

Sharing from Graffiti Boards Learning Assessment

Teachers new to inquiry-based learning were unsure about what topics might be of interest to 5/6th grade students. They began an hour-long session by sharing some of the current events that were of personal interest (an upcoming presidential election, suburban sprawl in the area, a recent school shooting incident) and then invited students to work in groups of 3-5 and to sketch out their own ideas about pressing current events. The working session lasted about 30 minutes.

Each group member was then invited to share from the graffiti board one "most important" idea that was discussed. Key ideas included the global impact of pollution, an upcoming death penalty execution, the use of drugs by teenagers and projected extinction of several animal species.

Photos taken during the sharing session were later posted and students were asked to respond to what they were doing, as well as why we do this. The graffiti boards were then posted and to be referred to during the course of the study.



What are we doing here?

- When we do graffiti boards I think it is a way to get all the world issues and problems out that are bothering us.
- We each thought of different issues and wrote them on a piece of butcher paper.
- We are trying to find and maybe solve the problems there and to discuss or share what we worry or think about.
- This activity really lets the ideas flow. Next we shared our most interesting subjects with the group.
- We were writing certain events or things that affect our lives.

Why do we do this in the classroom?

- It is a way to bring up discussion and new topics in the room.
- We did this so we discovered more of what we thought.
- To realize how many problems are in the world and to try to solve these problems or to use these ideas as an expert study.
- We do this activity to provoke deeper thought into a subject by finding a top interest.
- I think it was to really think about what is going on in the world: such as the ozone problem or rapists and murders.

Reflective Responses to Photographs

See examples. Keep your questions as open ended as possible, i.e. *What are we doing here? Why do we do this?*

Kathryn Egawa (2004)

The *graffiti board* strategy was originally developed by Wayne Serebrin.