

# Activity #1: Welcome Kit

*In this activity, students will design a welcome kit for teenagers who want to join Jeremy and Krystina's GSA club. One goal of this activity is to identify personal and interpersonal skills, coping mechanisms and support services to deal with stressful situations, such as moving to a new school, especially as an LGBT student or ally. Another goal of this activity is to analyze the needs of such a student and to create solutions to address them.*

## **Materials Needed:**

Empty box (gift box, shoe box, etc.)

Supplies for kit (pen, pencil, notebook, etc.)

## **Instructional Procedures:**

Students will begin the lesson by answering the following questions:

How would you feel if you had to change schools?

How would you want people in your new school to treat you when you arrive?

What might LGBT students new to a school want to know about their school or community?

What would you wish for in a "welcome" for students new to a school?

Divide students into pairs or groups of 3, and ask them to brainstorm contents of a "Welcome Kit" for GSA club members who are new to the school. The kit should include resources that can be used for multiple members who join the group.

Suggestions for the teacher to use as examples if students have trouble producing ideas: a check-list of courteous welcome procedures (e.g., making sure the new person has someone to eat lunch with), tangible items (e.g, a map of the school, a pamphlet about the GSA club), a welcoming gift (e.g., a school T-shirt or a coupon for the cafeteria), an insider's information package (e.g., tips for success in our school, school rules, cool teachers list, best cafeteria food, etc.)

Groups take turns sharing ideas with the class. The teacher compiles ideas on the whiteboard/ Smartboard.

In their groups, students collect items for their kits and decorate their boxes

Have students explain how their kit will help welcome GSA students new to their school.

*Resources: Black, S. & Prodger, J. (2012). Grade 7: Bullying: Stopping the Cycle. St. Catharines, Ontario: Brock University.*