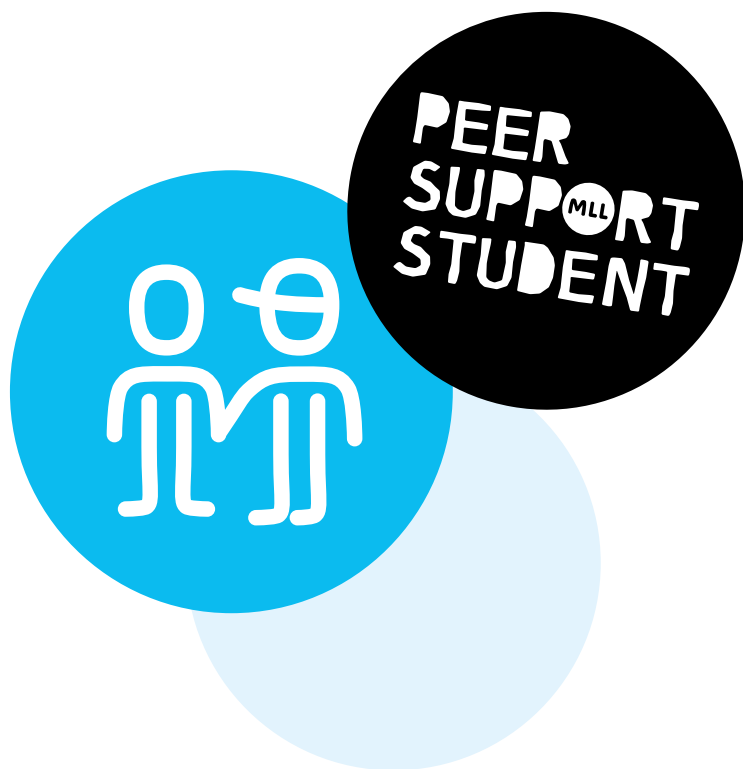


# Peer Support Student Workbook



THE MANNERHEIM LEAGUE  
FOR CHILD WELFARE

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# For you, peer support student

We are so glad you decided to become a peer support student! During the peer support student classes and during the events and activities that you have come up with, you and the other peer support students will be carrying out different kinds of exercises and plans. It is important that you all agree together what your culture of behavior is, and that you ask the other students in the school what they hope to gain from the peer support students.

Sometimes it is good to stop to analyse your own thoughts. The purpose of this workbook is to help you analyse the opinions you may have about, for example, preventing bullying, bringing lonely students in the activities, and creating a positive atmosphere in the school.

This workbook is meant to help you process your own thoughts. You can use this with a peer support student pair or a group. The workbook can be used in an optional class, or you can use it at your own pace. Agree with the peer support student instructor how this workbook should be used.



# The goals of a peer support program and the role of a peer support student

When you function as a peer support student, you are helping to create a positive atmosphere in your school, to group students and to prevent bullying. You should encourage other students to also take part, and to be an active member of the school community. As a peer support student, you are paying friendly attention to other students, especially those who seem to be lonely or left outside. At the same time, you are learning new skills and making new friends.

When you are planning your activities with the other peer support students, you should evaluate what you will realistically have time to do. Think about the things you would personally want to be involved with. Share your ideas and thoughts openly with others.

The most important part about a peer support program are small kind acts, like greeting other students and asking them how they are doing. Events can be organised to the extent that feels feasible and realistic to the group.

We need different students to act as peer support students. There is a space for those who are social and like to take center stage, but also for those who are more calm and good listeners. The most important thing is to be ready to spread a positive atmosphere, help others and learn more about how to notice other people in a positive manner.

The peer support student instructor will be there to help you. You can approach the instructor about observations you are making, like if you notice someone being bullied or being left outside of groups and activities.



## A peer support student...

- gets to be themselves
- wants to help
- understands the concept of equality among people
- is interested to develop the school atmosphere
- has interaction skills and/or wants to develop their interaction skills
- wants to inspire others to join in the action too
- maintains confidentiality and is a fair player.

## I wanted to become a peer support student because...

**Background:** There are many reasons why people want to become peer support students. In many schools, interested students are asked to share why they want to become peer support students when they apply to join the peer support program. Do you remember what originally made you interested in the peer support program in your school?

**Instructions:** Pick the things from below that made you want to become a peer support student



I wanted to...

- find something fun to do.
- influence the atmosphere in school.
- prevent bullying in school.
- prevent loneliness in school.
- help others.
- feel like I'm important.
- share my own knowledge and experiences with others.
- learn new things.
- balance the day-to-day responsibilities of schoolwork.
- become a part of a group.
- get to know new people and make new friends
- something else - what?

**SOMETHING  
ELSE  
- WHAT?**

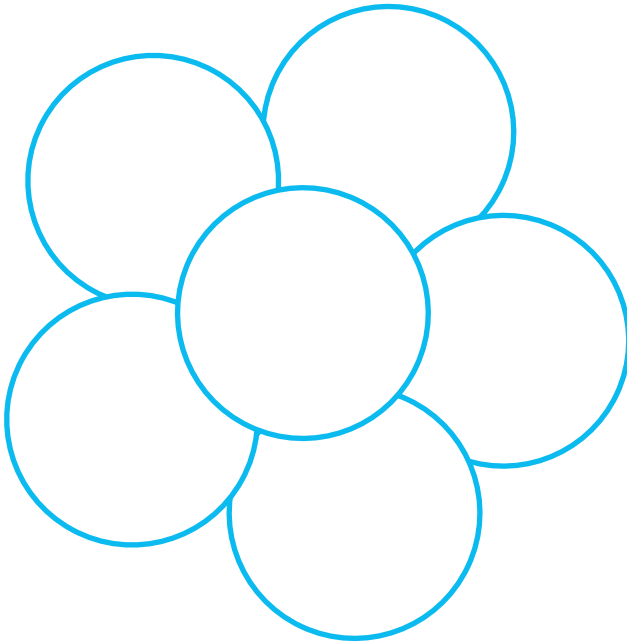
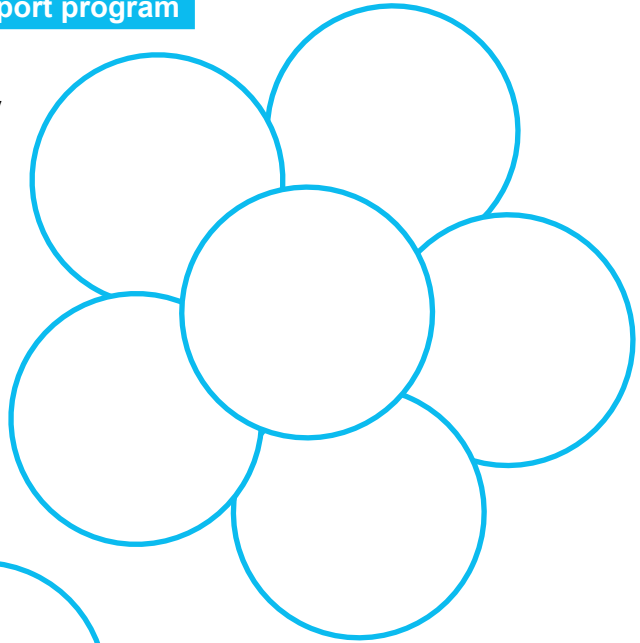
Handwritten area with dashed lines for writing.

