

CAROUSEL GRAFFITI EXERCISE OF THE IES

This exercise came from Ray Wlodkowski & Margery Ginsberg in a workshop after they released their book:

Wlodkowski, R., & Ginsberg, M. (1995). *Diversity & motivation: culturally responsive teaching*. San Francisco, CA.: Jossey-Bass.

TIME REQUIRED:

50-60 min. (5 min. to set-up/explain, 40-45 min. exercise, 10 to 15 min. to debrief/reflect).

OBJECTIVES:

1. To make learners aware of the basic Kozai model and competencies.
2. To support learners in developing their IES Professional Development Plan (PDP).

MATERIALS:

- Newsprint Pads
- Markers
- Masking Tape
- Bell or noise-maker to signal participants

PROCESS:

- A. Before conducting the Carousel Graffiti exercise:
 - Administer the IES to all participants
 - Have them read their reports or brief article explaining the Kozai Model & the IES dimensions & competencies
 - Deliver a brief overview of the model, dimensions, & competencies
- B. Write the following 3 questions at the top of 3-different newsprint sheets:
 1. How have you developed Continuous Learning? (*please address both Self-Awareness & Exploration*)
 2. How have you developed Interpersonal Engagement? (*please address both Global Mindset & Relationship Interest*)
 3. How have you developed Hardiness? (*please address both Positive Regard & Emotional Resilience*)

- C. Post the 3 newsprint sheets on the wall or on easels around the room with 2-3 extra sheets of paper per questions, markers & masking tape.

- D. Split your participants into 3 relatively even groups of ideally no more than 6-8 people per group. (If your number of participants is larger than 18-24, make additional pads with the same 3 questions, post them, & create additional pods of 3-groups.)

- E. Have your participants go to the wall or easel where the questions are posted by group.

- F. Explain to them that they will have approximately 10 min. to discuss the question on the wall & write their recommendations on the newsprint. At the end of the time, you will get their attention (bell works well for a large or noisy group), ask them to stop, & move to the next question (the groups move questions 1 to 2, questions 2 to 3, questions 3 to 1). They will repeat this process 3 times, until they have answered each of the 3 posted questions.

In the 4th round, they are to return to their original question. They are then given 15 min. to discuss, evaluate, synthesize, & report-out what they have learned from their colleagues in the room. Stress that they are NOT to simply read-off what the others have written (this would be dull), but instead to look for patterns & outliers. They elect a spokesperson & are to prepare a brief (2-3 min.) summary.

- G. Start the process & monitor it. Usually the 1st round takes the full 10 min. as the participants are learning how to effectively & efficiently discuss & scribe the answers - you will need to remind them to scribe their answers.

The 2nd & 3rd rounds usually don't take the full 10 min. because they are getting better at the process.

When you call them to the 4th round, you will need to re-explain the process.

- H. Have them report out by group & reinforce that they have been able to find great wisdom in the room & to be willing to trust such.

- I. Have them pull out their own reports & take some time to use their learning to complete the PDP.