



# Carousel Brainstorming

Carousel Brainstorming works well as an activator with a topic that can be divided into subtopics or a series of questions about the topic. Large sheets of newsprint paper-each containing a different subtopic or question- are posted around the room. In small groups, students rotate from one chart to the next, pausing for several minutes at each chart to brainstorm and record what they know about each subtopic. Each group has a different color marker. Groups end up back at the chart where they started and are able to see what others have added

Examples:

TOPICS	Subtopics
Geometric Shapes: natural & man-made examples.	Squares, parallelograms, triangles
Feelings: things that make you...	Happy, sad, confident, excited
Home State: things you know about its...	History, geography, natural resources
Animals: examples of...	Mammals, reptiles, birds, fish
Systems of Human Body: things you know about	Skeletal, respiratory, circulatory
Seasons of the Year: signs of...	summer, fall, winter, spring
Overused Words in Writing: synonyms for...	Nice, big, said, went
Words made with common prefixes/suffixes...	in-, pro-, retro-, sub-, able,-ic

## Suggestions, Applications and Variations:

- For a classroom without walls suitable for posting,
  - Rotate the charts from group to group.
  - Put each subtopic or question on a clipboard and have students pass the clipboards from group to group.
- For *primary students* charts can be on the floor; they brainstorm ideas first, and then each student draws a picture of an idea on the chart.
- For *summarizing, reviewing and reinforcing material* already studied,
  - divide the topic into subtopics (one per chart), then
  - groups circulate to each chart and
    - list things they know,
    - write questions for the test, and
    - review the lists created (checking ideas they are sure are accurate and putting a "?" next to those they have questions about)
- For use *during a cooperative learning jigsaw*
  - each of the expert group topics is posted on a chart, and
  - just before the "experts" get together-or after the peer teaching phase-students visit the charts and
    - list/summarize why they know, then
    - write questions about each topic.