## The goals of a peer support program

### Background:

It's good to stop to think why the peer support program is being implemented in your school. What are the goals? What would you like to achieve through these activities?

THE MOST IMPORTANT  
GOALS OF OUR PEER  
SUPPORT STUDENT  
GROUP



MY PERSONAL  
GOALS IN THE PEER  
SUPPORT PROGRAM

### Instructions:

In the petals of the first flower, write the most important goals that you agreed upon with your peer support student group. If you can't remember them, you can ask your instructor. Next to the flower, write down what activities you are planning based on these goals. In the other flower, write your own personal goals, and next to them what you can do to reach those goals.

## What is important in a peer support program

For example  
greeting  
everyone.

**Background:** The values of a peer support program are equality, voluntarism, joy, confidentiality, participation, listening to young people's voices and appreciation of youth. You have your own values too, which influenced your decision to become a peer support student. In this exercise you can analyse what those values are.

**Instructions:** Think about 1-7 things that are important to you and that you want to take into account when you are improving the school atmosphere in your role as a peer support student. Write them in the start.

Think about the things you could do during an ordinary school day, that would fit with the things you wrote down. What can you do if someone demands something of you that is in conflict with your own principles?



## The values of a peer support program

**Background:** Values are things that we think are important, and that we want to act on. When we do things together, it's good to stop to think about which values are guiding our actions and whether these actions are really put into practice.

**Instructions:** MLL has defined seven values for peer support program. Can you find them in the word search puzzle below?

M	Y	O	I	L	O	S	G	J	R	P	N	A	I	R	H	E	P
I	H	R	S	C	U	R	V	Y	I	K	U	P	W	T	U	L	A
W	O	Y	J	O	Y	I	T	O	S	T	O	P	V	U	P	F	R
M	A	R	K	N	T	K	O	S	U	U	R	R	V	A	I	I	T
L	A	T	K	F	S	A	L	L	I	S	U	E	S	C	A	I	I
S	I	S	I	I	I	S	K	O	R	Y	U	C	O	E	R	N	C
Y	H	D	E	D	W	H	A	T	A	I	S	I	U	S	I	I	I
P	T	E	K	E	K	U	T	L	O	E	K	A	S	T	U	H	P
L	U	U	M	N	E	N	T	I	A	L	I	T	Y	C	J	A	A
R	E	A	D	T	N	J	C	S	K	U	Y	I	N	A	P	T	T
L	U	O	T	I	A	M	U	K	S	E	L	O	I	S	U	U	I
T	U	L	I	A	P	U	L	I	R	O	N	N	T	I	V	O	O
H	D	E	N	L	I	H	Y	N	T	R	T	O	R	A	G	S	N
M	G	N	E	I	K	U	U	L	U	M	I	F	E	N	N	L	S
A	S	R	E	T	E	Q	U	A	L	I	T	Y	A	S	V	O	T
N	U	O	G	Y	U	D	E	N	A	W	V	O	S	T	U	S	E
U	T	U	V	E	N	T	A	Y	N	K	K	U	P	T	A	I	L
V	O	L	U	N	T	A	R	I	S	M	W	T	I	A	T	R	U
E	S	T	A	L	L	I	N	G	N	O	P	H	A	R	T	S	Y

### THE WORDS TO LOOK FOR:

participation, joy, confidentiality, appreciation of youth, voluntarism, equality.



# THE VALUES OF A PEER SUPPORT PROGRAM

**PARTICIPATION** = Peer support students plan, implement and evaluate the events and actions that they engage in.

**JOY** = Peer support program bring joy to school days.  
Peer support students help spread a joyful atmosphere.

**CONFIDENTIALITY** = You can trust a peer support student. Difficult things can be shared confidentially in a peer support student group, or with the instructor.

**APPRECIATION OF YOUTH** = A peer support program is founded on the idea that young people are the experts of their own lives.

**THE YOUTH VOICE** = The peer support students help other students to express their opinions and inform the adults.

**VOLUNTARISM** = A peer support student is engaging in volunteer work. They want to take shared responsibility and act for the greater benefit of the school.

**EQUALITY** = Equality means that we value each individual as they are. A peer support student accepts themselves and others exactly as who they are.

## What kind of a peer support student are you?

**Background:** Everyone brings their own personality to the role of a peer support student. You can always develop and learn more through the activities. In this exercise, the purpose is to think about your own opinions regarding being a peer support student.



