

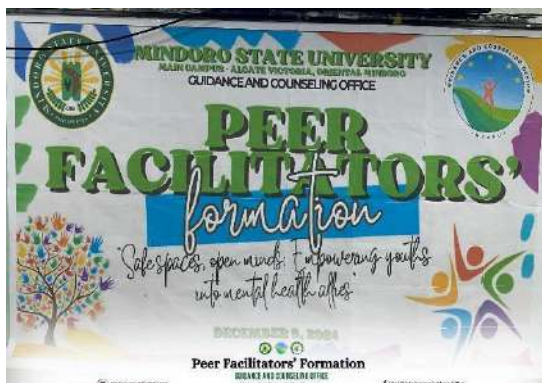


“Safe Spaces, Open Minds – Empowering Youths into Mental Health Allies”

Peer Facilitators’ Formation Narrative Report

Along with the celebration of Mental Health Awareness of the Guidance and Counseling Office, are the implementation of Peer Facilitators’ Formation with the theme of “**Safe Spaces, Open Minds – Empowering Youths into Mental Health Allies**” which aims to enhance student engagement and support by creating a network of trained peers who can assist their fellow students in directing academic and social challenges. This program involves trainings regarding self-awareness, effective communication, facilitating skills, conflict resolutions, leadership and problem solving skills that are essential to develop and foster within each student to perform effectively as peer facilitators. Moreover, this initiative does not only foster a sense of community but also help students to develop essential abilities and skills that could enhance their individuality for further commitment and willingness to help others.

Peer Facilitators’ Formation was a one-day program held on December 9, 2024 at CAAFF 3rd floor conference room. It commenced at eight (8) o’clock in the morning until four (4) o’clock in the afternoon and began through attendance registration, followed by distribution of name tags for better recognition and distinction of the participants, and started the program with a prayer led by Ms. Mae Angela Bejer, Administrative Aide of Guidance and Counseling office.





As indicated from the program flow, the Peer Facilitators' Formation was constructed of five (5) sessions; self-awareness, effective communication, facilitating skills, conflict resolutions, and leadership and problem solving skills. The **first session** was facilitated by Ms. Kyla Danica Mapuyao, Psychometrician, she energized the session one (1) through human bingo game for socialization and build rapport furthermore, for participants to have enough time to gradually learn more about the personalities of other partakers. Each winner who completed the human bingo shared their discoveries from the personalities of other participants. Moreover, to distinguished and intensely understand each individual self, the 5-minute personality test activity was administered afterwards to discuss the importance of having self-awareness and understanding it's purpose as peer facilitators. Each volunteer allotted of time to discussed the activity and explore the interpretation of the results. Additionally, the activity helped the participants to quickly understand their own personality traits, strengths, and potential areas for growth. This awareness improved their interactions and communication within the group where peers can better appreciate diverse perspectives and approaches, leading to a more inclusive and collaborative environment.



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The topic effective communication for **session two (2)** was discussed and facilitated by Ms. Heidelita Bumohya, Guidance Counselor, together with Psychometrician. The participants engaged in different activities including spot the initiator activity, message relay and body language activity which demonstrate and effectively interpret the intend learnings. In the activity Spot the Initiator, one from the students is the guesser who identified among the people from the circle is the initiator of the movements displayed by the whole participants, this game was played in two rounds. None of the guessers was able to identify correctly the initiator leading for the initiator to win the game. The next activity was the message relay wherein the participants are divided into two (2) groups, each group formed a line and have to relay the chosen word to the person behind them through whisper until it reached the last person on the line who will write down his/her received word. The group 2 ace the game who got a higher score of 4 points from the group one with 3 points. On the other hand, the body language activity was the last activity for session 3, wherein the same groups will choose one actor to act the picked word and each members of the group needed to guess correctly to win the game. Group 2 finished the game earlier than the opponent and won the game. The activities provided a sense of trust and connection between the peers, creating a safe and supportive environment for collaboration and learning. Practice active listening, clear instructions, and encouraging dialogue that enables the group to work collaboratively in identifying solutions and making informed decisions and strategies. Furthermore, the participants comprehend more accurately with the discussions and identified the importance of either verbal and non-verbal manner of communication. Understand that nonverbal communication conveys information including emotions, attitudes and intensions which essentials when different barriers are present between message sender and receiver. It is significant that peer facilitators know how to effectively communicate through different methods to convey and comprehend important information and messages and knowledge to properly respond towards others.



