

Goals

- Introduce the Trusted Adults Campaign
- Have Peer Leaders reflect on and define the Trusted Adults in their lives

Materials Needed

- A ball of yarn or string
- Pens, markers or pencils
- Chart paper, white board space or sticky notes

WELCOME (1-2 min)

Thank all Adult Advisors and Peer Leaders for joining the meeting. Reaffirm to Peer Leaders that their voices have power—they are Agents of Change and Connectors to Help in their schools and communities. The Trusted Adult Campaign is all about helping young people identify someone in their life they can turn to during tough times—a Trusted Adult. One of the strongest protective factors for young people is having caring and supportive adults they can trust. In this campaign, they'll take time to reflect on who their Trusted Adults are, why those relationships matter, and how they can help others in the school community connect with theirs.

ONE PART FUN: WEB OF TRUST (5-10 min)

The games listed under the 'Fun' section of the campaign are suggested activities. Feel free to substitute them with other Sources games featured on page 151 of the [Field Guide](#), based on what best suits your group's comfort level and preferences.

Objective: To help students identify Trusted Adults in their lives and understand the importance of building supportive connections.

How to Play:

1. **Circle Up:** Have the group sit or stand in a circle.
2. **Pass the Yarn:** The facilitator starts by holding the end of the yarn and saying: "One Trusted Adult I can talk to is [name or role], and they support me by [brief example]."
3. **Toss It:** After sharing, they hold onto part of the yarn and toss the ball to another person across the circle.
4. **Keep It Going:** Each person who catches the yarn shares their Trusted Adult and how that person helps them, then tosses it to someone else. As the game continues, a 'Web of Trust' forms.
5. **Debrief:** Ask the group to look at the web they've created. Talk about how we're all connected and supported by different adults, and how that strengthens us.

Adaptations:

- Use a beach ball with questions written on it (e.g., "Who's one adult who has supported you?" "What qualities make someone trustworthy?")
- For virtual settings, use a digital whiteboard where students can write the name of a Trusted Adult and one reason why they trust them.

ONE PART SHARING (5-10 min)

"Before we define what a Trusted Adult is, let's think about our own lives. Most of us have had someone we could count on—someone who showed up, listened, or helped when we needed it."

Divide Peer Leaders into small groups of 3 to 4 and invite them to reflect on one or all of the questions below:

1. Think of a time when an adult showed up for you or for someone you know. What did they do that made them feel trustworthy or safe?"
2. "How did that person make a difference for you, either in a small moment or a big way?"

Encourage them to focus on actions and qualities rather than just roles or titles.

Feel free to model this with a personal example. If time allows, invite a few groups to share their reflections with the whole room.

ONE PART PLANNING: DEFINING A TRUSTED ADULT (15-20 min)

"Before we can help our school identify and celebrate Trusted Adults, we need to first understand what that means to us. Everyone has different experiences and perspectives, so let's define what a Trusted Adult is together."

Have Peer Leaders stay in the same groups from above, or feel free to switch groups around. Give each small group a large sheet of chart paper, whiteboard space, sticky notes, or a blank Google document, and ask them to discuss and write down:

1. What is a Trusted Adult?

- What qualities or characteristics make someone feel trustworthy?
- What does a Trusted Adult do (or not do)?

2. Why do Trusted Adults matter?

- How can Trusted Adults help young people during tough times, but also day-to-day?
- Why should everyone have a Trusted Adult?

3. Examples of Trusted Adults

- Encourage groups to list people they know of (no names required!) who are good examples of Trusted Adults. (ex. coach, aunt, teacher, neighbor, mentor, etc.)

After about 10 minutes of discussion and group writing, invite each group to share 1–2 highlights or key takeaways from their list. Capture big themes on a shared poster or digital document to bring back next time.

"This shared definition will help guide how we talk about this campaign and how we explain it to others. You all just helped create the foundation of what this campaign is really about."

CLOSING (1-2 min)

Thank all the Adult Advisors and Peer Leaders for participating in the meeting. Challenge Peer Leaders to take a moment to think of one adult in their life who has made them feel safe or supported. Next time they see them, encourage them to say thank you or tell them what they mean to them. Next meeting, you will begin turning today's ideas into real stories by planning out how you all highlight examples of Trusted Adults in your school community.

Don't forget to share the time and date for the next meeting before everyone leaves.