

# Student Engagement Strategies for Core Curriculum School Counseling Lessons

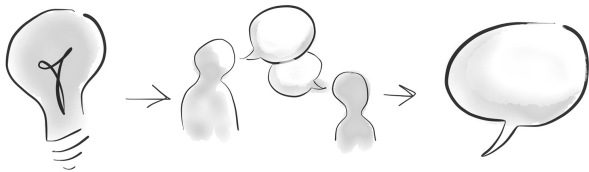


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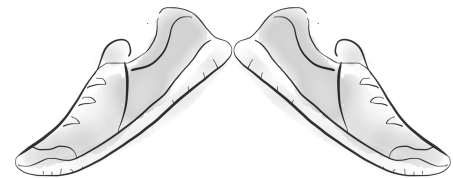
## Think -Pair-Share

1. Identify point of discussion.
2. Allow students time to think individually.
3. Have students face partner to share ideas.
4. Pair/student contributes to whole group.



## "Sole" Mates

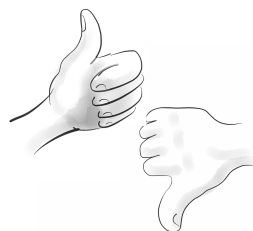
1. Pose a question to students and allow time to think and/or write down their answers.
2. Ask students to get up and find their "sole" mate – someone with similar shoes on – to discuss their answer.



## Thumbs Up, Thumbs Down

1. School counselor asks a whole class question.
2. Allow students think time.
3. Randomly choose a student to respond to question.
4. Tell students to agree or disagree with response using thumbs up or thumbs down gesture.

Can also be used as school counselor poses a series of statements to the whole group and students respond thumbs up thumbs down, and school counselor calls on individual students to ask rationale.



## Pull Cards

1. Give each student a 3x5 index card as they come into the classroom and ask them to write their name on the card.
2. You can also ask them to write other information that aligns with the lesson topic (like how often they write in their planner every week before a lesson on organization) or answer questions (such as a pre-test question).
3. Collect cards and use to randomly choose students to participate during the lesson.



## **Choral Reading**

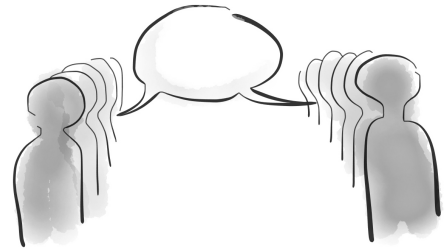
1. Have a passage or phrase for all students to read together.
2. Once ready, give signal for group to read together chorally.

Appropriate for school counselors to use in whole group and/or small group.



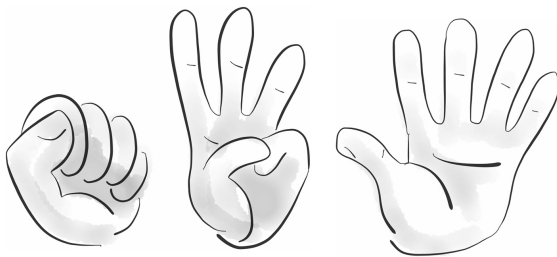
## **Lines of Communication**

1. Have students form two lines facing each other.
2. Provide students with a talking prompt.
3. Decide which side of the line begins the conversation.
4. Give about 1-2 minutes for students to communicate.
5. Have one end person from one line go to end of the line and have students from same line slide down.
6. Give same prompt or different talking point.



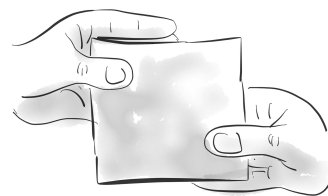
## **Fist to Five**

1. Ask students to rate, on a scale of fist to five, with a fist meaning they don't know at all and a five meaning they could teach someone else, the answer to the following question, or whether or not they agree with a statement.
2. Pose the question to the students.
3. Observe the range (or lack of range) within the room and randomly call on students to explain their number.



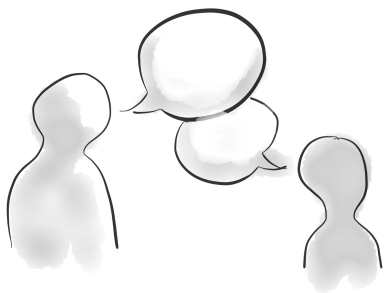
## **Give One, Get One**

1. Using a structured template, have students write a list of facts or ideas learned.
2. Have students begin with a partner assigned by you.
3. Instruct them to collect one new and different fact or idea from their partner.
4. Then they are to give one new and different fact or idea.
5. If neither has a new and different idea, tell them to brainstorm and try to create one.
6. Have students go from person to person until they generate several ideas on the subject.
7. Compile a group list of ideas generated.



