

## Group Discussion Activities

We are so excited to have so many counselors using Corsava with large groups of students - both in person and online! Whether you'll be using Corsava regularly as part of an ongoing curriculum or meeting once to go through the Card Sort Activity, we thought we'd share a few ideas for engaging many students at once. Feel free to mix and match these activities to best suit you and your students.

We highly recommend having students set up their Corsava accounts ahead of time. Please see our [Getting Students Started](#) guide and [Tips for Student Account Set Up](#) for more information, including a sample invitation for onboarding your students..

### Group Session: Card Sort Activity

Approximately 1 hour

1. Provide a brief overview of the Corsava Card Sort activity.
  - a. Consider playing our [What Is Corsava](#) video.
  - b. Share our one-page [Card Sort Overview](#) with students.
  - c. You may want to use a demo account to take students through a few cards, so they know what to expect.
2. Anticipate vocabulary questions.
  - a. Pick 2 or 3 cards you think most students will need additional clarification on and review them prior to starting the card sort activity.
    - i. For example, Big Fish in a Little Pond and Co-op Programs often benefit from further explanation.
3. Discuss the 4 preference options.
  - a. How to decide what is a Must Have versus a Would Be Nice?
  - b. When is something a No Way Versus a Do Not Care?
4. Allow 20-30 minutes for a student to complete the sort on their own.
  - a. Plan for more time if you are working through it together and discussing specific cards and preferences in real time, but remember cards appear in a random order, so students will not see the same cards at the same time.
5. Encourage students to either [share](#) their Corsava Report with their parents/guardians or [invite](#) them to create their own Corsava for Families account.
6. Consider [Assigning College Exploration](#) as a follow-up activity.

### Group Session: Exploring College Characteristics | Benefits Brainstorm

1. Print, or share electronically, the **Corsava Card Definitions**.
2. Break students into small groups and ask them to review the definitions together. Come back together to address any questions/clarifications as a large group.
3. Assign each group 2 or 3 cards\* and have students brainstorm the benefits of these cards, then present their benefits list with the rest of the group.
  - a. For example, many students end up putting “Rural Campus” in their No Way pile. Some benefits of a Rural Campus might include: access to the outdoors, sports like hiking and skiing, a sense of getting away from it all, ability to focus, small town charm, tight knit community, less expensive, guaranteed campus housing...
  - b. Even if a student still says “No Way,” this exercise helps students think creatively and consider characteristics from different perspectives.

*\*We do not recommend assigning cards from the Academics or Extracurricular Activities categories for this activity*

### Group Session: Exploring College Characteristics | This or That?

1. Print, or share electronically, the **Corsava Card Definitions**.
2. Break students into small groups and ask them to review the definitions together. Come back together to address any questions/clarifications as a large group.
3. Assign each group one of the following categories: Campus Culture, Educational Culture, Extracurricular Activities, Residential Life, or Student Resources (skip Academics).
  - a. Have students work together to:
    - i. Match up “either or” cards.
      1. For example: Small College, Medium College, and Large College.
    - ii. List pros and cons of the different options within a pair or group.
      1. Remind students that a pro for them may be a con for another student! Be open to others’ perspectives.
  - b. Come back together as a large group and have students present their findings.
  - c. While some groupings may be mutually exclusive, others may simply be rare combinations (like Sunshine and Snow). Help students think about how different factors interact with one another to influence the college experience.
4. Individually, ask students to try to record and articulate “this” or “that” as their stronger preference for each grouping. If they have no strong preference, those cards belong in Do Not Care.
5. If time allows, repeat the process, but ask students to think across categories. For example: Small College and Big Time Athletics. Or Large College and Small Classes.