



Activity Sheet

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From Awareness to Action

Activity Title:

From Awareness to Action

Activity theme:

Becoming a peer educator and applying what has been learned

Learning Outcomes:

- Understand the role of a peer educator in promoting digital well-being.
- Practise designing creative and realistic micro-actions for awareness and support.
- Reflect on personal experiences and recognise the value of empathy and active listening.
- Commit to one concrete action they can apply in their school, group, or community.

Duration: 120min (2h)

- Introduction: 10 minutes
- Main Activity: 50 minutes
- Reflection: 20 minutes
- Real-Life Application: 10 minutes

Materials:

- Flipcharts, A3 paper, sticky notes
- Markers, pens, post-its, magazines (optional)
- Digital tools (optional: Canva, phones for design)
- “Action Commitment Cards” (small slips of paper or index cards)
- Necessary items (challenges 2 and 4).

Activity description:

Step 1: Introduction (10 minutes)

Participants receive a bingo sheet with statements such as:

- “I have helped a friend online.”
- “I know how to report a harmful post.”
- “I’ve created or shared a positive post.”

They walk around and find peers who can sign each square.

Debrief: highlight how many skills and experiences are already present in the group.

Step 2: Main Activity - Mini Campaign Lab (50 minutes)

- Split into small groups (3–4 people).
- Each group designs a micro-campaign around digital well-being, choosing a format such as:
 - A poster with a slogan and simple tips.
 - A short role-play or skit for a school setting.
 - A reel or TikTok concept.
 - A hashtag and challenge idea.

The facilitator explains that digital tools (e.g. phones, tablets, simple editing apps) may be used only when they clearly support the campaign message (for instance to draft a post, design a visual, or test how content might appear online) and encourages groups to choose them purposefully rather than by habit.

- Provide guiding prompts:
 - What is your main message?
 - Who is your audience (friends, classmates, community)?
 - What format will you use to reach them?
- Groups present their ideas briefly (2–3 minutes each). Campaign presentations will be assessed using simple criteria: clarity of the message, relevance to digital well-being, and feasibility of putting the idea into practice. The facilitator briefly reminds participants of these three points before presentations begin.

My reflection:

- **Peer Support Circle (20 minutes)**
- Sit in a circle. Each participant is invited to share (voluntarily) a short personal digital challenge (e.g. being excluded from a group chat, feeling pressure online, being overwhelmed by screen time).
- After each share, the group responds with supportive statements like:
 - “If I were your peer educator, I would...”
 - “One way I could support you is...”
- Facilitator ensures safety, confidentiality, and no judgement. At the end, the facilitator invites participants to choose one small support action they will try in the coming week and explains when these commitments will be revisited in a future check-in, so progress and challenges can be discussed together.

Group debrief notes:

1. Each participant receives an “Action Commitment Card”.
2. Prompt: *“Write down one small action you will take as a peer educator to promote digital well-being in your group, school, or community.”*
3. They place their cards on a wall (collective commitment board) and also keep a copy/photo for themselves.
4. Closing round: each participant shares one word about how they feel leaving the session (e.g. “ready”, “motivated”, “empowered”).



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