**Instructions:** Write down answers to the questions below.

1. There are many ways to be a good peer support student. In your opinion, what is a good peer support student like?  
-----
2. A peer support student can have many responsibilities, like creating a positive atmosphere by greeting everyone, talking to students who seem lonely, or organising events. What kind of a role are you best suited for?  
-----
3. What do you want to do in your school as a peer support student?  
-----
4. With what kinds of issues can other students come to you for help?  
-----
5. How do you give positive feedback to others?  
-----
6. What puts you on a bad mood when you're functioning as a peer support student? How do you work through those emotions?  
-----
7. Is there something that you have questions about regarding the peer support student program?  
-----
8. What questions do you have for the other peer support students?  
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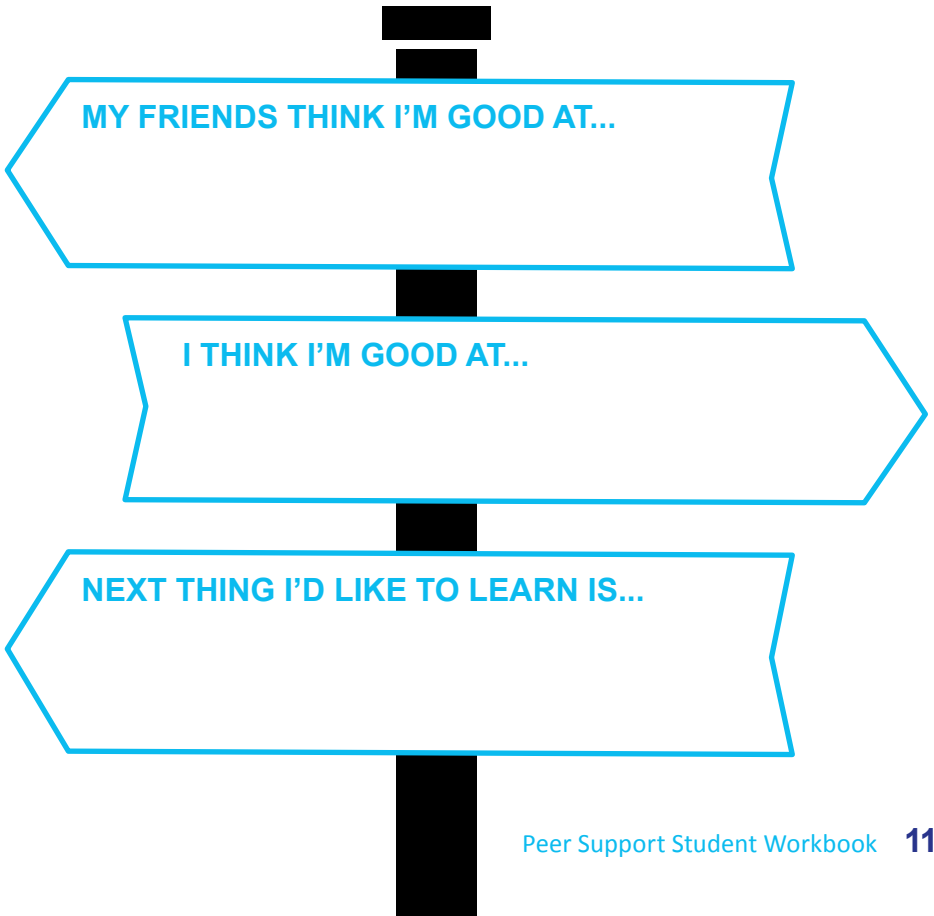
## I know and I learn

**Background:** We all have many skills and positive qualities. Some of them we notice ourselves, and some we've learned from other people. You can also always learn something new. Which direction are the road signs guiding you?

**Instruction:** Write on the road signs...

- What kind of things are you good at according to your friends?
- What do you think you are good at?
- What do you want to learn next?

The road signs have good qualities Think about how and where you want to use these qualities during this school year. How and where could you learn the things you want to learn next? What good things come from learning something you want to learn?



## What am I like?



**Background:** Sometimes it's a good idea to stop to analyse what kinds of thoughts you have about yourself and about how you act.

**Instructions:** Tick the things from the list below that fit your personality. Add things in the empty lines that weren't included in the list. If you want, you can share this list with a friend. Have a discussion about what the friend thinks about the things you selected. Would they have selected the same things, or maybe something different?

- I laugh easily
  - I like to say hi to people
  - I am calm
  - I like having people around me
  - It is easy for me to strike a conversation with other people
  - I am good at giving positive feedback
  - I get excited easily
  - I notice when someone needs my help
  - I can console people
  - I am a good listener
  - I can easily relate to other people's feelings
  - I don't have trouble sharing my feelings
  - I am good at standing up for myself
  - I like to take my time observing situations
  - I like to consider before I act.
  - Other things .....
- .....

# Let's care about each other

In every school, there are students who feel like they have no friends. Many students also experience bullying. One of your most important tasks as a peer support student is to create an atmosphere in school that allows everyone to be themselves and be a part of a group. Plan your activities in a way that makes it easy for others to come along, even for someone who feels like they don't have friends. It is easier to get to know others when you are doing things together. However, these kinds of activities might make some students uncomfortable. It can often be easier to get to know new people through a pair activity first, and then be a part of a bigger group. It is also important that a student can say no to participating in an activity, if they want to.

When youth who have experienced loneliness and bullying have been asked what kinds of things have helped them, most often it is the support from other young people. Even a small act of support can make a huge difference. Going to stand next to someone or helping them out of a tricky situation can be immensely important. As a peer support student, you can also go along with someone who has been bullied to tell the adults in the school, who will then step in to resolve the situation.

Your own attitude can impact the atmosphere in the whole school. Stand your ground firmly and make it known that you will not tolerate racist, discriminatory, or otherwise hurtful speech or behavior.

## How to include everyone?

When you are instructing 7th grade grouping activities or organising events in the school, think about ways to ensure that no one is left outside. For example:

- Select activities that are easy to take part in, even if one doesn't know anybody.
- Make sure no one is left without a partner.
- Ensure that each couple introduces themselves.
- Pick an activity that doesn't involve anyone having to make a fool of themselves or doesn't make anyone feel uncomfortable.
- Carefully think about things like Valentine's Day: could the theme be to meet one new friend, not just to do something with existing friends?
- Think beforehand how you will respond if someone breaks the rules, behaves in an inappropriate manner, or disrupts others during the game. Can you talk to a teacher beforehand and agree on how such situations should be handled?

**PEER  
SUPPORT  
STUDENT**

## Who was friendly?

**Background:** It is easier to be friendly when you've experienced someone being friendly to you..

**Instructions:** Try to remember who has been friendly to you. What did they say or do? How did that make you feel? How did you know that they were really listening to you? Did something happen as a result that would not have happened without that friendly encounter?

Write down names of people whose friendly acts have made a difference to you next to the images below.



## A recipe for a good friend

**Background:** When you get into helping or inspiring others, it's important to listen to them and ask them what they wish for. It's also a good idea to think about things you wish for from your friends in school.

**Instructions:** Be the chef of your own life and write down a recipe for how other students in school should treat you and act around you, so that you could be yourself and friendly to others. What ingredients make for a nice day for you?

# RECIPE

**Ingredients:**

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-----

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**Preparation instructions:**

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**Other things to consider:**

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What could you do to others that you also want others to do to you?

## A reporter has questions about bullying

**Background:** Peer support students are expected to behave in a friendly and compassionate manner. It's not always easy, especially if the situation involves bullying or arguing between students. Empathy means being able to understand other people's feelings and put yourself in someone else's shoes. It is still important to know how to separate your own feelings from those of the other people. Even if you are helping others, you have to take care of your own wellbeing. Don't let other people's problems impact your state of mind too much.

**Instructions:** Pretend that someone is interviewing you about the peer support program. What would you say? Think through the questions in the speech balloons. Write your answers in the empty speech balloons.

Listening to others is important. Why is it sometimes hard to concentrate on what someone is telling you?

PEER  
SUPPORT  
STUDENT

When two students are arguing and you think someone should intervene, how do you ensure that you don't end up taking one student's side over the other in an unfair manner? What should be taken into account?

MEDIA

PEER  
SUPPORT  
STUDENT



You notice that one student is constantly getting bullied during recess. What can you do?

