

Exposure Opportunities

- Individual and/or group visits/tours of new school (repeated visits are ideal)
- Learning activities focusing on the “logistics of high school” (e.g. finding classrooms, who to go to if you need help, what to do when arriving late, understanding timetables, lockers etc.)
- Plan for a late August visit to school and meeting a key contact
- Support family to incorporate regular informal summertime visits to the school grounds (e.g. bike riding, playing on playground, dog walks, chalking, basketball, etc.)
- Share May/June school newsletters and school website link with incoming students and families

Navigating Places and Spaces

- Learning activities focusing on the “logistics of middle school/high school” (e.g. finding classrooms, who to go to if you need help, what to do when arriving late, understanding timetables, lockers etc.)
- Shadowing a class of interest and/or a current student for an afternoon
- Navigating route to school and school building map
 - How will the student be getting to school?
 - If busing is part of plan, consider supporting bus training and practice if needed ([use the BC Transit App to support](#))

Skill Development

- Time and encouragement to brainstorm questions/concerns about transition; support student(s) to have these questions answered at the new school
- Using a school map to plot out classrooms, lockers, and key areas, use the map in to do a scavenger hunt
- Increase familiarity with routines, rules, and expectations by walking through a timetable and/or having students do a gallery walk through the school website
- Game or other activity to act as Introduction to “Who’s Who” at the school: e.g. the Career Center staff, Counsellors, Office staff, custodian, etc.

Building Connections

- Utilize student leaders in grade 7 (at middle) or 10 /11 (at secondary) to facilitate tours and real conversations (e.g. MYTH-busters); consider how a student leader can continue to act as a friendly face into the first few months of school
- Meetings with key school staff/student(s), including an identified key contact for each student at their new school (e.g. admin, Counsellor, YFC, Case Manager)
- Introduce students to staff members who can support their interests and passions.
For example:
 - Consider Indigenous connections and relevant spaces for students who identify as Indigenous
 - Consider teachers/coaches involved in athletics for those students with sport and fitness interests
 - Connect students with areas and individuals that may nurture their interests or strengths. Interest examples might include: reading, outdoors, food prep, arts, mechanics, construction, etc.
- In September, implement a [2x10 approach](#) to build relationships between students and key staff over the first couple of months of school

Possible Resources

- Develop a Spring Up student survey (see [sample](#) & make a **copy** to use) - *Welcome to Spring Up! Tell me about yourself!* (include questions about their interests, hopes, worries, and plans)
- [Identity Maps activity](#)
- [5 Powerful Lesson Ideas to Help Students Find Self-Identity \(Middle Years\)](#)
- [25 Easy Ways to Embed Social Emotional Learning](#)
- [Resource Walk - Healthy Caring Schools](#)
- [2x10: \(K-12\)](#) 2 x 10 intervention helps to build staff-student relationships, reinforce positive behaviours, convey genuine support, and improve the broader climate and culture of the school community
- Consider accessing [Second Step](#), [EASE](#), [Student mental health toolkit](#) and [Mental Health Literacy](#) to build a resource library to support students through transition