

WHAT HELPS ME

WHAT HELPS ME CAMPAIGN MEETING #4

45-60 Minute Meeting

Goals

- Review and filter through collected coping strategies
- Finalize the What Helps Me Bingo Cards
- Prepare Peer Leaders for campaign roles and finalize campaign materials

Materials Needed

- Crayons, markers, pens or pencils
- Poster paper

WELCOME (1-2 min)

Thank all the Adult Advisors and Peer Leaders for joining today's meeting. In our last meeting, we focused on gathering voices from across our school by asking others what helps them get through tough moments and exploring how shared strategies can make our campaign stronger.

Today, we're bringing it all together. We'll reflect on our own growth, review all the ideas we collected, and finalize our What Helps Me Bingo Cards. This meeting is all about celebrating the powerful tools we've discovered and sharing them in a way that lifts up our whole school.

ONE PART FUN: 5,4,3,2,1 SCAVENGER GROUNDING CHALLENGE (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: Practice an engaging, low-stakes version of the 5-4-3-2-1 grounding technique to support emotional regulation and awareness.

How to Play:

1. Explain the 5-4-3-2-1 technique for grounding in the present moment.
"Sometimes when we're overwhelmed, the best way to bounce back is to pause and come back to now. One helpful way to do that is through a grounding exercise called 5-4-3-2-1."
2. Guide the group through:
 - 5 things you can see
 - 4 things you can touch
 - 3 things you can hear
 - 2 things you can smell
 - 1 thing you can taste
3. (Optional): Scavenger twist: Invite Peer Leaders to quietly walk around the room or look around their space to "find" or notice the items in real time.
4. (Optional) If time allows, ask students to pair up and reflect on
 - "How did that feel?"
 - "Could you see yourself doing this on a hard day?"
 - "What would you add to make this your own version?"

Adaptations:

- Let students draw or write their responses instead of naming them out loud.
- For sensory-sensitive students, allow them to skip or modify any step.

ONE PART SHARING (10-15 min)

“Last meeting, we created ways to collect healthy coping strategies from the rest of our school. We also finished collecting those ideas last week. In this meeting, we will spend time reviewing those answers to finalize our Bingo Cards. We want to think about which strategies feel real and helpful. Are there any that need to be clearer or more inclusive? Is anything missing that we think more students need to hear?”

Distribute the list of responses collected from the school. Have Peer leaders break up into small groups of 3 to 4 and have them review all submitted ideas.

Use highlighters or sticky notes to mark:

- **Standout strategies** – things students will likely connect with
- **Unclear phrases** – anything that needs to be reworded
- **Missing pieces** – anything else that should be added

Once Peer Leaders are finished, each group picks their top 10-15 favorite strategies to bring and share in the planning phase.

ONE PART PLANNING: FINALIZE BINGO CARDS (20-30 min)

“Using the great ideas that were shared from your classmates, families, friends, and teachers, we can now finalize our bingo cards and start planning how to launch these bingo cards to the rest of the school. We will divide into small groups, and each group will take on a key piece of making this campaign happen.”

Have Peer Leaders choose a group based on the following potential campaign roles needed for this campaign. Each Peer Leader group should review their description, discuss responsibilities, and start making a plan.

- **Bingo Card Creators:** Use the responses collected from the school and use this [template](#) or an online bingo card generator (like [My Free Bingo Cards](#), [BingoBaker](#), etc.) to create the final versions of the What Helps Me Bingo cards. Choose 16–25 clear, positive, and helpful strategies and build 1 to 3 versions of the card.
- **Design and Print Crew:** Work closely with the Bingo Card Creators to make sure the cards look great and are ready to print. Decide how many copies are needed and where/how to print them. Optional: make digital versions to post online.
- **Campaign Launch Leaders:** Plan how to introduce the campaign at school. Will you visit advisories? Make announcements? Host a launch day? Practice a 30-second way to explain the Bingo Card and why it matters.
- **Hype Team:** Plan how you’ll celebrate students who complete Bingo cards. Ideas include prize raffles, sticker rewards, announcements, social media posts, or a hallway display. Decide how students will turn in completed cards and how you’ll celebrate them.

CLOSING (1-2 min)

Wrap up the meeting by confirming the campaign launch date and ensuring that each team knows and feels confident in their roles and responsibilities. This campaign can last through a few days or up to an entire semester, depending on what works best for the team. At your next meeting, you should take time to reflect on and celebrate the successes of your campaign cycle. You’re welcome to use the provided [Campaign Reflection](#) template to help guide your discussion.

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