

### Teacher Overview

One effective class closure activity is the “Ticket-Out”. During the last five to ten minutes of class, the teacher asks students to complete their “ticket-out the door” by giving an abbreviated written response to a prompt. Students then have time to share (pitch) what they wrote with a partner, then the teacher stands near the door to collect the “tickets” as students leave the class. The Ticket-Out is a simple strategy that allows a teacher and students to:

- > Check for student understanding of a lesson or concept, guiding the teacher on where to clarify for students or re-teach.
- > Provides students the opportunity to process what they have learned and verbalize it, leading to deeper understanding and better long-term memory of the material.
- > Provides students the opportunity to practice pitching their ideas and gain confidence in their ability to share ideas and accept feedback.

### When to Use This Lesson

Ticket Out is a closure activity used within the last five to ten minutes of a class session.

### Time



### BEFORE CLASS PREPARATION

- > Print and cut “ticket-out” cards if using prepared cards
- > Protip: See “BMC-Partner Pitch” cards in YE Academy for cards containing prompts related to concepts contained in the Business Model Canvas. Cards on YE Academy are setup to print front and back, two-sided.
- > Determine what prompt you will use.
- > Plan for how you will partner students.

### LEARNING OBJECTIVES

- > LO 6d
- > LO’s addressed depend on the “Ticket-Out” prompt

### FOUNDATIONAL VALUES

- > Knowledge
- > Win-Win Focus
- > Opportunity
- > Be Principled

### MATERIALS

- > Optional:
  - Prepared “ticket-out” cards with prompts, one per student
  - Blank paper, scratch paper, or index cards for students to write prompt and response on.
  - YE dollars

### NOTES

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## ACTIVITY DIRECTIONS

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- > Distribute one "ticket-out" card per student.
- > Have students put their name on the card, leaving room to write their response.
- > Give students 3-4 minutes to respond to the prompt in writing by taking notes on the card.
- > Pair students with their partner.
- > Give students 1-2 minutes to pitch or share their response to the question(s) or prompt.
- > **Protip:** You may want to allow students 1 minute to respond or give feedback to their partner after the partner has spoken.
- > After the activity or as students leave the room, collect students' cards for review. The teacher can review the cards when time allows, then give feedback the next class or at a later time.

## ACTIVITY DEBRIEF

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If the ticket-out is used at the end of class you will want to debrief at a later time.

Debrief may take the form of:

- > Allowing students to provide feedback to their partners. This gives students ownership over the debrief by asking relevant questions of their partner, clarifying misconceptions or sharing ideas.
- > Using the feedback received from reviewing the cards, teachers can check for understanding and make decisions on appropriate feedback, re-teaching, clarifying student misconceptions, or calling attention to important behaviors you witness during student sharing. For example, pointing out good pitch techniques, or calling attention to foundational values or soft skills you see (like students shook hands).
  - **Protip:** Monitoring students' pitches is always a good time to find positive behaviors, discuss them with the class, and incentivize students with YE dollars. Incentivizing not only the students pitching, but the students adding value by providing valuable feedback to their partner helps promote the YE culture. Teachers will also find using the FV Behavior Model is a valuable tool for examining student behaviors.

## NOTES

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