



Activity Sheet



The Peer Educators' Backpack

Activity Title:

The Peer Educators' Backpack

Activity theme:

Getting to know ourselves and the rest of the participants a little better from the perspective of a peer educator or leader.

Learning Outcomes:

- Understand the role and responsibilities of a peer educator
- Practice active listening, group facilitation, and empathy
- Handle sensitive topics with care and confidence

Duration: 90min

Introduction: 10 minutes

The Peer Educators' Backpack (activity in pairs): 50 minutes

Debrief & Group Reflection: 20 minutes

Real-Life Application / individual Reflection: 10 minutes

Materials:

- Whiteboard/flipchart
- Computer/screen/projector for showing the video
- Printed Roleplay Scenarios (provided at the end of the activity sheet)
- Paper journal for reflection journaling

Activity description:

Step 1: Introduction (10 mins)

Introduce the session goal by letting participants know that today's focus is on gaining a deeper understanding of the role and responsibilities of a peer educator. Use the relevant PowerPoint Presentation as a session guide.

- Engage participants in brainstorming by having them identify the key qualities of an effective peer educator and
- Highlight how these qualities align with those of a strong leader. Write the answers on the whiteboard/flipchart.

Step 2: Main Activity (50 mins)

The Peer Educators' Backpack

- Show the participants the YouTube [video](#) on Peer Education and the [video](#) "Leadership Has to be Learned" by Simon Sinek.
- Ask the participants if there are any more qualities they would like to add to the already existing list on the whiteboard.
- Guide the participants to view the information on the board as their backpack and head to their next roleplay journey.
- Guide the participants to pair up (Facilitators may adapt pairing (random or chosen) depending on group dynamics) and hand out the roleplay scenarios to each of the pairs. Before starting, remind participants that these scenarios are fictional. They should not share anything personal they do not feel comfortable with. The goal is to practice active listening.
- Ask them to play out some scenarios and change perspectives, sometimes being the peer with an issue and sometimes the peer who offers support. Allow approximately 20 minutes for the role-play activity. The facilitator should circulate, support the groups, and call out time prompts to encourage role and scenario changes.
- After the role-plays, ask the participants to reflect on how they felt after and during the exchanges and if they used any characteristics discussed during the earlier roleplay and the information gained during the video.
- Ask each pair to choose one positive thought they will bring with them from the activity and one action they will try to use in the future.

Step 3: Debrief and Reflection (20 mins)

- Ask all participants to form a circle.
- Guide everyone to choose a person from the group they think is a great peer leader or has an opportunity to become one, and guide them to explain their answer in relation to the characteristics discussed during the session.

- If participants feel confident, they can also discuss some of these characteristics that they feel like they could work on themselves and want to learn more about.

Step 4: Real-Life Application (10 mins)

- Ask participants to think of ideas on how to motivate their friends and family further to become peer educators. This could be achieved by organising an event with some motivating educators/leaders in the wider community, creating an online/offline campaign about digital wellbeing, or organising a coffee-and-chat session for friends.
- As a facilitator, you should make sure to highlight that small things make a big difference. Actively listening and being there for a friend makes a difference and creates a safer world. .

My reflection:

Individual journaling (10 minutes): participants write a short reflection about how this first session made them feel answering:

- Ask participants to reflect on whether they learnt something about themselves during the activity, which could be either a strength or a weakness.
- Guide participants to reflect on what they have learnt during the session and how they can encourage more of their peers to become educators and/or leaders in the community.

Whole-group round (10 minutes): quick go-around where each person offers one word or short sentence about how they feel after the mission.

Group debrief notes:

1. *Think of an example when you witnessed a peer being great at educating/leading others. Why does the example stand out, and what made you think of it?*
2. *What is the benefit of peer education within the community?*
3. *How can you encourage more of your peers to step up and lead the way?*
4. *Why would anyone want to become a peer educator?*
5. *What are the next steps you could take to support your peers and community?*

ROLE-PLAY SCENARIOS

(SERENITY DAY 2, SESSION 1)



SUPPORTING A FRIEND WHO'S DOOM-SCROLLING

01

POSITIVE VERSION:

One peer notices a friend endlessly scrolling through distressing news. They approach with empathy, listen without judgment, and gently suggest taking a break or doing a fun activity together.

NEGATIVE VERSION:

The peer ignores the friend's feelings, jokes about their stress, or tells them to "just stop being dramatic."

NOTICING CYBERBULLYING IN A GROUP CHAT

02

POSITIVE VERSION:

A peer sees hurtful messages directed at someone in a chat. They intervene calmly, support the target, and report the behaviour if needed, showing responsibility and integrity.

NEGATIVE VERSION:

The peer laughs along, encourages the bullying, or shares the messages further.

HELPING SOMEONE TALK ABOUT BURNOUT

03

POSITIVE VERSION:

A peer notices a friend showing signs of burnout. They create a safe space, ask open questions, validate the feelings, and suggest helpful coping strategies or resources.

NEGATIVE VERSION:

The peer dismisses the stress, says "just push through," or tells them they're overreacting.

ENCOURAGING A FRIEND TO JOIN A HEALTHY ACTIVITY

04

POSITIVE VERSION:

A peer notices a friend spending all their free time alone. They invite them to a group walk or hobby session, using encouragement and inclusivity to motivate them.

NEGATIVE VERSION:

The peer dismisses the stress, says "just push through," or tells them they're overreacting.

SUPPORTING A FRIEND AFTER A MISTAKE

05

POSITIVE VERSION:

A friend shares that they messed up and gave too much personal information online to someone they don't know, and are now being blackmailed. The peer listens, reassures them that mistakes happen, and helps brainstorm solutions.

NEGATIVE VERSION:

The peer criticises, laughs at, or blames the friend instead of offering support.



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