



Transitioning to Life After High School

Materials:

- Worksheet

Brainstorm: Ask students to name one big change they expect to happen in their lives after they graduate from high school.

Discuss: Graduation is called “commencement” because as one part of your life ends, another begins. Students can feel a great deal of anxiety about the uncertainty of the future, even though they are excited to leave their childhood behind. Ask students how they feel about the changes that are happening in their lives. Are they excited? Nervous? Apprehensive? Optimistic? Confident? Insecure? Address the fact that any change, positive or negative, can be perceived as stress by the mind and body.

Dive in!

Whether students are preparing for the workplace, post- secondary education locally, or living away at college, there are many factors to be considered as they transition into adulthood. Poll your students to find out how many of them feel fully prepared to live life as an independent adult. They may be relieved to find out that many of their classmates feel the same way they do. In this lesson, we will address some of the more critical steps that students need to take to prepare for life after high school.

Activity:

On the worksheet, students will be given a list of activities they should be completing as they finish high school and prepare for adulthood. We will provide greater detail about these activities in future modules, but right now we just want students to be aware of some of the changes that they can anticipate experiencing in the upcoming months. You may want to look at your student’s checklist to ensure they are making progress as they progress through the year.



High School

Reflect:

How do you think completing the activities on the checklist will allow you to be successful later in your life?

Extend and Enrich:

This is a great opportunity for students to go home and discuss their concerns with a trusted adult. Their parents/ guardians can help them make a plan and model how to complete these items, or at least guide them to the correct sources for help. You can ask your students to write a brief summary of how the conversation went at home. Students do NOT have to share personal details, but they can describe if the conversation was easy or difficult, what they learned from talking to their trusted adults, and what their next steps will be.

For Further Study

- Social Emotional Us Podcast, Transitions and Change (27 mins):
<https://podcasts.apple.com/us/podcast/transitions-and-change/id1583845892?i=1000544843904>

Professional Development:

How would you rate your knowledge of the current events that might impact your students' lives? Depending on your own life stage and the subject matter you teach, you might be very in tune with what will impact your students as they become adults. If you feel the need to brush up, there are many sources for current events that can familiarize you with the problems young adults are facing today.

- <https://newsela.com/about/content/browse-content/>
- <https://www.nytimes.com/spotlight/learning-current-events>
- <https://www.allsides.com/unbiased-balanced-news>