

New Student Welcome Packet

For our Inclusiveness Unit project, we are going to design and develop a welcome packet that we can give to new students who join our class. We will begin by brainstorming what would be most useful for a new student to know or understand and what would make them feel most welcome and included. Then we will break into small groups to design and develop different parts of the packet. At the end, we'll come together to assemble the packet and have it ready to give to a new student.

Inclusiveness Sub-Concept(s)

Equity, Fairness, Kindness

Project Timeframe

1-2 weeks, broken up as needed by class schedule

Required Materials

- Paper and art supplies
- Computer and print access
- Packet assembly materials (could be as simple as a manilla envelope, but could be a 3-ring binder or something more robust)

Standards Map

This project aligns with CASEL Competencies, National Health Education Standards, International Society for Technology in Education Standards, when applicable, and Common Core State Standards. Please refer to the [Standards Map](#) for more information.

Teachers could modify this project to be a welcome packet for students who join the school if it is unlikely that a new student will join their specific class or group.

PART 1 (Week 1):

This week we will spend time brainstorming the information we want to include in our packet. *Note: If you had students complete the individual activity in Week 4, have students use their brainstorm from that activity to generate ideas for the packet.*

Ideas might include:

- Names of students in the current class
- Typical class schedule
- School-specific information (name, mascot, colors, teacher names, campus map, etc.)
- List of clubs/teams/organizations to join
- Classroom rules/policies
- “Tips” for navigating the school campus
- “Best of” school activities or features (including fun things like “best” lunch or “best” day of the year if there are special school events that happen, etc.)

Part 2 (Week 2):

Break students into small groups this week and assign each group a part of the packet to design and develop. Let students be creative and self-select roles within their groups. You might also give students an opportunity to use computers to either print school-related information (schedules, lunch menus, etc.) or to type and print information or to design graphics (cover art, school-related icons, etc).

At the end of Week 2, have each group present their packet segment and assemble them into one master packet.