



TRUSTED ADULTS CAMPAIGN MEETING #3

30-45 Minute Meeting

Goals

- Peer Leaders will work together as a team to capture stories that highlight the impact of Trusted Adults in their school
- Peer Leaders will work within their teams to finalize their next steps of the campaign

Materials Needed

- Pens, pencils, or markers
- Trusted Adult example prompts

WELCOME (1-2 min)

Thank all Adult Advisors and Peer Leaders for joining the meeting. In the last meeting, Peer Leaders discussed who their Trusted Adults are and how those adults support them. They started a plan to capture stories of Trusted Adults through student interviews, complete with roles and responsibilities. They brainstormed questions, picked teams, and set this campaign in motion. Today, they will focus on getting organized, making final decisions, and preparing to bring these stories of Trusted Adults in our school community to life on camera.

ONE PART FUN: WHEELHOUSE CONNECTION (TRUSTED ADULT EDITION) (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: Create meaningful, playful connections between students (and optionally, adults) by encouraging short conversations that highlight the importance and presence of Trusted Adults in their lives.

How to Play:

1. Form two circles: an inner circle and an outer circle. Each person in the inner circle should be facing someone in the outer circle. These are the initial pairs.
2. The facilitator reads a Trusted Adult-themed prompt out loud. (examples below)
Partners have about 1-2 minutes to share their responses with each other.
3. Rotate Partners: When time is up, the facilitator says "rotate" (or plays music). The outer circle moves to the right (or left) until the facilitator says stop (or music stops). Everyone now has a new partner!
4. Repeat for 4-6 rounds (or as time allows). Each time a new prompt is read.

Trusted Adult Prompts (Examples)

1. Who's a Trusted Adult in your life, and how did you come to trust them?
2. What's something a Trusted Adult has done for you that made a big impact?
3. If you could give your Trusted Adult a superpower, what would it be and why?
4. What's one small thing a Trusted Adult does that always makes you feel seen or supported?
5. What qualities do you value most in a Trusted Adult?
6. Can you think of a time a Trusted Adult helped you through something hard?
7. What advice would you give to someone looking for a Trusted Adult they can talk to?

Adaptations:

- Feel free to add to or adjust the prompts so they make the most sense for your school or community.
- If you have enough adults in the room, consider making the outer circle all adults and the inner circle all students to encourage meaningful student-adult connections.

ONE PART SHARING (5-10 min)

“Before we jump into our planning time, let’s pause to reflect on why this campaign matters. Trusted Adults can be helpful in many ways, but they also can often be the people who make it safe for us to fully be ourselves.”

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

1. Who is an adult you can be yourself around, and why do they make you feel that way?

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 PLANNING TIME (15-20 min)

“We’re officially launching into our campaign work today! Each team will meet to make a game plan, organize your next steps, and make sure we’re all ready to move forward.”

Break Peer Leaders into their chosen working groups and give them time to plan. Some options to consider:

Interviewers

- Think of 3 to 5 students they want to ask to be interviewed?
- How will they explain what the campaign is and why their story matters?
- What do they need to feel confident leading the interviews?

Scheduling Coordinators

- When will interviews take place? (Before school, during lunch, advisory, etc.)
- How will they make sure everyone has a time and place to film?
- Who needs to be looped in (teachers, counselors, etc.)?

Equipment Managers

- What equipment do we need? (Phone/camera, tripod, mic, charger, etc.)
- Test that the equipment works

Video Editors

- What is your vision for the final video?
- Will there be music, titles, and student voiceovers?
- What’s your timeline for editing?

Once small groups have met, if time allows, bring everyone back together for a quick team share-out:

- What’s their first step?
- What help do they need from the rest of the team?

Before the meeting ends, Peer Leaders and Adult Advisors should have decided on a time when interviews and videos will take place.

CLOSING (1-2 min)

Thank all the Adult Advisors and Peer Leaders for participating in the meeting. This week, encourage Peer Leaders to take a moment to check in with their Trusted Adult. Have them think about a way they can let their Trusted Adult know they appreciate them, or simply spend time together. Let Peer Leaders know that at their next meeting, they will be focused on finalizing how they want to share the video(s) with the rest of the school.

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