

**Group reflection and synthesis**

- Gather all participants and read aloud the contributions from each station.
- On a flipchart or projected document, the moderator summarises the key points raised during the café rounds.

**Create the agreement**

- Ask the group to reflect on what rules or principles they consider most important.
- Together, decide on 6–10 clear and inclusive statements that will form the Digital Agreement.
- Example statements might include:
  - “We avoid using phones during meals and conversations.”

- “We respect each other’s privacy online.”
- “We limit screen time before bed.”
- “We support younger users by modelling responsible behaviour.”

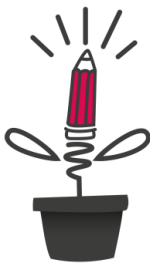
Post the final agreement on a visible space (physically or digitally), and encourage participants to share or adapt it for their own contexts (e.g. family, school group).

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## Concluding the activity

### Wrap-up and takeaways:

- Highlight the importance of reflection and shared decision-making when it comes to digital habits.
  - Ask:
    - What part of this discussion surprised you?
    - What will you take from this Digital Agreement into your daily life?
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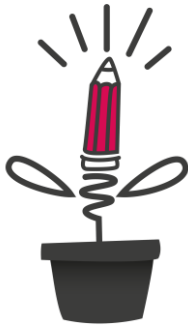


### Optional next steps:

- Encourage participants to share the agreement with their family or peers.
- Propose a follow-up session in 2–4 weeks to reflect on how the agreement is working and whether it needs to be adjusted.



## Activity 3.a.1 - WATCH, FEEL, THINK



### Objective

- To reflect on the connections between online and offline lives ("onlife").
- To discuss how online actions affect real-world experiences and relationships.
- To encourage critical thinking about digital identity and behaviour.

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### Preparation

- Traditional classroom with a screen and projector or large monitor for video viewing.
- Selected short film or video about online/offline behaviour.  
(Example: "Disconnect" short clips, "The Social Dilemma" snippets, "Your Social Media Footprint" by Common Sense Media — 3–5 minutes max.)
- You can choose from the following list:
  - [The Present - CGI Awarded short film \(2014\)](#)
  - [Are You Living an Insta Lie? Social Media Vs. Reality](#)
  - [Are you okay? | Award-Winning Short Film](#)
  - [Percentage of Life | Social Media Addiction - Short Film'](#)
  - [\\*\\*Award Winning\\*\\* CGI Animated Short Film: "Like and Follow" by Brent & Tobias | CGMeetup](#)
  - [Be Real | Award Winning Short Film on Social Media](#)
- Printable Worksheet 1: "Onlife Viewing Reflection" (one per student).
- Whiteboard or flipchart and markers.

#### Preparation tasks:

- Select and test the short film in advance.
- Prepare 2–3 key questions for post-viewing discussion.

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## Step-by-step instructions

### 1. Introduction (5 minutes)

- **Explain the objective:** "Today we'll watch a short video and think about how our online and offline lives are connected — and why our online actions matter in the real world."
- **Key ideas to introduce:**
  - Onlife means living in a world where digital and real experiences constantly overlap.
  - Online actions are not separate from real life — they influence each other.
- **Warm-up question:**  
"Do you think what you do online affects your real life? How?"

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### 2. Practical Exercise – Watching and Reflecting (20 minutes)

#### Step 1: Video viewing (5 minutes)

- Play the selected short video for the class.

#### Step 2: Individual reflection (5 minutes)

- Distribute Worksheet 1.
- Students answer 2–3 reflection questions individually:
  - What emotions did the video make you feel?
  - What message stood out to you the most?
  - What real-world consequences did the online behaviour cause in the video?

#### Step 3: Group discussion (10 minutes)

- Students form small groups (3–5 participants) and share:
  - One key takeaway from the video.
  - One change they could make in their online behaviour.

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### 3. Full Class Discussion (10 minutes)

- Discuss together:
  - "How are online and offline lives connected?"
  - "Why do you think some people act differently online than in person?"
  - "What can we do to make our 'onlife' experiences more positive?"
- Summarize key learning points:
  - Online choices shape real-world relationships, opportunities, and emotions.

- Living onlife responsibly means being the same kind, thoughtful person online and offline.

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## Concluding the activity

### 1. Recap of key learnings

- Online and offline are not separate — they are fully connected.
- Your online behaviour has real-world impact.

