

Questions worksheet ... Used in our process

Date:	Team name:
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The students have to own the process. It's not the teacher asking the question.


Discussion Situation: Discuss the following.

- Asking Questions that open up more options can lead to many unexpected solutions.
- Asking questions that help adversaries shift from their stuck positions on an issue can lead to acts of healing and reconciliation.
- Asking questions that are unaskable in our culture at the moment can lead to the transformation of our culture and its institutions.
- Asking Questions and listening for the strategies and ideas embedded in people's own answers can be the greatest service a social change worker can give to a particular issue."

Essential Question?

1. Is *open-ended*; that is, it typically will not have a single, final, and correct answer.
2. Is *thought-provoking* and *intellectually engaging*, often sparking discussion and debate.



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3. Calls for *higher-order thinking*, such as analysis, inference, evaluation, prediction. It cannot be effectively answered by recall alone.
 4. Points toward *important, transferable ideas* within (and sometimes across) disciplines.
 5. Raises *additional questions* and sparks further inquiry.
 6. Requires *support and justification*, not just an answer.
 7. *Recur*s over time; that is, the question can and should be revisited again and again.



BLOOM'S REVISED TAXONOMY

Using the updated *Bloom Taxonomy*, we can create questions around the 6 levels, starting from the lowest level to the higher order thinking skill:

Elements	Verbs	Questions
Creating Generating new ideas, products, or ways of viewing things	Designing, constructing, planning, producing, inventing.	Compose an engineering song, skit, and poem or rap to convey the story in a new form.
Evaluating Justifying a decision or course of action	Checking, hypothesising, critiquing, experimenting, judging	Assess whether or not you think this really happened.
Analysing Breaking information into parts to explore understandings and relationships	Comparing, organising, deconstructing, interrogating, finding	Differentiate between how the child reacted and how you would react in each story event.
Applying Using information in another familiar situation	Implementing, carrying out, using, executing	Construct a theory as to why this was special for the child.
Understanding Explaining ideas or concepts	Interpreting, summarising, paraphrasing, classifying, explaining	Summarize what the story was about.
Remembering Recalling information	Recognising, listing, describing, retrieving, naming, finding	Describe where this took place.

Revised from: Kurwongbah School District, Queensland, Australia

