

## 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
<b>Creating</b> 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.
<b>Evaluating</b> Justifying a decision or course of action	Checking, hypothesising, critiquing, experimenting, judging	Assess whether or not you think this really happened.
<b>Analysing</b> 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.
<b>Applying</b> Using information in another familiar situation	Implementing, carrying out, using, executing	Construct a theory as to why this was special for the child.
<b>Understanding</b> Explaining ideas or concepts	Interpreting, summarising, paraphrasing, classifying, explaining	Summarize what the story was about.
<b>Remembering</b> Recalling information	Recognising, listing, describing, retrieving, naming, finding	Describe where this took place.

Revised from: Kurwongbah School District, Queensland, Australia

