

Goals

- Have Peer Leaders reflect on how the Trusted Adults in their lives have supported them
- Decide how to collect stories of Trusted Adults from the school/community.
- Identifying roles and responsibilities for campaign launch

Materials Needed

- Pens, pencils, or markers
- Chart paper, whiteboard space or Sticky Notes

WELCOME (1-2 min)

Thank all Adult Advisors and Peer Leaders for joining the meeting. Last meeting, Peer Leaders discussed what makes a Trusted Adult and why they matter. Today, they will reflect and imagine what their school could feel like if every student had a Trusted Adult in their life. Together they will also take time to reflect on who their Trusted Adults are and how they've supported them. Peer Leaders will also begin planning how to bring those ideas to life through stories from their school and community.

ONE PART FUN: WHO'S IN YOUR CORNER (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: This activity is a creative twist on the traditional Four Corners game. This version is intended to help students reflect on the Trusted Adults in their lives and begin imagining how to build a school culture where every student feels that same support.

How to Play:

1. Label the four corners of the room with the following categories:
 - **Listens Without Judgment**
 - **Shows Up Consistently**
 - **Gives Good Advice**
 - **Helps Me Feel Like I Belong**
2. Read aloud a prompt or scenario (see examples below).
3. Ask students to walk to the corner that most represents how they would know someone is a Trusted Adult in that situation.
4. Once everyone has chosen a corner, invite a few volunteers from each group to share why they picked that one.
5. Continue with a few different scenarios, allowing students to move around and hear different perspectives.

Example Prompts:

- You're having a rough week, but don't want to talk about it yet. What would a Trusted Adult do that helps you feel safe enough to open up?
- You made a mistake and you're nervous to tell someone. What quality would help you trust an adult with that information?
- You're celebrating something big, like passing a test, performing on stage, or making a team. What kind of support would feel meaningful from a Trusted Adult?
- You don't know who to talk to about something personal. What makes an adult stand out as someone you could go to?

Adaptations: Feel free to customize the four corners to reflect what's most relevant or meaningful to your students and school community.

ONE PART SHARING (5-10 min)

"Before we dive into planning our video interviews, let's take a moment to reflect. We've all had different experiences when it comes to asking for help or knowing who we can count on. Trusted Adults can make a big difference, but not everyone always feels comfortable reaching out. Let's talk about what things could look like if everyone had someone they could turn to, and what might get in the way of that."

Divide Peer Leaders into pairs and invite them to reflect on one or all of the questions below:

1. What would our school look like if every student had at least one Trusted Adult?
2. What do you think gets in the way of young people asking adults for help?

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: CAMPAIGN PREP AND ROLE ASSIGNMENT (15-20 min)

"We're preparing to interview students about their Trusted Adults and create a video that will be shared across our school community. Today, we'll plan exactly how to make this happen. We will decide together who will do what, how we'll organize the interviews, and what kinds of questions we'll ask."

1. Brainstorm Interview Questions: (Optional step)

Have the group brainstorm and suggest questions. Write these on a board or chart paper, then vote on the top questions to finalize. Feel free to use the curated list of questions below to save time.

Example questions might include:

- Who is a Trusted Adult in your life, and how did you get to know them?
- What is one way this person has helped you during a tough time?
- Why do you think having a trusted adult is important for students?
- How do you feel when you talk to your Trusted Adult?
- What advice would you give to someone who doesn't have a Trusted Adult yet?

2. Introduce Key Roles:

Explain and discuss the variety of roles that need to be filled. Here are some roles to consider:

- **Interviewers:** People who will conduct the interviews and engage students in sharing their stories.
- **Video Editors:** Those who will help piece together the video clips into a final video.
- **Scheduling Coordinators:** Team members who will arrange interview times and coordinate with students and Trusted Adults.
- **Equipment Managers:** People who handle cameras, microphones, and any tech needed during filming.
- **Storytellers/On-Camera Participants:** Students who will share their own stories on camera.

3. Assign Roles:

Ask Peer Leaders to volunteer or be nominated for the roles above. Make sure each role has clear responsibilities. Make sure you have a process for remembering who has signed up for what and when! Encourage Peer Leaders to take a picture of the signup or use a messaging or app service to send out reminders during the campaign.

CLOSING (1-2 min)

Thank all the Adult Advisors and Peer Leaders for participating in the meeting. Encourage Peer Leaders to start thinking about 1 to 2 people they might want to interview, and why their story might help someone else. At your next meeting, Peer Leaders will work with their teams to prepare for filming and make sure everyone feels confident and supported.

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