PEER  
SUPPORT  
STUDENT

What can you do if you are getting so upset about bullying that you are losing your cool? Can you start calling the bully names and yell at them? Or push them to stand up for the person being bullied?

PEER  
SUPPORT  
STUDENT

It's important to also shield yourself from not getting too upset over other people's worries. Who can you turn to if you do find yourself getting upset?

PEER  
SUPPORT  
STUDENT

When is it useful to see the positive side of things? What harm can it do, if you're always just trying to turn everything into a positive thing?

PEER  
SUPPORT  
STUDENT

Keep in mind that when it comes to arguments or conflicts between students in the school, you can always talk to an adult. You should ask an adult to intervene when there is an argument or a bullying situation that needs to be resolved. If you are worried about another student, you can ask them how they

are doing. It is not your job to keep secrets that are too big or heavy, or to be anyone's therapist. An adult's intervention is often needed. You can help a student to make an appointment with the guidance counselor or go together with the student to talk with a teacher.

## Why did you bully?

**Background:** Sometimes students who've bullied others have very odd explanations for their actions. It is important to understand that bullying is never the victim's fault. You also need to separate arguments from bullying. In a bullying situation, one of the parties is not able to defend themselves. These situations often involve misuse of power, belittling, and ridiculing someone.

**Instructions:** Pretend that you hear a few bullies making excuses for their actions. What thoughts do you have about the following statements? Write your thoughts in the thought bubbles.

It's their own fault for being so annoying.

It was just a joke! Don't they get it?

I didn't say anything, everyone has always talked to them like that!

He/she is weird.  
He/she never says anything.

He/she always wears terrible clothes.

Well I kinda thought I shouldn't, but everyone else was laughing at him/her too.

If I was friendly to him/her, my friends would think I'm weird.

The most popular guy in our class bullies him/her, so what else am I supposed to do?

## Will you step in to stop bullying - likelihood scale

**Background:** Intervening with bullying is not always easy. You might not initially know what you can do. Sometimes you might be worried about getting bullied yourself if you try to intervene. It often helps to have an agreement with a friend or another peer support student about how you will intervene in such a situation. In this exercise, you will think about the best and most natural way for you to help in such situations.

**Instructions:** Imagine a situation that a student in your school is being bullied during recess. You think they are being embarrassed in front of everyone and that they are feeling upset. Rate the following statements based on how likely you would be to take such action.

Very likely

Most likely not

1. Talking to them, getting to know them.
2. Sitting next to them, keeping them company.
3. Sending an encouraging, nice message.
4. Giving them a good piece of advice.
5. Helping them to get out of a difficult situation.
6. Asking the one behaving in an unacceptable manner to stop.
7. Telling a teacher or some other adult about the situation.
8. Something else, what?

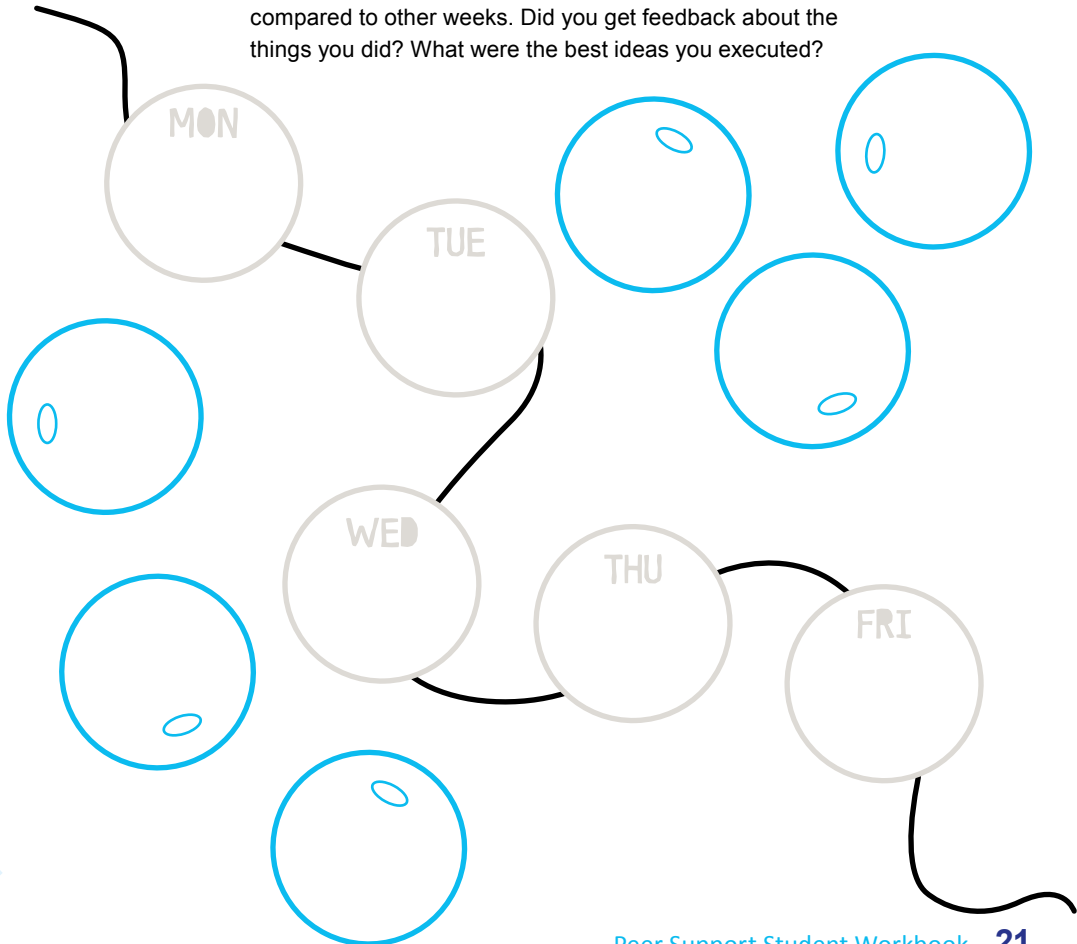
## The beads of good deeds

**Background:** Organise a good deeds week! Think of one good and friendly deed you can do in school for every day of the week.

**Instructions:** Write down in a string of beads actions you are planning to take on that day. Throughout the week, also write down good deeds and actions you might do on a whim. Write these on separate beads.

Examples of good deeds: Greet someone you didn't know before. Pick up a piece of trash every day. Let someone come in front of you in a line.

When the week is over, bring out your notebooks in the peer support group meeting. Think about how this week felt compared to other weeks. Did you get feedback about the things you did? What were the best ideas you executed?



