

# Framing Questions – Lesson Plan<sup>1</sup>

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## **Mental Set – Hook:**

Some suggestions for a fun way to engage workshop participants in thinking about framing question:

- 'Shrek donkey pick me' - on you tube. An excerpt where Shrek wants to know where to find Lord Farquhar. No one wants to answer except Donkey, who responds "pick me, pick me". Could link this to the idea of accountability and it highlights the fact that we can't rely on one enthusiastic student to answer all the questions.
- There is a very good movie clip from "Ferris Bueller's Day Off" where the teacher is not listening to the students responses and just firing questions.

## **Share Objective:**

Participants will know and understand 10 concepts and skills associated with the framing of questions.

## **Input – Information:**

Using co-operative learning (group work or think-pair-share) draw a place mat to agree on the major skills and concepts associated with the framing of questions.<sup>2</sup>

Distribute the Instructional Leadership "Framing Questions" poster to each group to compare with responses that emerged from the groups.

## **Modelling and Demonstration:**

Provide a data set to each group.<sup>3</sup>

Task: Compare the odd-numbered examples and contrast them with the even-numbered examples. Remember: focus on the effect each example has on student participation. Members of the group share their hypotheses and thinking.

## **Check for Understanding:**

Concept Attainment: Using the hypotheses and thinking that emerged from Modelling and Demonstration, test the groups thinking by using testers.<sup>4</sup>

## **Practice:**

Suggestions for a 5 minute task that puts into practice what has been learned:

A snowball methodology where the participants write down two things they learned in the lesson that they didn't know before and share with the rest of the group.

Take a famous question or two, e.g. "To be or not to be? That is the question." or "Will you marry me?" In pairs or groups work on re-framing the selected question and share re-framed question with the whole group.

**Summation:**

**Footnotes:**

<sup>1</sup>Madeline Hunter's Lesson Design underpins the lesson plan

<sup>2</sup>Opportunity to use TPS and Placemat as an instructional tactics .

<sup>3</sup>Concept Attainment – use the data set from page 58 of "Beyond Monet" by Bennett and Rolheiser

<sup>4</sup> Concept Attainment - phase 2. Use the testers from Page 59 of "Beyond Monet" by Bennett and Rolheiser