

Dump Your Brain!

What is it?

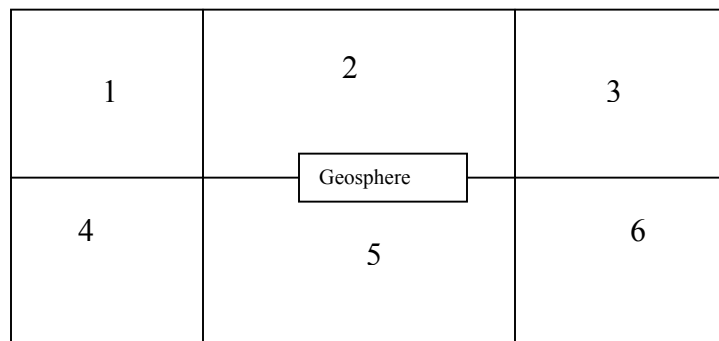
Dump Your Brain is a strategy to help groups of students organize and synthesize information that has been presented to them. Heterogeneous grouping works best for this activity as students of varying abilities can benefit from working together.

How does it work?

The following procedures can be adapted to suit the age and/or lesson being reviewed.

1. Cover a desk area with large paper (roll paper works nicely). The students can label the paper as follows:
 - a. The center of the paper should identify the subject being reviewed.
 - b. The paper should be divided into as many subcategories as are necessary for the subject. Label each of these subcategories. **(NOTE: It works nicely to have the number of subcategories equal the number of students in the group, if possible.)**

Example:



Each of the subcategories above are labeled as follows:

1. Types of Earth Materials
2. Building up the Earth's Surface
3. Breaking down the Earth's Surface
4. Slow Changes to the Earth's Surface
5. Rapid Changes to the Earth's Surface
6. Geosphere vocabulary

- c. Students are told they will be participating in an activity that will help them review everything they have learned about a certain topic. They will be learning how to “dump their brains.” You might want to tell your students, “It’s because I have so much confidence and trust in you, that I know you’re up for this challenge.”
- d. Have the students stand, with a pencil, and push in their chairs. Each student should stand in front of one subcategory on their chart (3 students on one side and 3 on the other)
- e. Instruct them that they will have to complete the first portion of “dumping their brains” in complete silence for the “dumping” to be successful! They will have 10 minutes to “dump their brains” by writing everything they know in each subcategory of their chart, without the use of notes, books, or each other. They should rotate around the table so they can contribute to each subcategory.
- f. After 10 minutes has elapsed and you have complimented them on their silent “dumping,” have them take out any notes, books, etc. related to the topic.
- g. They will now have 15-20 minutes to add to their chart using any of these aids that they can.
- h. Now, they are ready for the final step. Each group should select a “spy” or “ambassador.” This person will represent the group by visiting other tables in search of information that they might be missing on their own chart. Groups should be instructed not to prohibit “spies or ambassadors” from seeing their charts. The idea is to SHARE! While this is taking place, those remaining at the table may quietly speak to each other as they continue to add to their chart and verify that information is accurate and not duplicated. Allow 5-10 minutes for this step.
- i. OPTIONAL: Students can then use their completed graphic organizer to generate an outline to use to study. You can use the laptops for this or guide the students through creating a written outline.
- j. OPTIONAL: Students can use their completed graphic organizer to create Jeopardy-like questions to quiz other groups.

k. OPTIONAL: Students will enjoy visiting each other's tables to see how others "Dumped their Brains!"