## Getting to know the new kid in school

**Background:** Switching schools midyear can be frightening. Often, all the other kids will already have gotten to know each other. It can be hard to join the community when one doesn't know anyone. In this exercise you will think about ways to help a newcomer to become a part of the community.

**Instructions:** Write down your thoughts about the following questions.

- A.** If you were to switch schools midyear, how would you want the other students and teachers to notice you? What would you want them not to do?

.....

- B.** When a new student joins your school, it's important to remember two things:

- 1.** You have an impact on how the new student feels. The way you talk to them or what kind of an attitude you are reflecting through gestures can either improve or weaken their sense of security.

- When you want them to feel welcomed, what do you say?

.....

- What kinds of things would be important to share with the new student, so that it would be easier for them to get to know the school and other students?

.....

- What would you ask them? What would you ask them to share about themselves?

.....

- What would you definitely not say?

.....



2. You can influence other students. The way you speak about the new student has an impact on how other people perceive them.

- When you want a student to be welcomed in the school in a friendly manner, how will you speak about the student to the other students?

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- What positive things could you say?

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- What things would you not say?

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- What would you say if someone had a reserved attitude towards the new student?

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## Bring the lonely students along!



**Background:** Noticing the students who are lonely is one of the responsibilities of peer support students. How would you notice a student who is alone often? Sometimes they might even seem to be pulling themselves away on purpose.

**Instructions:** Tick three things from the below list that you will have as your personal goals.

- I will organise recess activities with other peer support students.
- I will help the 7th graders to get to know each other in the beginning of the school year and during the autumn.
- I will organise grouping games or lessons in different classrooms.
- I will start greeting every student who seems lonely every day, and talk to them about everyday things.
- I will give a friendly smile to students who seem lonely - and to others as well.
- I will invite a student who seems lonely to join my group or to be my partner in group work or during physical education.
- I will sometimes approach students I don't know and talk to them about regular stuff.
- In the cafeteria, I will sit with students who are not my own friends. Sometimes I will find a student who seems lonely and chat with them.
- I will organise events with other peer support students for the whole school, and make sure there are things to do for every participant.
- I will take a new student on a tour around the school.
- Something else, what?

**SOMETHING  
ELSE, WHAT?**

Three horizontal dashed lines on a light gray background, intended for writing a response to the 'Something else, what?' option.



# Instructing and inspiring a group

When a group of young people gathers together for the first time, for example during the fall of 7th grade, every person comes to the group with their own ideas, thoughts and backgrounds. Usually everyone wants to become a part of the group, to be accepted as they are, and to make new friends.

When you are instructing a group, make sure that first everyone gets to know at least one other student, for example through a pair exercise. After this, it will be easier to carry out exercises where you do things together, like have a conversation with someone else. Give positive feedback about the ideas and participation of group members. Your aim should be that at the end of the session, everyone is feeling good and positive. If someone doesn't want to participate, everyone has the permission to skip an exercise like this. Participatory situations might cause anxiety to some. The teacher who is there can help the peer support students to handle such a situation in a friendly manner, if it happens. Those who want to skip the exercise can do something else, though the ultimate aim is that everyone feels comfortable participating.

In a peer support group, you can inspire others by giving them positive feedback. Create an atmosphere that makes it fun to come up with new ideas, and where everyone's ideas are listened to. Together you will decide which ideas should be executed.

When you are interested in what you are doing, your interest and excitement will rub onto others. Plan activities that are meaningful for you as well. Also think about your own motivation. Why are the things you are doing right now important?

When you are instructing an exercise with other peer support students, think about the answers to the following questions:

- What was your goal? Helping students to get to know each other, creating a positive atmosphere, or something else?
- Who can participate? Is there something about this exercise that might prevent someone from participating?
- How will the participants get to know each other?
- How can the participants influence what will be done?
- How will you get the group excited about the exercise? What things make it fun to participate?

When you think of these issues beforehand, you ensure that everyone can participate equally and that it's safe for everyone to get carried away by the activity.

## Tips for preparing for a class



**Background:** Are you nervous about going in front of a group? You can prepare for it. Here are some tips.

**Instructions:** After each tip, mark a + or – sign based on whether you think the tip is good or not. Add your own tips at the end.

**Tip 1. Think of a teacher who, in your opinion, has a good way of opening classes.** How does that teacher enter the classroom (the look on their face, gestures, do they greet the students)? Where does the teacher look first? What does the teacher say first? To whom (the whole class or a specific person)?

**Tip 3. Get to know the materials well.** What are you there to tell? Think three main things that you want the students to remember after your class. Make sure you cover those three things. Walk through the topic you are about to cover a couple of days before the class. Revisit it in the morning of your class before you head out. When speaking, remember to maintain eye contact. If you have notes, don't stare at them all the time.

**Tip 2: Think about why you are holding this class.** Why is it important for the students to learn about the things you will be speaking of? Why is it important that they hear this from another student, you? Remember that you don't need to know everything. The teacher will help you if you get difficult questions. You can also reply with "that is an interesting question! I don't know the answer to it right now, but I will find out for the next class."

**Tip 4: Switch between speaking and doing** Plan the lesson in such a way that it includes a little bit of speaking, a little bit of doing, and then a little bit more speaking. You don't need to talk for long in one go. Make the participants think and do on their own as well. If you have a pair, agree beforehand who does what.

**Tip 5: Keep things simple.** Ask one question at a time - that way, it is easier for students to reply. Avoid the sense of rushing, but also avoid long pauses. Plan a clear beginning, middle and ending for the class.

**Tip 6: What to do if you feel nervous in front of a group.** Find the friendly faces in the group. Or look over the group to the back wall. If you start feeling nervous, switch positions. Take a short pause in your speech: for example, lift up your shoulders, take a deep breath, take a drink of water. Try to smile – sometimes that can also calm you down.

**Tip 7. Be yourself.** Try to think of it this way: you are here, in this moment, to talk with other students. They are interested in hearing what you have to say. You should also openly listen to their views - you will also learn a lot from this situation.

**Tip 8: Don't be afraid to fail.** You can only succeed if you try – and sometimes, when you try something, you fail. You don't have to be scared of failure. The mistake you made might have bothered you more, but most likely the others won't even remember it.

**Tip 9. Think about other tips you want to give yourself**

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## A model plan for a peer support student class

**Background:** Peer support students hold classes at least for 7th graders.  
When you are about to hold a class, make a plan beforehand.

**Instructions:** Write down a checklist on how the peer support student class will proceed and how you should prepare. Write these things down on the list below, or on a sheet of paper.

What will we be doing in class?

Who will be there?

How will we share tasks?

Is there something we need to bring with us to the classroom?

How will we prepare?

How will we inform the students about the class beforehand?

