

# Carousel

**IN BRIEF:** Large sheets of chart paper representing sub-topics within a main topic of discussion are posted around the room. Participants move from chart to chart discussing these subtopics and recording their ideas. Useful for exploring a topic in some depth in a short amount of time (and it gets participants up and moving).

## HOW TO DO IT

**1 Post pieces of chart paper** (no more than six) throughout the room. Label each chart with one subtopic of your main topic. For example, if your main topic is chaotic cafeteria climate, the subtopics might be the key areas or times in the cafeteria when behavior breaks down.

**2 Introduce the activity.** For example:

“We’ll form small groups and move from chart to chart to discuss these key areas and times in the cafeteria when we’ve noticed students misbehaving.”

Suggest that participants focus their discussions on certain specifics. In this case, they could focus on examples of misbehavior at each location or time and the likely causes of the misbehavior.

**3 Participants form one small group per chart.** A volunteer from each group serves as the group’s scribe. Give a different-colored marker to each scribe.

**4 Each group takes 2 to 3 minutes to discuss their subtopic** while the scribe records ideas on the chart.

Cafeteria Issue #2 Returning Trays, Disposing of Trash	
Issue: <ul style="list-style-type: none"><li>• Trays and trash left on tables.</li></ul>	Possible Reason(s): <ul style="list-style-type: none"><li>• Students rushing to leave.</li><li>• Procedures for exiting cafeteria not consistent among classes.</li></ul>

CONTINUED

- 5** On your signal, groups rotate clockwise to the next chart, read the previously recorded ideas, and add new ideas.
- 6** Continue until all groups have visited and contributed ideas to each chart. (You may also want to invite participants to quickly review the charts again to see all the ideas that have been added.)
- 7** Debrief as a whole group. Reflection questions can be about patterns noticed, further questions, or insights gained. You may also want to highlight ideas on the charts that most resonate with the group.



Learning Structure in Action

## Building Literacy Skills in Social Studies

A teacher leader wants to help teachers reinforce Common Core literacy skills during the next social studies unit. He posts four charts with these titles for groups to discuss:

- Vocabulary connections
- Informational text structures to use

- Informational text comprehension skills to teach/review
- Expository writing skills to teach/review

He uses Carousel to lead a discussion about how these aspects of literacy can be taught and practiced in the upcoming social studies unit.