



Activity Sheet

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Exploring My Digital Self

Activity Title:

Exploring My Digital Self

Activity theme:

Digital identity and online/offline self-perception

Learning Outcomes:

- Reflect on personal online and offline identities.
- Identify similarities and differences between how young people present themselves digitally vs. offline.
- Recognise external pressures and self-perceptions linked to social media.
- Build empathy and understanding of diverse digital identities within the group.

Duration: 120min (2h)

- Energiser: 15 minutes
- Main activity (Exploring My Digital Self): 50 minutes
- Reflection: 15 minutes
- Real-Life Application: 10 minutes

Materials:

- Room, tables and chairs.
- Paper sheets, magazines, sticky notes.
- Pens, colour markers.
- Glue, tape.

Activity description:

Step 1: Introduction (10 minutes)

Energiser: Emoji Charades

- Participants divided into two groups act out an emoji/situation (without naming it), and the rest of the group, positioned with their backs to the previous one, guesses. Keep it fun, fast, and linked to digital communication.
- Explanation: In this session we will explore the difference between our online and offline selves through a creative self-portrait, reflecting on how digital spaces shape our identity and how we want to present ourselves to others.

Step 2: Main Activity - Exploring My Digital Self (50 minutes)

- Each participant creates a self-portrait collage/drawing split into two halves:
 - Online Self: how they present themselves, what others see, apps they use, filters, style, emojis, etc.
 - Offline Self: how they see themselves in everyday life (strengths, hobbies, moods, relationships, values...).
- After 35–40 minutes, participants form a circle gallery walk: everyone lays down their portraits, and the group walks around silently observing. Each participant then explains a little (2–3 minutes each).
For larger groups, consider splitting participants into smaller circles for the gallery walk so everyone has space to observe and share comfortably.
- Materials: Paper sheets, scissors, magazines, pens, colour markers, glue, tape.

Sticky note commitments: Each participant writes one practical action they could take as a peer educator to support friends (e.g., 'Remind a friend that what they see online isn't the full picture'). Place these on the wall as a collective 'action board' to inspire and guide positive peer influence.

My reflection:

Individual journaling (5 minutes): “One word that describes how I feel about my online self is... / One word that describes my offline self is...”

Real-Life Application (10 minutes): “How could exploring online vs. offline identity help you support peers who feel pressure to ‘look perfect’ online?”

Facilitator guides participants through a short grounding exercise or emotional check-in to help them process feelings safely, this could be a one-word reflection in a journal or a few deep breaths to reset before moving to real-life applications.

Group debrief notes:

- *What did creating your online and offline self-portrait make you realise about how you present yourself to others?*
- *Were there any similarities or big differences between the two sides of your portrait? Why do you think that is?*
- *How much of your online self feels authentic, and how much feels influenced by outside pressures (friends, trends, social media)?*
- *What did you notice when looking at other people’s portraits? Did anything surprise you or make you feel connected?*
- *Why do you think it’s important for peer educators to understand the differences between online and offline identities?*



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