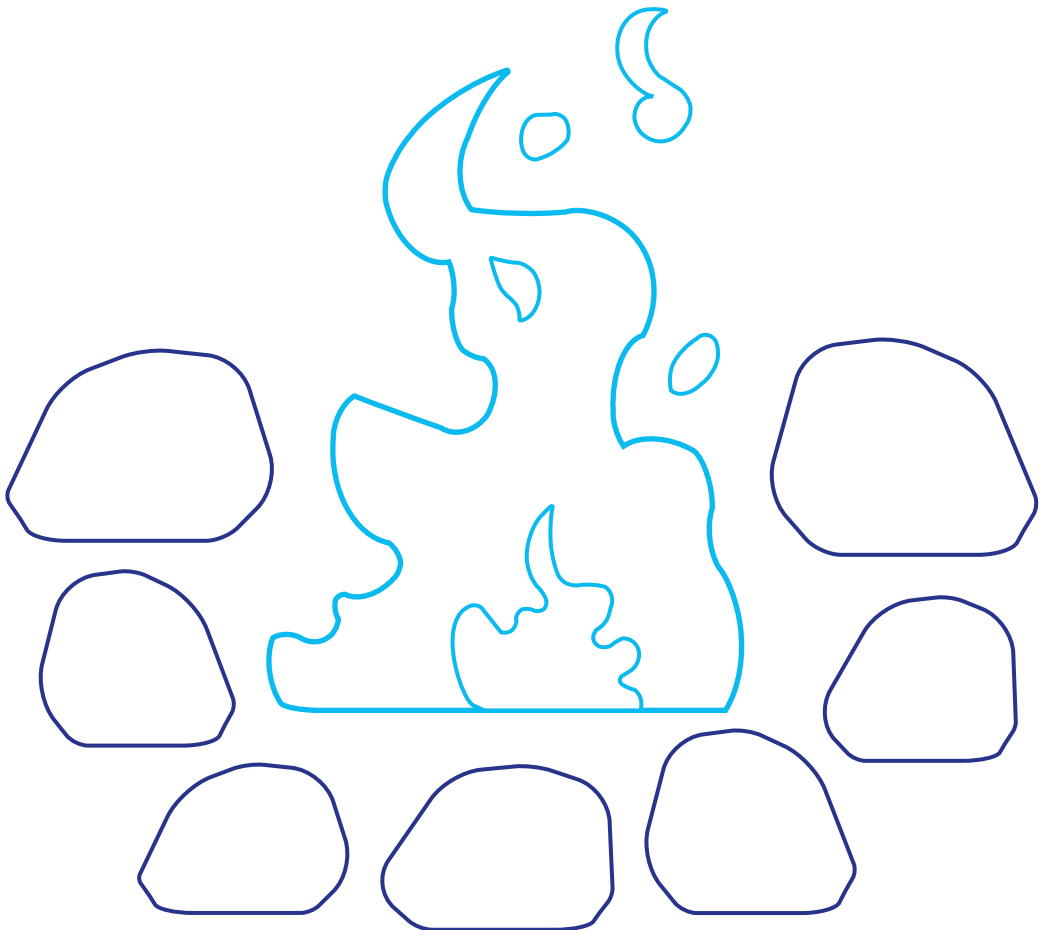
How will we ensure that everyone has a pair or a group?

## A functioning peer support student group



**Background:** Even in the peer support group, it is always a good idea to talk about shared rules. In a well-functioning group, you feel like you can be yourself and that you are doing something meaningful. What makes for a well-functioning group?

**Instructions:** What does it take to create a good team spirit and a sense of good collaboration? On the rocks of the firepit, write down things that are important to you in collaboration and teamwork. In the flames, write down what small actions you can take to make everyone feel comfortable in the group.



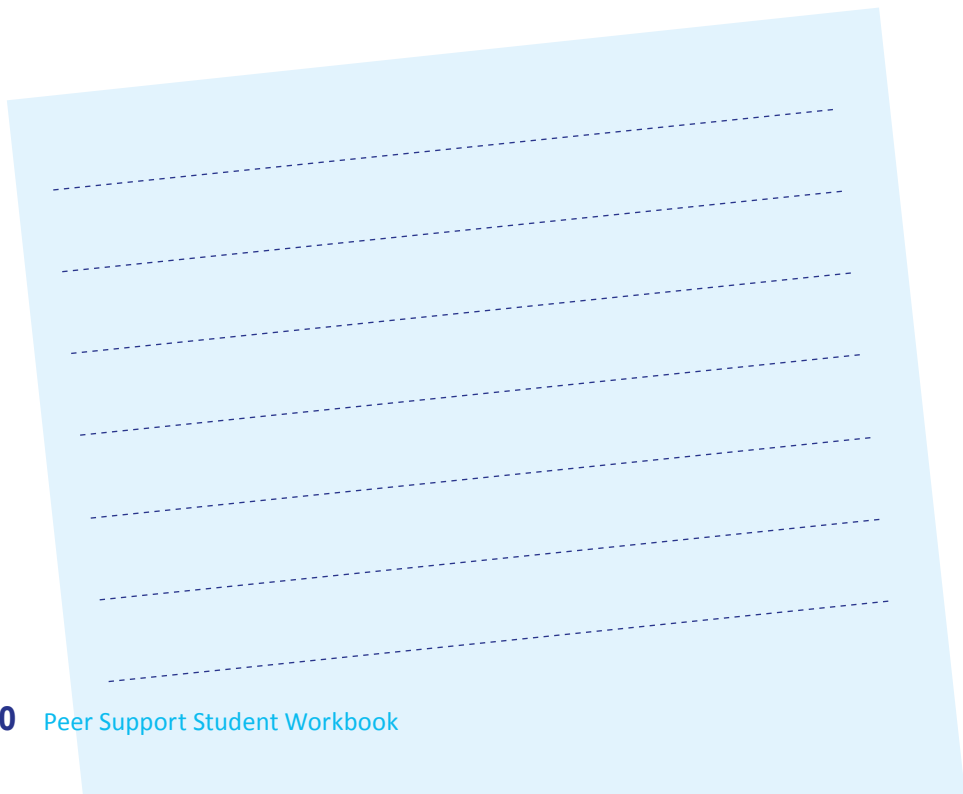
## Feeling excited?

**Background:** Group atmosphere makes a big difference for whether everyone feels comfortable throwing themselves in the games and exercises. Can you make mistakes, or do you have to worry about being made fun of? In this exercise you will think about ways to excite a group to ideate and do things together.

**Instructions:** Pick a pair. Agree that one of you comes up with and writes up a story about scenario A, and the other one about scenario B. Afterwards, have a conversation about the stories you wrote.