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Along with the **session three (3)** is the topic regarding facilitating skills, which discussed by the Guidance Counselor while the group activity was facilitated by the Administrative Aide. The team shape charades activity aims to help participants develop the practical skills needed to



facilitate group discussions, activities, and problem-solving processes. The participants are divided into two groups with facilitators to lead the members and each group was provided five (5) minutes to guess the word based on the related shape displayed by the facilitator. The Adobo group who got the highest score ace the





activity and received the prizes. Afterwards, the discussion indicates that along with the activity stated that part of being a peer facilitator was the idea to lead, assist and support, evoking the purpose to encourage people to explore ideas and feelings, guide others towards making responsible decisions and offer emotional support.

The Psychometrician discussed and facilitated the **session 4: Conflict Resolution** with the activity entitled human knot. The participants are given five (5) minutes to resolved and unknot their hands with each other. At first, students experienced difficulty in identifying strategies to unknot their twisted hands however, Carl one of the participants formed a great idea to resolved their problem to win the game. He demonstrated and explained his strategies to other members and they started rotating and visible recognized that the game had domino effect. Once techniques are identified, their hands unknot orderly. The peers accomplished the game exactly at 3 minutes and 55 seconds. The session followed up by the discussion related from the activity wherein tackled the importance of techniques and strategies when resolving challenges and conflicts. As peer facilitators, resolving conflicts is a top tier responsibility especially on how to react and address different situational challenges of other students.



The **last session** was discussed by the Guidance Counselor with a topic about leadership and problem solving skills. Before the lecture, an activity named SOS Game was conducted wherein the participants formed two (2) groups; Jollibee and McDonalds to compete with each other. On the first round, each groups assigned a leader to facilitate the position of the members to occupy the grid. The goal of the game was to create a straight sequence of members among connected squares and players can create sequences diagonally, horizontally, or vertically continue to take turns until they created a "S-O-S" through members. On the second round, the members had their freedom to lead themselves and choose their desired position from the squares of the grid to win the game. Team Jollibee won the game as they accomplished to form horizontal SOS within the two (2) rounds. After the interactive activity, discussed the importance of leadership towards peer facilitators. Leadership plays an essential role in fostering an environment of support, collaboration, and personal growth, furthermore, create a safe and inclusive space where peers feel comfortable sharing their thoughts and challenges. Additionally, peer facilitators as a leaders tend to serve, guide, and empower peers to achieve their goals while



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creating a supportive and inclusive environment. It amplifies the impact of peer-led initiatives and fosters meaningful growth for all involved. Afterwards, the Psychometrician discussed the problem solving skills topic to impart the essential role of problem solving skills as peer facilitators. This skill help navigates challenges, foster effective communication, and guide peers toward constructive outcomes. Moreover, with strong problem solving skills a peer can approach conflicts objectively and guide the group toward a mutually acceptable resolution.



After completing the sessions, Ms. Mae Bejer synthesized the topics and evaluated the learnings of the participants. Volunteer students shared their learnings and experiences from the event, expound the meaningful takeaway from the discussions and interpret the highlights and purpose of the program.



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At the end of the program, every student participated on the discussions and winners of each activity was recognized and reinforced through rewards of packed gift prizes. The guidance and counseling office ensure that the participants' efforts are rewarded and their participations are appreciated.



The Guidance and Counseling Office also acknowledged the presence of the participants through distributing Certificate of Completion for successfully completing the Peer Facilitator's Formation. Over all, the GCO accumulated seventeen (17) new members and ten (10) official members with the total of twenty-seven (27) peer facilitators. The event successfully completed at exactly four (4) o'clock in the afternoon.





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