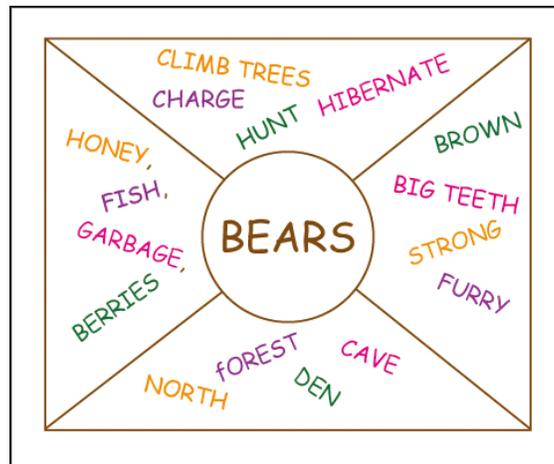


## Graffiti

### Overview

During the Graffiti strategy, students brainstorm ideas and record them on large sheets of chart paper. This is a creative way to collect thoughts from all or most of the students in the classroom.



### Steps

1. Place students in groups of three or four.
2. Provide each group with a large piece of paper divided into three or four sections, with a topic written in the middle. The topic can be the same or different for all groups.
3. Give students two minutes to think and record their ideas on their paper.
4. Have them stop writing, stand up, and move as a group to a different piece of paper.
5. All of the groups continue the above process until each group has contributed to every piece of paper.
6. Bring the whole class together to review everyone's contributions and to identify patterns and categories in what has been written.

### Hints and Management Ideas

- Use a "numbered heads" strategy (i.e., give students a number) to form groups.
- To make the activity more interesting, introduce graffiti as a concept, explain its history, and what it means.
- Use coloured markers to make the activity more interesting. Using colours will also help to identify the writers. This makes students more accountable for staying focused and writing appropriate responses.
- Remind students not to read the other responses. They should write what is important to them.
- Allot "think time" as well as "writing time" in order to help the groups stay on task.
- An alternative method is to pass the paper around instead of having the groups move around.

### Benefits of Graffiti

- Graffiti is an inclusive activity that can involve all students in the class (including ESL students). Students can choose to draw pictures instead of writing.
- Graffiti is an independent activity in which students can think and write their responses freely. Nervousness over presenting their own information is eliminated.
- The end product is the collective thoughts/ideas of all the class members on a given topic.
- When students have appropriate "think time", the quality of their responses improves.
- At the end of the activity, students can summarize all the ideas listed on their paper and present the results to the class.

For more detailed information, refer to Bennett, B. and C. Rolheiser. *Beyond Monet: The Artful Science of Instructional Integration*. Toronto, Ontario: Bookation, 2001.