**Scenario A.** A student feels that the exercise suggested by a peer support student is very funny and exciting. Write up a short story about what happened in this situation and why the student felt this way. What did the peer support student do that made an impact in this situation? What did the other students do?

**Scenario B.** A student feels like the exercise that the peer support student suggested is not really funny or exciting. Write up a short story about what happened in this situation and why the student felt this way. What did the peer support student do that made an impact in this situation? What did the other students do?



Handwriting practice area with six sets of dashed lines on a light blue background.

Then talk about the following questions together:

- What was different about how the peer support students acted in the stories?
- How do you know if someone is or isn't excited?
- How does the content of the exercise or activity matter in terms of how excited the participants are?
- How does your own focus and emotional state make a difference?
- How do the other group members impact the level of excitement, or lack thereof?

## NOTES

What tips would you give to the other peer support students about how to get a group excited about something you have suggested?

Three sets of dashed lines for writing notes.



## Group roles and expectations

**Background:** In the basic course for peer support students, everyone has thought about their own roles in the classroom, in hobby groups, in the peer support student group and on social media. In this exercise you will also think about the expectations of different environments and groups. Expectations often come with thoughts about being responsible and acting fair

**Instructions:** In the frames below, write or draw the expectations that you feel are placed on you in different environments. Different environments are like different groups – in many of them, you are the participant but sometimes you are also instructing the interactions..

HOME

SCHOOL CLASSROOM

Afterwards, write down your thoughts:

From whom are these expectations coming from? .....

How do these expectations make you feel? .....

What things do you think you are handling well? .....

Who are the people who help you with being yourself? .....





**PEER SUPPORT  
STUDENT PROGRAM**



**HOBBIES**



**SOCIAL MEDIA / GAMES**



**SELF-PORTRAIT**

Draw a self-portrait,  
as you are now.

# Planning and evaluating activities



Peer support programs form their own traditions in schools, but the program can also look different in different years. The most important thing is that you and the other peer support students plan activities that are meaningful and interesting for you.

Pay attention to whether the activities you have thought of is in line with the goals you have jointly set. For example, if you are implementing a Valentine's Day event, make sure it's the kind of an event where everyone feels they can participate - even if they feel they don't really have friends.

Even though the most important thing about being a peer support student is noticing others on regular school days, for example by greeting them or helping them when they need it, events and grouping classes are also a lot of fun.

Theme days and events should be organised only a few times in a year. You can ask the previous peer support students' experiences about different events, and you should gather feedback and suggestions from students about what they wish to gain from the peer support program.

## Why organise events?

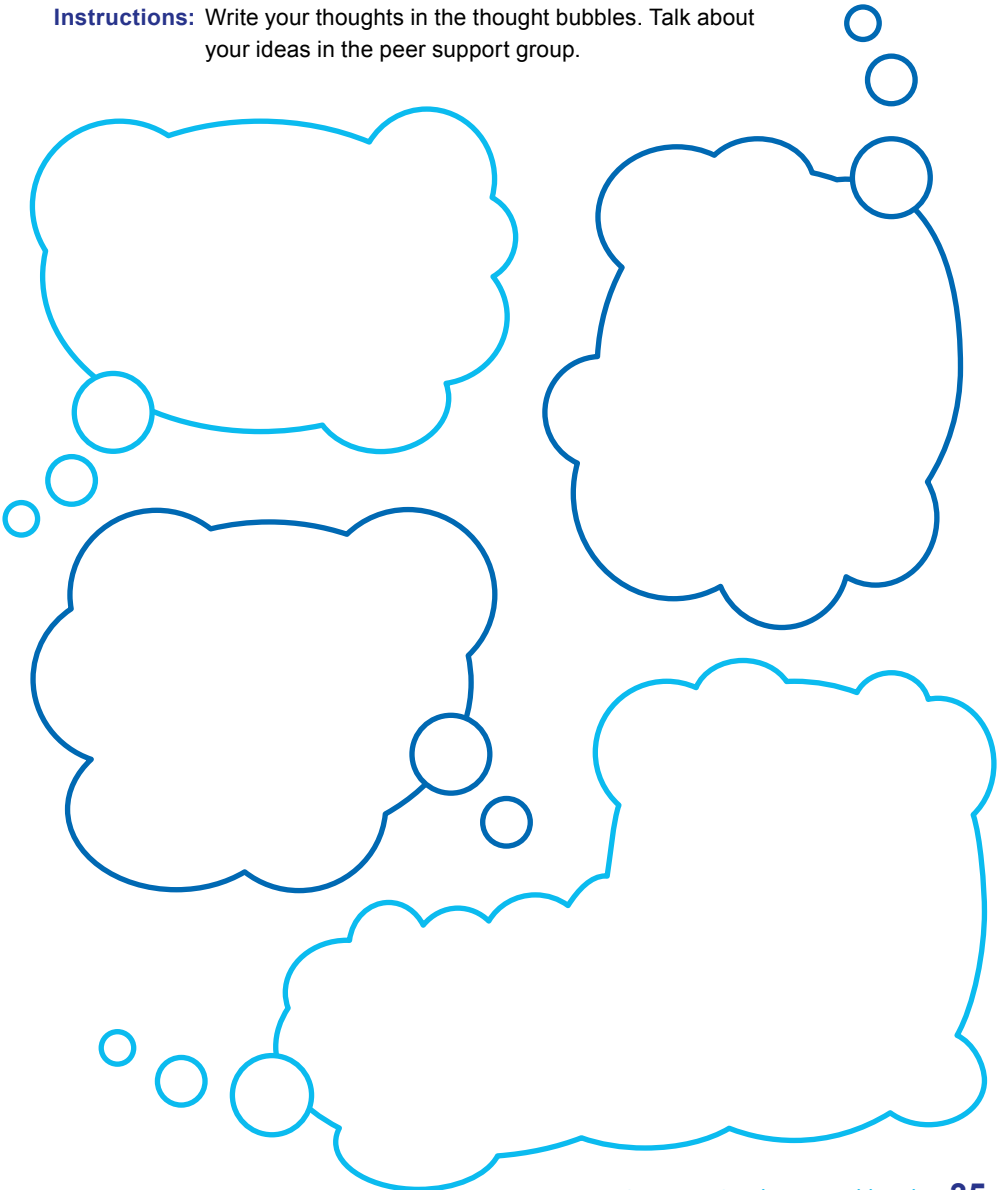
Because through events, you are also providing the opportunity for...

- getting to know other students through doing something different together
- creating a positive atmosphere together
- learning things in a new and different manner
- getting a bit of a change of pace to regular school work.

## My ideas for the peer support student year

**Background:** It is important that all support students can share their own ideas for the peer support student year, even though you will have to be selective and only implement some of them. What kinds of things do you want to do?