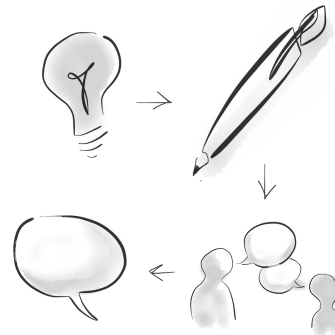
## Echo/Repeat Responses

1. Students “echo” the word, phrase, etc. school counselor states.
- Appropriate for school counselor to use with whole group, and/or with individual students.
  - A useful way of ensuring that students practice the target vocabulary being taught.



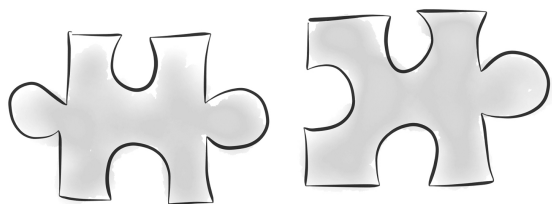
## Think-Ink-Pair-Share

1. Identify point of discussion.
2. Allow students time to think individually.
3. Allow students time to ink/write ideas down.
4. Have students face partner to share ideas.
5. Pair/student contributes to whole group.



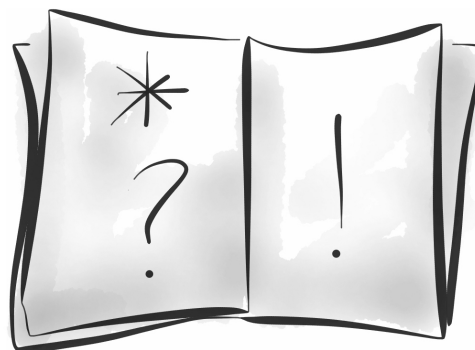
## Partner Jigsaw

1. Each student receives a portion of the materials to be introduced.
2. Students leave their "home" groups and meet in "expert" groups.
3. Expert groups discuss the material and brainstorm ways in which to present their understandings to the other members of their “home” group.
4. The experts return to their “home” groups to teach their portion of the materials and to learn from other members of their “home” group.
5. Students can use a graphic organizer to write down notes as experts talk.



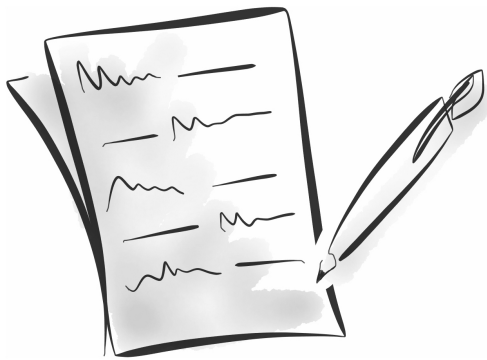
## Code Your Reading

1. Give each student a reading passage related to the lesson topic.
2. Model how students are to code their reading as follows:
  - \* **an aha**
  - ? **question or clarification**
  - ! **validates their learning.**
3. After set time, call on students to share their findings.



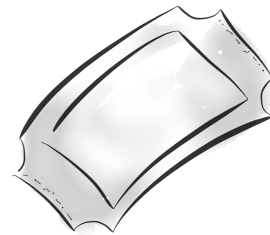
## Guided Notes

1. Create a set of notes with fill in the blank information about the lesson you are teaching (ex: A-G requirements are \_\_\_\_; A growth mindset is \_\_\_\_).
2. Provide guided notes handout to students to fill in as you are presenting the lesson content and allow time to fill in the blanks.



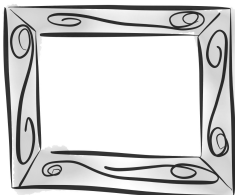
## Ticket Out the Door

1. At the end of the lesson, give an index card or piece of blank paper to each student.
2. Pose a question or sentence starter that relates to lesson objective.
3. Have each student write their answer and as they exit they are to turn in their index card or slip of paper containing their answer.
4. School counselor can use student responses to gauge student learning (and even as a brief post-assessment).



## Sentence Frames

1. Pose a question to students and provide them with a prompt to respond that aligns with the question
  2. Allow time for students to respond
- The framework allows students time to structure their thoughts
  - It is helpful to reframe the answer with “because” or “when.”
  - Example: What makes you angry?  
I feel angry when \_\_\_\_\_



## Four Corners

1. Read a statement to the class related to lesson topic and allow them to think of they strongly agree/agree/disagree/strongly disagree.
2. Hang signs in the four corners of the classroom with the four choices and ask students to move to the corner that applies to them.
3. When at their corner, give them 1-2 minutes to discuss the reason for their choice with other members of the group and be prepared to share with the entire class.
4. Discuss as a group.