### 2. Personal reflection

Ask students individually:

- "What's one online habit you're proud of, and one you want to improve?"

### 3. Group sharing

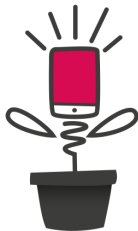
Invite a few students to share:

- One action they would recommend to others for living more responsibly onlife.

### 4. Reinforce the takeaway

Display this message:

*"You are one person — online and offline. Act with care everywhere."*



## Optional next steps

### Creative homework

Students design a digital poster or story showing a positive onlife behaviour.

**What emotions did the video make you feel?**

**What message stood out the most?**

**What real-world consequences did the online behavior cause?**

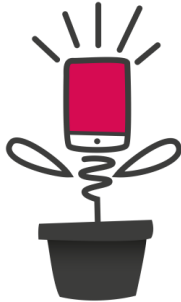


**You are one person —  
online and offline.  
Act with care everywhere.**





## Activity 3.a.2 - MAPPING MY ONLIFE



### Objective

- To help students reflect on how their online and offline experiences are connected.
- To visualize the balance between their digital and real-world activities.
- To encourage conscious decision-making about digital habits.

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### Preparation

- Tables or desks for individual drawing and reflection.
- Printable Worksheet 1: "My Onlife Map" (one per student).
- Markers, coloured pencils, or pens.
- (Optional) Large paper for creative mapping.
- Prepare a simple example of an "Onlife Map" to inspire students.

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### Step-by-step instructions

#### 1. Introduction (5 minutes)

- **Explain the objective:** "Today we'll think about how our online and offline lives are connected — and draw a map showing how these two worlds meet and mix in our everyday life."
- **Key ideas to introduce:**
  - Onlife is the reality where online and offline experiences constantly overlap.
  - Being aware of this connection helps us create a better balance and make smarter choices.
- **Warm-up question:**  
"Which parts of your life happen mostly online? Which parts mostly offline?"

---

## 2. Practical Exercise – Creating My Onlife Map (20 minutes)

### Step 1: Individual reflection and mapping (15 minutes)

- Handle Worksheet to each participant.
- The worksheet contains a circle that is divided into four sections - Friends and Social Life, Learning and School, Hobbies and Entertainment, and Daily Routines. Individually, the participants are asked to fill in each part of the circle with specific activities they do both online and offline.

### Encourage creativity:

- Students can draw, color-code, or add emojis.

### Step 2: Individual reflection questions

- After completing their map, students answer:
  - Where do you spend most of your time — online, offline, or balanced?
  - What online activity adds the most value to your real life?
  - What offline activity do you want to protect or spend more time on?

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## 3. Group Sharing and Reflection (10 minutes)

- In pairs or small groups, students share:
  - One thing they are proud of in their Onlife balance.
  - One thing they would like to change.
- Discuss with the full class:
  - "What surprised you when you made your Onlife Map?"
  - "How can we make sure our online and offline lives stay in balance?"
- Summarize key learning points:
  - Healthy balance between online and offline is important for wellbeing.
  - Awareness is the first step to better choices.

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## Concluding the activity

### 1. Recap of key learnings

- Our online and offline worlds are deeply connected.
- We can choose how much space each takes in our life.

### 2. Personal reflection

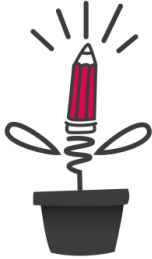
Ask students individually:

- "What small step can you take to create a healthier Onlife balance?"

### 3. Group sharing

Invite a few students to share:

- One thing they are grateful for in their offline life.