**Instructions:** Write your thoughts in the thought bubbles. Talk about your ideas in the peer support group.



## Annual plan

**Background:** Bring out the annual plan grid that you prepared for your peer support student group.

**Instructions:** In the grid below, write down what you want to participate in and how. You can add to your notes as your plans take shape.

<b>Daily</b> (e.g. activity xx during classes, recess, lunch break)	<b>Weekly</b> (e.g. activity xx every Friday)	<b>Monthly</b> (e.g. activity xx on the first Monday of every month)	<b>Ideas of events that will be implemented once</b> (what, when)
<b>What activity?</b>			
<b>The people responsible for implementation</b>			
<b>Participants (Which classes? Whole school? Individual students?)</b>			
<b>Planning schedule: when should the activity be planned?</b>			
<b>Communications plan. Who will be informed, when and how.</b>			
<b>Evaluation</b>			

## Communications and visibility



**Background:** It is good to make a plan for the communications activities of the peer support program. The goal is that everyone in school knows who the peer support students are, what they are doing and why.

**Instructions:** What are your thoughts about communications and informing students. Fill in the following sentences.

I think it is important to inform others about the peer support program so that .....  
....., because .....

I think the best platform for sharing information about the peer support program is  
..... because .....

I would share information about the peer support program at least with the following  
people: ..... because .....

I would tell my parents this about the peer support program: .....

I would share those things because .....

You also need to inform students about individual events and happenings. A good task list is to answer questions:

WHAT?  
WHEN?  
HOW?  
FOR WHOM?  
BY WHO?

## Communications and visibility

Draft a communications plan. Pick one idea that you are executing or that you want to execute. Come up with a communications plan based on the questions below.

### **ACTION:**

What is the key message?

When should the message be shared?

How or where should the information be shared?

To whom?

Who will do the informing?

How does the invite evoke joy and tell others that this is a fun event?

How does the invite make it clear that everyone is invited and welcomed?

## Elevator pitch

**Background:** Are you familiar with the term “elevator pitch”? It’s a short story you can tell someone standing next to you during an elevator ride, going from the first to fifth floor.

**Instructions:** Write an elevator pitch where you tell a student who just moved to your school what the peer support program is about in your school.



5

4

3

2

1

A large white rectangular area containing ten sets of horizontal dashed lines for writing an elevator pitch.

## Drafting an event budget

**Background:** Sometimes there are expenses that occur from organising events. You should do a budget beforehand to understand how much your event will cost, and plan where those funds will be coming from.

**Instructions:** When you are planning an event, draft an event budget for example with the template below.

THE NAME OF THE EVENT:

--

Number of participants:

--

---

### EXPENDITURE:

Catering cost:

--	--	--	--	--	--

Material cost:

--	--	--	--	--	--

Travel cost:

--	--	--	--	--	--

Communications cost:

--	--	--	--	--	--

Other expenses:

--	--	--	--	--	--

Total:

--	--	--	--	--	--

---

### AVAILABLE FUNDS:

Peer support students own fundraising activities:

--	--	--	--	--	--

Funding from school:

--	--	--	--	--	--

Funding from other sources:

--	--	--	--	--	--

Other funding:

--	--	--	--	--	--

Total:

--	--	--	--	--	--



## Evaluating the activity term

**Background:** Do this exercise in the spring. How do you think the year went?

**Instructions:** Go back to page 6 and look at the goals of the peer support program: what are the things that you wrote down in the peer support program flower and in your personal flower? Write them down here and evaluate how those goals were met by circling the correct response.



1 = goal was not met, 2 = goal was partly met, 3 = goal was mostly met, and 4 = goal was fully met. If you can't answer something, leave it blank.

### Group goals

Goal 1: _____	1	2	3	4
Goal 2: _____	1	2	3	4
Goal 3: _____	1	2	3	4
Goal 4: _____	1	2	3	4
Goal 5: _____	1	2	3	4

### Personal goals

Goal 1: _____	1	2	3	4
Goal 2: _____	1	2	3	4
Goal 3: _____	1	2	3	4
Goal 4: _____	1	2	3	4
Goal 5: _____	1	2	3	4

## Evaluating an event

**Background:** Tapahtumien toteuttamista kannattaa arvioida. Silloin seuraavalla kerralla tiedetään, mitä kannattaa tehdä uudelleen tai miten muuttaa suunnitelmia. Voitte kerätä osallistujilta palautetta. Tässä kuitenkin kysytään sinun ajatuksiasi onnistumisesta.

**Instructions:** Tämän lomakkeen avulla voit arvioida tapahtuman onnistumista. Kirjoita ajatuksiasi.

The event in question: .....

Time and place: .....

Why was the event organised (goal)? .....

Was the goal met? Yes  No  Partly  Don't know

Why do you think that is? (why was the goal met / not met) .....

What went particularly well? Why?

What could be done better next time?

What did you do at this event?

How did you succeed?

What did you learn?

## What did you gain?

**Background:** You can gain a lot from the peer support program on a personal level. You can now evaluate how this turned out for you. This exercise should be done in the spring, towards the end of the school year.

**Instructions:** On page xx of the workbook there was an exercise where you wrote down why you wanted to become a peer support student. Write down here which of those things were realised during your time as a peer support student.

### I WANTED

### I GAINED

<input type="checkbox"/>	Fun stuff to do	<input type="checkbox"/>
<input type="checkbox"/>	To influence school atmosphere and student welfare	<input type="checkbox"/>
<input type="checkbox"/>	Prevent bullying in school	<input type="checkbox"/>
<input type="checkbox"/>	Prevent loneliness in school	<input type="checkbox"/>
<input type="checkbox"/>	Help others	<input type="checkbox"/>
<input type="checkbox"/>	Feel important	<input type="checkbox"/>
<input type="checkbox"/>	Share your knowledge and experiences with others	<input type="checkbox"/>
<input type="checkbox"/>	Learn new things	<input type="checkbox"/>
<input type="checkbox"/>	Balance the normal schoolwork with something else	<input type="checkbox"/>
<input type="checkbox"/>	Get into the group	<input type="checkbox"/>
<input type="checkbox"/>	Meet new people and make new friends	<input type="checkbox"/>
<input type="checkbox"/>	Something else, what?	<input type="checkbox"/>

### Also think about these things

In your opinion, what was the best thing about the peer support program? What was the most important or useful thing that you learned as a peer support student? Was there something that you think should be done differently, so that being a peer support student would be a positive experience?

**THANK YOU FOR BEING A PEER  
SUPPORT STUDENT! WE HOPE THIS  
WORKBOOK IS USEFUL AND HELPFUL  
TO YOU!**



**THE MANNERHEIM LEAGUE  
FOR CHILD WELFARE**