



## 3.8: Carousel Brainstorm

### Student Objective

Students will contribute information and opinions in response to pre-determined questions/stimuli located on chart paper around the room.

### Overview

This structure is used to build background knowledge, review material, or generate opinions. Carousel Brainstorm encourages students to build upon one another's ideas, with maximum participation.

### Materials/Set-Up

- Chart paper
- Markers or other writing utensils
- In advance of the activity, complete the following:
  - Compile several stimuli (e.g., topic, question, image, quotation) based on a previous or upcoming lesson/unit.
  - Write a different stimulus at the top of each sheet of chart paper and post these around the classroom.

### Instructional Steps

1. Create as many groups as there are stimuli posted around the room (e.g., for seven stimuli, create seven groups of students).
2. Send each group to a different piece of chart paper. It may be helpful to assign each group a color of marker, to differentiate each group's contributions.
3. Give each group a short amount of time to brainstorm as many ideas as possible for the question/stimulus before them.
4. After the allotted time is up, have all groups rotate to the next poster. Each group will now review the ideas on the chart and add their own ideas and questions.
5. Repeat this process until all of the groups have recorded ideas for each question/stimulus.
6. Once all of the groups have been to all of the posters, have students complete a **Gallery Walk** to review all of the posters, discussing ideas that other groups added.

Gallery Walk is a structured activity for sharing group products. Have students/groups either post or place their products around the perimeter of the room. Then, have the students slowly circulate around the classroom and peruse each group's product.

Example: "Select one member from your group to take your one-pager about Costa's Levels of Thinking and stand against a wall of the classroom. Once they get there, the rest of us will Gallery Walk around the room. Make sure to pay attention to how they illustrated each Level of Thinking."

### → Extension

- To increase rigor, use this collaborative structure as a technique for review the day after students complete Cornell notes. The topics on the posters could come from their notes, and students can then use their notes to generate ideas.
- To integrate technology, use a collaborative word processing tool, such as Google Docs, with one document for each prompt. For the Carousel Brainstorm, groups can "visit" each of the documents and add their own ideas—either with a new color/different font. For the Gallery Walk, they can review the documents and use the comments feature to layer on a discussion.

