



Facilitator Guide: Trust Team



AT A GLANCE

Participants complete a worksheet where they analyze the traits that distinguish trusted adults from regular adults and friends. This activity also gives participants practice with listing the trusted adults in their lives.

Medication Safety Rules Emphasized:

1. **Ask trusted adults for help with medicine.**
2. Only take medicine that is meant for you.
3. Keep medicine in safe places.
4. Share what you learn today with family and friends.

ADAPT IT

Participants may complete this activity as individuals or in small groups. If working in a small group, encourage each participant to list the trusted adults in their individual life.

WHAT YOU DO

1. **Introduce the activity** by sharing its purpose and explaining how it connects to the goal of your program.
2. **Complete the activity** by participants analyzing each scene and determining whether each person in Alex’s life is a trusted adult, regular adult, or friend.
3. **Wrap up the activity** by encouraging participants to complete the discussion questions, including listing the trusted adults in their lives. End by discussing responses to these questions using the suggested talking points as a guide.

Suggested Ages

Children in Grades 3 - 5

Suggested Group Size

25 or fewer children

Time Required

10- 15 minutes

What you need

- This facilitator guide (print 1 copy/facilitator)
- The participant worksheet “Trust Team” (print 1 copy/participant)
- Pencils or Pens



Facilitator Guide: **Trust Team, continued**

WHAT YOU SAY

1 Introduction

Our first medication safety rule is to ask trusted adults for help with medicine. But, what is a trusted adult and how are they different from regular adults?

Consider asking participants to brainstorm traits that may distinguish trusted adults versus regular adults. If you engage in this discussion, ensure you revisit it at the end of the activity.

Today, we will explore this question through reading four scenes involving a character named Alex. In each scene, Alex encounters either a trusted adult, a regular adult, or a friend. It is up to you to determine who is who! This activity will help us identify traits of trusted adults and explain why we should ask trusted adults for help with medicine.

2 Activity

Explain the instructions on the participant worksheet – ask participants to work as individuals or within a small group. *As participants complete their worksheet, walk around the room to further engage children, answer their questions, or ensure they understand the activity directions.*

3 Wrap-Up

Answers for Scenes/People: Scene 1 – Mom is a trusted adult; Scene 2 – Max is a friend; Scene 3 - Mr. Smith is a regular adult; Scene 4 - School nurse is a trusted adult

Q1. What traits may help distinguish trusted adults from regular adults or from friends?

Encourage participants to share their responses and compare their traits to any conversations before the activity. As a guide, this table includes a summary of traits for trusted adults, regular adults, and friends.

Trusted adult	A grown up that listens carefully and makes one feel safe, comfortable, and cared for when you have a concern or problem; always supportive; respects boundaries
Regular Adult	Any grown up in your life, including strangers, acquaintances, or even adults you know who may not be considered supportive, trustworthy, or safe
Friend	Friends in your peer group are not adults. Friends spend time together and care for one another by encouraging each other to talk with trusted adults for help.

Q2. Who are the trusted adults in your life?

If participants feel comfortable, invite them to share one of their trusted adults. Ask them to think about trusted adults in different settings as well as among different community helpers. Encourage participants to take their list home and have it approved by a parent or guardian.