

Rotational Graffiti can be used to brainstorm prior knowledge at the beginning of a lesson or to summarize content at the end of a lesson. It is also useful for examining opinions on various topics.

Procedure

1. The teacher assigns students to pre-selected or random teams of 2 to 4.
2. The teacher distributes to each team a sheet of poster paper with a unique heading and enough same-coloured pens for each member. Pen colours are different for each team. The headings are also different for each team. The heading might be a key word, a statement, or a question. Repeated headings may be subtitled by "write" or "draw." For example, one poster might be headed "Rural - Write" and another "Rural - Draw."
3. Teams then either write or draw as many responses, ideas, or concepts about the topic as they can think of. This is done for a short, predetermined amount of time (60 seconds).
4. Sheets are then rotated clockwise to the next team. Once again team members write down all responses (the **graffiti**).
5. Sheets circulate until each team has placed its responses on each sheet. Time may be shortened (to 30 seconds). Eventually, each team gets its original sheet back with a number of ideas written down.
6. Team members work together to summarize what has been written. They look for similarities and differences, for overlap, for main ideas, and for supporting details. Ideas are compiled by the team in the form of a summary statement or a concept map.
7. Each team presents its summary or concept map to the entire class.

Adapted from *Senior 3 Current Topics in the Sciences (305): A Framework of General and Specific Learning Outcomes*. Activating Prior Knowledge 1.11, (Manitoba Education, Citizenship and Youth, 2004).