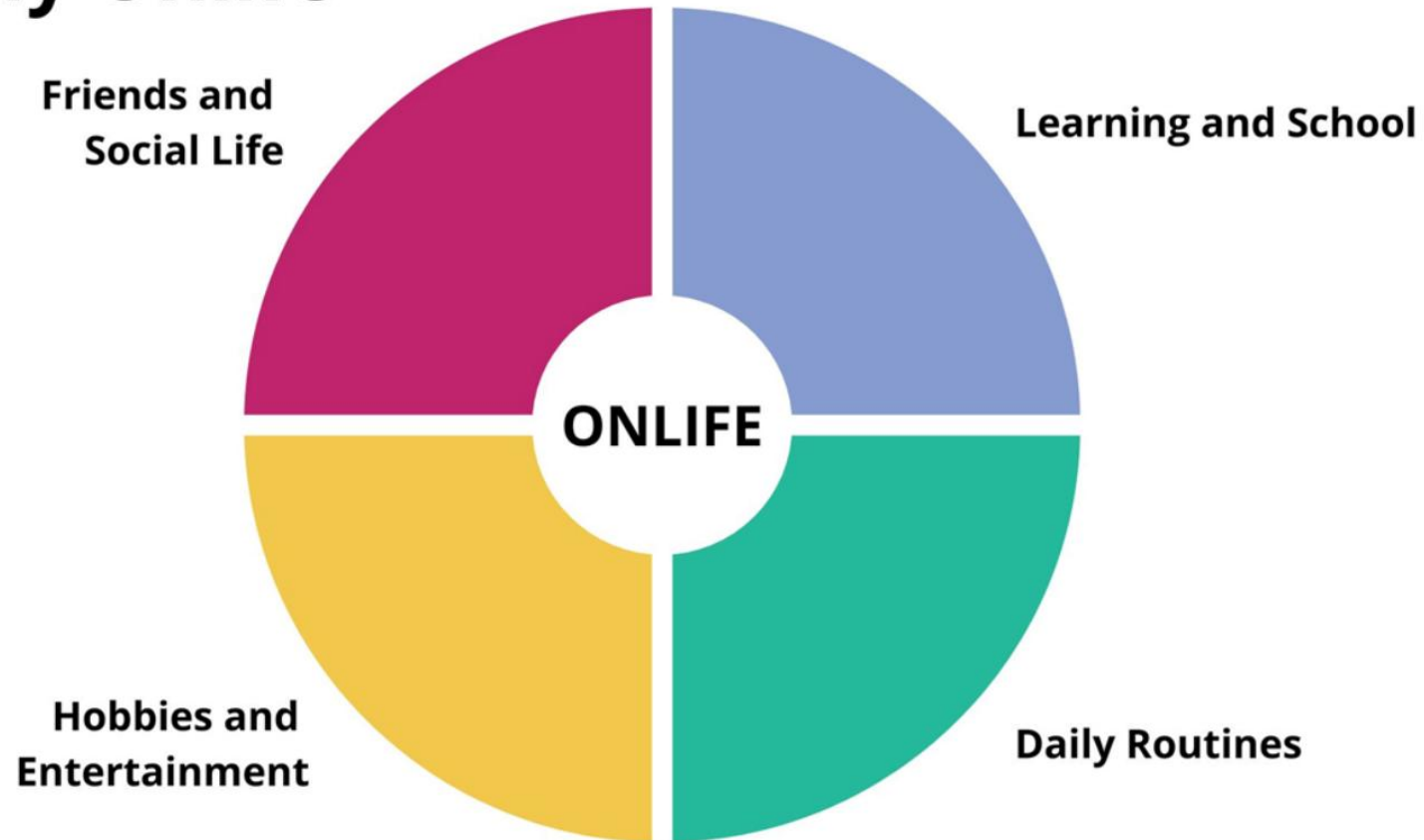
### Optional next steps

#### Creative homework

Students create a poster or collage representing their ideal Onlife balance.



# My Onlife



Learning Unit: Onlife  
Activity 3a2 - Mapping my Onlife  
Worksheet - to print out

**Task:**  
Draw your own Onlife Map. Think about  
how your online and offline lives connect  
and balance each other.

**Friends and  
Social Life**

**Learning and  
School**

**ONLIFE**

**Hobbies and  
Entertainment**

**Daily  
Routines**



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# What to add to your sheet?

## Online Activities

**Activities, people, hobbies that happen mainly online.**

Watching YouTube tutorials, Chatting with friends on WhatsApp, Playing online games, Sharing photos on Instagram, Following influencers on TikTok, Shopping for clothes online

## Offline Activities

**Activities, people, hobbies that happen mainly offline.**

Playing soccer at the park, Having dinner with family, Reading books, Going for a walk with my dog, Painting and drawing by hand, Attending school in person

## Both (Overlap)

**Activities that involve both online and offline experiences.**

Planning a school project online and presenting it offline, Organizing a birthday party via group chat and celebrating offline, Taking a photo on a trip and sharing it online  
Learning guitar through online videos and practicing offline, Meeting new friends in a game and later talking with them in real life





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