



Planner for Brainstorming

Use this checklist to plan brainstorming sessions and to follow up later on which elements need improvement or revision. If students are leading the sessions, share the checklist and techniques with them ahead of time to help them build their leadership and facilitation skills.

Date: _____

Topic for Brainstorming Session: _____

Getting Ready

- Places are provided for writing responses (board, easel/pad, paper) that all can see.
- Goals for the brainstorming session are clear.
- Roles and responsibilities of staff and/or student leaders of the brainstorming session have been shared in advance.
- The length of the session is adequate for the goals to be accomplished.
- Select timekeeper, recorder and facilitator in advance.

During Brainstorming

- Guidelines are clear and have been explained to the group:
 - Participants can say whatever response comes to mind.
 - Responses are recorded without judgment. There are no right, wrong or silly responses.
 - The more responses, the better.
- Timekeeper keeps group on track.
- Recorder writes down responses.
- Facilitator makes sure all responses are heard.

Looking Back

- Time limit:
 - Reasonable
 - Needed more time
 - Too much time
- Participants responded well, providing lots of responses.
- The atmosphere was relaxed and comfortable.
- Responses were limited and participants were too quiet.
- Participants were shy and needed encouragement.
- More conversation was needed beforehand.
- Responses were out-of-control; participants were shouting and facilitation should have been better.
- Responses were useful.
- Everyone could see the response list.
- The session led to next steps.
- Participants seemed to find the process interesting, helpful and/or useful.

Comments:

Revision notes:

