



ACCELERATED EDUCATION
WORKING GROUP



Inter-agency Network for
Education in Emergencies

Accelerated Education Introductory Teacher Training Pack

Using Questions

Using Questions

This is Session 12 out of 18 from the Accelerated Education Introductory Teacher Training Pack (AEITTP).

The AEITTP is designed specifically for teachers working in accelerated education programme (AEP) classes and teaching learners generally aged 10-18 who are overage for their grade. Many teacher training institutes or in-service training courses are focused on formal primary school classes and younger children. These courses are not always relevant for teachers of older AEP learners. Older learners bring a richer set of life experiences and skills to their learning compared to younger children. Older learners are also more cognitively mature so are able to learn at a faster pace. The AEITTP is based on the pedagogy (way we learn) that would best suit older learners' needs in an accelerated education setting. It is designed to help AEP teachers develop the skills needed to support the learning needs of AEP learners, so they are able to access certified education, further training or livelihood opportunities. The AEITTP is founded on the AEWG's [Accelerated Education 10 Principles for Effective Practice](#) and AE Teacher Competencies. It is a generic inter-agency course for use by accelerated education programmes. The training sessions, vocabulary and tools have been aligned with the The Teachers in Crisis Context (TiCC) [Training Pack for Primary School Teachers](#) to enable consistency of approach where appropriate. However, it has adapted the content for older learners and to reflect AE pedagogy.

12: Using Questions

TRAINER OVERVIEW

Session time	3 hours
AE teacher competency	8: Interacts positively with learners 11: Uses age-appropriate teaching strategies 12: Delivers lesson content clearly
Learning Outcomes	At the end of the session participants will be able to: <ol style="list-style-type: none">1. Use a variety of open and closed questions effectively2. Use different levels of questions to engage learners in critical thinking3. Ask and respond to questions effectively in lessons
Materials	» Handout 12.1: Questions for sorting (1 copy per participant) » Handout 12.2: Levels of questions » Handout 12.3: Exercise on questioning levels » Handout 12.4: Writing different level questions for a text. » Handout 12.5: Handling learner responses part 1 (1 copy per participant) » Handout 12.6: Handling learner responses part 2 (1 copy per participant) » Handout 12.7: Teacher strategies to handling responses to questions (1 copy per participant) » Trainer Resource 12.1: Pictures

OVERVIEW			
Steps	Method	Time	Materials
Introduction	Presentation	5	Session Outcomes
1: Open and closed questions	Think-pair-share Group sorting Show don't tell	40	Handout 12.1: Questions for sorting
2: Levels of questions	Think-pair-share Matching exercise story Using texts Peer assessment	60	Handout 12.2: Levels of questions Handout 12.3: Exercise on questioning levels Trainer Resource 12.1: Pictures Handout 12.4: Writing different level questions for a text
BREAK			
3: Different ways to ask questions	Model Questions Palms up /down Snowball	30	Pieces of card or flat stick/bamboo with participants names written on 2 containers
4: Responding to questions	Visualisation, Demonstration Role play	35	Handout 12.5: Handling learner responses Part 1 Handout 12.6: Handling learner responses Part 2 Handout 12.7: Teacher strategies to handling responses to questions
Reflection		10	Session Outcomes

Making groups

For this module, group participants by subject area and Primary level (if this is not possible group participants by subject or year). Groups should be made up of 4 people. Explain to participants that this is a useful technique in the classroom when you want certain learners to work together for a particular project.

STEPS



Introduction

1. Write the title of the training session on the board: *12: Using questions.*
2. Say:
 - Welcome to session 12: Using questions.
 - This session focuses on different kinds of questions, different levels of questions and different ways of asking questions. It also considers how teachers should respond to the answers that learners give to questions.
3. Put up the outcomes on the board/wall.
4. Say
 - By the end of the session you will be able to:
 - ▷ Use a variety of open and closed questions
 - ▷ Use different levels of questions to engage learners in critical thinking
 - ▷ Ask and respond to questions effectively in lessons



1: Open and closed questions

INTRODUCTION: WHY DO WE USE QUESTIONS (10 MINS)

1. Make groups of 2 for think-pair-share.
2. Say:
 - Discuss with your partner the questions.
 - Why do teachers ask questions?
 - Why do learners ask questions?
3. After a few minutes ask each pair to give you one idea.

Possible answers

Teacher

- To check if learners are listening
- To check learners' understanding
- To engage learners, especially shy learners
- To find out learners' opinions
- To ensure equal participation of girls and boys

- To get learners to think about their ideas more deeply
- To direct learners to respond to one another
- To find out how learners are feeling
- To find out learners prior knowledge of a subject
- To learn about learners'
- Experience
- To show learners that the teacher is interested in what they think

Learners

- To gain information
- To clarify what the teacher means
- They want something
- Curiosity: to better understand something

4. Say:

- Being able to use questioning well is a skill that teachers must develop. It is important for teachers to understand the types of questions that there are, to know how to ask questions well, and to know good practices in questioning. This is especially important for AEP learners in mixed age and ability classes.
- Questions used well can help us learn more about our learners, make assessments of their ability, manage the class, check their progress and improve their level of thinking.
- Let's look at the different types of questions that you can use.

INPUT: SORTING OPEN AND CLOSED QUESTIONS (15 MIN)



Trainer tip:

Some guidance on making groups can be found in the Trainer notes at the end of this session.

1. Make groups of 2 for think-pair-share.
2. Explain task:
 - With your partner, read the questions in Handout 12.1.
 - You have to sort the questions into two groups.
 - You will need to give the reason for the way you have grouped the questions.
 - You have 5 minutes for this task.
3. Check the instructions with a participant to make sure they have understood. Ask:
 - What do you have to do?

Handout 12.1

Handout 12.1 Questions for sorting

1. Read the questions
2. You have to sort the questions into two groups.
3. Write the reason for the way you have grouped the questions.
4. You have 5 minutes for this task.

Questions

- a. What is your name?
- b. Why did you become a teacher?
- c. What is it like to live in our village/town/city?
- d. What are the advantages of being able to count?
- e. What is the name of our capital city?
- f. How many is four plus four?
- g. What are the impacts of marrying early?
- h. What temperature does water freeze at?
- i. Which is the longest river in Africa?
- j. When do you use multiplication outside classes?

Group 1:

Group 2:

Reason for sorting questions



Trainer tip:

Groups may have sorted the questions in a different way e.g start with What. Listen to their reasons. Focus the activity on a group that have sorted questions into open and closed questions.



Trainer tip:

If participants already sorted questions into open and closed, skip step 8.

4. Distribute **Handout 12.1**.
5. After 5 minutes, ask one group to read out their 2 groups of questions.
6. Ask:
 - Why have you sorted your questions this way?
 - Did any group sort their questions a different way? Tell me how you sorted the questions.
7. Say:
 - The 10 questions are examples of open and closed questions.
 - Closed questions require short factual answers. There is only one correct answer.
 - Open questions require a longer answer, and encourage learners to explain their ideas and to give their opinions. There is no one correct answer, and their ideas may be different to yours.
8. Say:
 - In your pair sort the questions into open and closed questions.
9. Check the answers.

GROUP 1	GROUP 2
Closed questions	Open questions
a. What is your name?	b. Why did you become a teacher?
e. What is the name of our capital city?	c. What is it like to live in our village/town/city?
f. How many is four plus four?	d. What are the main advantages of being able to count?
h. What temperature does water freeze at?	g. What are the impacts of marrying early?
i. Which is the longest river in Africa?	j. When do you use multiplication outside classes?

10. Ask:

- Which questions are related to learners' lives?

Answers

- What is your name?
- What is the name of our capital city?
- Why did you become a teacher?
- What is it like to live in our village/town/city?
- When do you use multiplication outside classes?

11. Say:

- These questions are asked to relate the lesson to the learners' lives. The answers will vary from learner to learner. They're good to use because the learners can talk about themselves and compare their experiences. They help the learners become more interested and involved in learning.

Hands together



Open hands



PRACTICE: CHECKING UNDERSTANDING OF OPEN AND CLOSED QUESTIONS¹ (10 MIN)

1. Say:

- Now I will use questions to check understanding. I will use a method called, 'Show me, don't tell me'.
- I will read a list of different open and closed questions.
- You will use your hands to show your answer. You will press your hands together for a closed question.
- You will spread your hands apart for an open question.
- This is a useful technique to use in the classroom to make sure that all learners are engaged.

2. Ask the following questions. Participants show whether the questions are open or closed.

- a. What is the trainer's name? (closed)
- b. Why is teacher professional development important? (open)

3. Ask:

- a. How did you know this (b) was an open question?
- c. Do you understand? (closed)

4. Ask:

- How did you know this (c) was a closed question?
- e. How many participants are there in this room? (closed)
- f. What is the most difficult thing about teaching? (open)
- g. What is the most rewarding thing about teaching? (open)
- h. What time did we start this session? (closed)

REFLECTION (5 MIN)

1. Use the same groups of 2 for think-pair-share.

2. Say:

- Discuss with your partner the questions.
- What are the strengths of using open questions?
- Why might using only closed questions be a problem?

3. After a few minutes ask each pair to give you one idea.

Example answers:

Strengths of open questions

- They encourage learners to think for themselves.
- They allow the teacher to check if the learner really understands.
- They are more interesting.

Problems using closed questions

- The teacher can't tell how much the learner has really understood.
- They can get very repetitive.
- These questions do not develop inquiry or analysis skills.

4. Say:

- We have just used two important teaching methods:
 - ▷ Show me, don't tell me
 - ▷ Think-pair-share
- These methods engage all learners – they are particularly useful with large classes.



2: Levels of questions

INTRODUCTION: LEVELS OF QUESTIONS (5 MIN)

1. Write the questions on the board.

- How can this training help you in your work?
- How did you travel to this training?
- What is your partner's name?

2. Make groups of 2 for think-pair-share.

3. Say:

- Discuss with your partner:
- Which question is the easiest? Why?
- Which question is the most complicated? Why?

4. Listen to some participants ideas.

5. Say:

- As well as open and closed questions, there are also different levels of questions.
- There are three levels of complexity to these questions.

How can this training help you in your work?	Level 3: evaluation / application
How did you travel to this training?	Level 2: comprehension
What is your partner's name?	Level 1: knowledge

6. Say:

- As many of our AEP learners are adolescents, their brains are still developing their higher order thinking skills. So it is important that we use higher order questions in our lessons. However, not every learner will be at the same stage of brain development so we need a range of questions at different levels.

INPUT: LEVELS OF QUESTIONS (15 MIN)

1. Distribute Handout 12.2.

2. Say:

- Handout 12.2: gives us more information about the levels of questions. Let's read through the descriptions of each level together.
- Let's start from Level 1 at the bottom of the ladder. Who can read the first one?
- And the second?
- And the third?

3. Distribute Handout 12.3.

4. Explain task:

- Now we will do an activity to check your understanding.
- On Handout 12.3, read the questions
- Decide the level of each question.
- Draw a line that connects each question to the corresponding level.
- The first one is done as an example. You can discuss your answers with your partner.
- You have five minutes for the task.

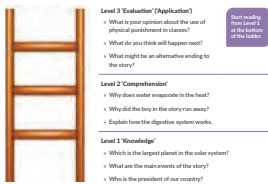
5. Check the instructions with a participant to make sure they have understood. Ask:

- What do you have to do?

6. After five minutes, go through the answers.

Handout 12.2

Participant handout 12.2: Levels of questions



LEVELS OF QUESTIONS

Evaluation questions ask learners to use their knowledge and skills to form an opinion about something, to evaluate an argument, or assess information to make a judgement. They ask for high-order thinking skills, especially the ability to think independently. Evaluation questions might begin, "assess... evaluate... appraise... judge..."

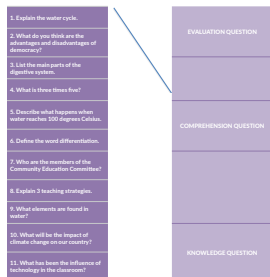
Comprehension questions ask learners to demonstrate that they understand something. They might be asked to interpret something, or summarise. Comprehension is more than just stating something. It is showing that learners can explain as well. Comprehension questions might begin, "discuss... describe... explain..."

Knowledge questions ask learners to show that they remember something. This might be facts that they can recall, or information they have memorised. At this level, learners are not asked to do anything with the knowledge. They can just relate it. Knowledge questions might begin, "what... who... when... where... recall... list..."

Handout 12.3

Handout 12.3 continued: Exercise on questioning levels

Draw a line that connects each question to the corresponding level. The first one is done as an example.



Answers

- Knowledge questions – 3, 4, 6, 7, 9
- Comprehension questions – 1, 5, 8
- Evaluation question – 2, 10, 11

7. Ask:

- Why is it important to use different levels of questions?

8. Listen to some participant ideas.

Example answers:

- Different question levels give opportunities for all abilities of learners to engage.
- We can encourage weaker learners by asking easier questions, and challenge stronger learners by asking them harder questions.
- We can move step-by-step to help learners think for themselves.
- It develops higher order thinking in the brain.

Definition:

Differentiation: means ensuring that all teaching practices support different abilities and needs.

INPUT 2: DIFFERENTIATED QUESTIONS FOR TEXTS (15 MIN)

1. Say:

- In AEP classes, learners of different ages and abilities use the textbooks.
- For AEP learners, the level of reading may be correct, but the questions may not use higher order thinking skills or challenge them. They could become bored. To overcome this we need to write questions using different levels of the question ladder. We also need to think about questions that are more suitable for older learners.
- Let me give you an example.

2. Show **Trainer Resource 12.1. Picture 1** from²

3. Ask:

- What can you see in the picture?
- What do you think this story is about?

4. Read the story paragraph by paragraph out loud.

5. For each paragraph show the picture and ask:

- What can you see in the picture?
- Read the paragraph.
- Ask: What will happen next?

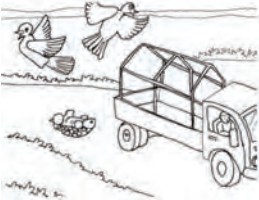
Picture 1



Picture 2



Picture 3



Picture 4



Picture 5



Picture 6



Picture 7



Tortoise and the birds

(Picture 1) Every day Tortoise and the birds play together. One day they go to a wedding. Tortoise and the birds are excited. They like weddings. At the wedding they eat a lot of good food. They are happy.

(Picture 2) After the wedding party, Tortoise and the birds are going home. Tortoise walks on the road. The birds fly in the sky.

(Picture 3) A truck is driving on the road. The truck hits Tortoise and breaks his shell. The birds see the accident. The birds are afraid so they fly away.

(Picture 4) Tortoise is sad. His shell is broken into pieces. He is afraid a truck will hit him again because he is alone.

(Picture 5) After some time, Tortoise hears music. A man is carrying a radio playing music. Tortoise begins to sing. He remembers how happy he was at the party. He remembers playing with his friends. Tortoise wants to feel happy again.

(Picture 6) Tortoise picks up the broken pieces of his shell. He joins the pieces together. Tortoise is pleased he can mend his shell. It makes him feel better.

(Picture 7) Tortoise looks for his friends. When he finds them, he tells the birds about the accident and how sad he felt. The birds are sorry they had left. They were afraid that Tortoise was dead. Tortoise and the birds feel better after they talk. They play a game of football and feel happy again.

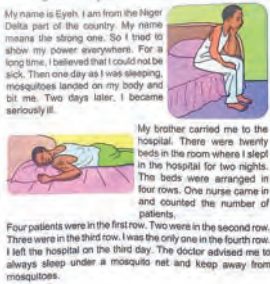
6. Ask the questions:

- **Level 1:** What are the names of the main characters in the story?
- **Level 1:** Where did they go?
- **Level 2:** How did Tortoise's shell get broken?
- **Level 3:** What do you think will happen the next time Tortoise hears about a party?
- **Level 3:** What did we learn from this story?
- **Level 3:** How can we use the skills from this story?

7. Say:

- This story is written for younger children, but we can still use it effectively in AEP classes if we think about the questions to ask. It practices the skills of description, prediction, story sequence and develops characters.

Handout 12.4



Trainer tip:

Select a text from each of the main subject areas from the textbooks used in the curriculum for your AEPP.

PRACTICE: WRITING DIFFERENTIATED QUESTIONS FOR TEXTS (20 MIN)

1. Explain task:

- I will put you in groups.
- Each group will receive a handout of a text from a Level 2 AEP equivalent textbook
- In your groups read the text.
- Use the question ladder in Handout 12.4. and write a question from each level of the ladder underneath the text.
- When you have finished we will give your work to another group to answer the questions.
- You have 10 minutes for this task.

2. Check the instructions with a participant to make sure they have understood. Ask:

- What do you have to do?

3. Make the same groups of 4 as before.

4. Distribute **Handout 12.4**.

5. After 10 minutes, collect the work from each group and pass it to the next group.

6. Explain task:

- Answer the questions underneath the text.
- Check the level of the question.

7. After 5 minutes, ask:

- Were the questions differentiated by level?
- Were the questions more interesting for older learners?

REFLECTION

1. Say:

- By writing questions at different levels, we have provided the AEP learners with differentiated questions. However higher level questions do not always mean more difficult. It means we must use different mental processes to answer questions. For example, knowledge only requires memory. Comprehension requires the ability to interpret. Application requires memory plus the ability to interpret plus the ability to apply.
- AEP learners have different learning styles and different thinking styles. Some learners have good memories. For them, knowledge questions will be easy to answer. Some learners are analytical thinkers. For them, analysis questions will be easy to answer. When we organize our questions, we should realize that some learners would find knowledge questions easy to answer, whereas others will find them difficult.



3: Different ways to ask questions

INTRODUCTION

1. Say:

- Asking questions is not just for getting information from learners and assessing their understanding. It is also a way to encourage all learners to participate in the lesson – girls, boys, confident learners, and shy learners. It can be used as a form of classroom management. For example, to keep the attention of the whole class. So, there are many benefits for teachers and learners if teachers ask questions well.
- Research has found a correlation between the way a teacher asks questions and the subsequent level of learner attention, engagement, and achievement.
- So, you can influence the levels of academic performance by the way you choose to ask questions.

INPUT/PRACTICE: MODELLING TARGETING OF QUESTIONS (25 MIN)

1. Say:

- I am going to ask some questions. Then you tell me which learner I am targeting.

2. Model the following. After each demonstration, ask for feedback from the participants.

3. Demonstrate: Ask questions to the same person again and again.
4. Ask:
 - What is more valuable, silver or gold... [participant 1]? (Gold)
 - What currency is used in America... [participant 1]? (Dollar)
 - What is the fastest land mammal... [participant 1]? (Cheetah)
5. Ask:
 - Who was being asked the questions?
 - [Answer: Asked the same person questions again and again]
 - How did the others feel?
6. Say:
 - Teachers often ask questions to the person they know can answer. That tends to be the brightest learners. But that only proves that one person can answer. You don't know if any of the others can answer. And it makes the others feel left out.
7. Demonstrate: Ask a question to the class, and choose from those who put up their hand
8. Ask:
 - Put up your hands if you know the answer.
 - What is the capital of England? (London)
 - What do we call 4 sided shapes? (quadrilaterals, squares, rectangles)
 - Define a verb? (An action word e.g. walking)
9. Ask:
 - Who was being asked the questions?
 - What are the advantages and disadvantages?
10. Say:
 - Again, only those who know the answer and who are listening put up their hands. You are not checking whether everyone understands.
11. Demonstrate: Say a name, and then ask a question.
12. Ask:
 - [Participant 2], what is seven plus eight?
 - [Participant 3], what is ten minus four?
 - [Participant 4], what is three times two?

13. Ask:

- Who was being asked the questions?
- When might we use this strategy?

14. Say:

- If I say the name first, it is a good way to target someone who is not listening. But everyone else switches off.

15. Demonstrate: Ask a question, pause, and then say a name.

16. Ask:

- What is $7 + 8$...? [Name of participant]?
- What is $10 - 4$...? [Name of participant],
- What is 4×3 ...? [Name of participant],

17. Ask:

- Who were being asked the questions?
- What are the advantages of this method?

18. Say:

- If I ask the question first, pause, then choose one person, everyone has to listen and work out the answer as they might get chosen.

19. Demonstrate: Palms up/down.

20. Say:

- I will ask if a fact is true or false.
- If the answer is true put your palms up. If it is false, put your palms down. For this exercise I want you to close your eyes.
- First question. It is raining now. True or false?
- Pineapples grow on trees. True or false?
- Mount Everest is the highest mountain in the world. True or false?

21. Ask:

- Who was being asked questions?
- Why did I ask you to close your eyes?
- What are the advantages of this strategy?

22. Say:

- Advantage: This strategy means I can check whether everyone understands.
- Slower learners might wait and copy what their friends do. Asking learners to close their eyes helps prevent this.

23. Demonstrate: Ask many addition questions to the class, and choose only boys from those who put up their hand.

24. Ask:

- What is $11 + 8$...? [Male participant] ?
- What is $22 - 7$...? [Male participant] ?
- What is 13×3 ...? [Male participant] ?

25. Ask:

- Who was being asked questions?
- What is the problem with this type of selection?

26. Say:

- We need to make sure we ask questions to girls and boys equally. Just because a girl does not put her hand up does not mean she does not know the answer.
- Many AEP learners, especially adolescents may feel shy or embarrassed to answer in front of others. They may be worried they will get the answer wrong.

27. Ask:

- How can we make sure every learner has the chance to answer questions?

28. Listen to some ideas.

Possible answers

- Use palms up/down
- Pair-share
- Select learners from one row, then the next row
- Keep a record
- Use name cards to make sure all learners answer a question

29. Show the name card/stick system for keeping a record of learner names.

30. Say:

- This system uses pieces of card or flat stick/bamboo.
- Each piece of card has the name of one learner in the class.
- When I ask a question I take out one name card. I ask the question to the learner on the name card.
- I then put the name card in the second container so that I don't use it again in the class.

- This way I will ask each learner in the class a question during the lessons and they all have an equal chance.

31. Say:

- Another questioning strategy is the snowball technique.
- This is good for practicing language, especially questions and answers.

32. Demonstrate the technique:

Snowball:

- I will ask the participant at the end of the row a question. After they answer, they turn to the person next to them and ask the same question. This continues until the end of the row, then to the next row.
- Show the route of the question with your hands.
- Question: What is your favourite colour?

33. Ask:

- What are the advantages and disadvantages of this method?

Answer

Advantages

- Everyone has a turn
- Weaker learners can prepare their answer
- Everyone hears the question many times
- Everyone asks and answers questions
- Good for second language practice of questions

Disadvantage

- Some learners don't like waiting their turn

REFLECTION (5 MIN)

1. Say:

- In AEP classes it is good to have learners ask questions themselves. In the first session we used a strategy called K-W-L.
- Can anyone explain the K-W-L strategy?

Answer

- The K-W-L chart is an effective assessment tool to find out what learners already know about a topic. It also looks at questions they have and at the end checks what they have learned.
- The headings on the chart are:
 - ▷ What I already know = K
 - ▷ What I want to know = W
 - ▷ What I learned = L

2. Say:

- Learner-led questioning is where learners ask questions to other learners, rather than the teacher asking all the questions. This is a useful way of questioning because it requires learners to think more in-depth about a topic, to come up with a good question. It also encourages learners to participate more than usual, since they need to ask and answer questions. This is an important skill for older AEP learners which is useful in their life outside class.



4: Responding to questions

INTRODUCTION: VISUALISATION (5 MIN)

1. Say:

- The way a teacher responds to the answer a learner gives is important.

2. Ask participants to close their eyes for a visualisation activity.

3. Say:

- I want you to think of a time when you were a learner and got the answer to a question wrong.
- How did you feel?
- What did the teacher do? Did the teacher tell you off or shout at you?
- Did the other learners laugh at you for getting the answer wrong? How did that make you feel?
- Now I want you to think about a time when you gave a really good answer but the teacher moved on with the lesson.
- How did that make you feel?

4. Ask participants to open their eyes.
5. Ask some participants:
 - How did you feel when you got the answer wrong?
 - How did you feel when you were told off by the teacher?
 - How did you feel when others laughed at your answer?
 - How did you feel after you had given a really good answer but the teacher moved straight on with the lesson?
6. Say:
 - In the AEP class we may have learners who lack confidence or feel too embarrassed to answer questions. During adolescence, learners like to take risks but some may not want to risk answering a question if their peers laugh at them or judge them. In AEP classes we want to build learners confidence to answer questions and their self-esteem. There are 2 key principles for how we should handle learner responses:

Always be positive, and always be constructive.

INPUT: HANDLING LEARNERS RESPONSES (10 MIN)

1. Say:
 - When a learner gives the wrong answer or responds, "I don't know" we can use different strategies to help the learner
2. Explain task:
 - You will work in groups of 3.
 - Each group will have a handout with a dialogue between the teacher and 2 learners.
 - Assign the roles in the group and read the dialogue.
 - When you have finished, discuss the strategies the teacher used to help learner A answer the question.
 - You have 10 minutes for this task.

Handout 12.5

Handout 12.5: Handling learner responses part 1

When a learner gives the wrong answer or responds, "I don't know" we can use different strategies to help the learner.

Task

1. In your group decide who will be the teacher, learner A and learner B.
2. Read the dialogue.
3. When you have finished, discuss the strategies the teacher used to help the learner A answer the question.
4. You have 10 minutes for this task.

Teacher: Can you explain the water cycle?

Learner A: (No answer)

Teacher: Can you explain the water cycle?

Learner A: (No answer)

Teacher: Think about the way water changes?

Learner A: (No answer)

Teacher: Look at this picture to help you.

Learner A: (No answer)

Teacher: I will come back to them after the next question so you have time to think.

Teacher: You can ask another learner for help.

Teacher to learner B: Can you explain the water cycle?

Learner B: The water cycle describes the movement of water from the surface of the sea then into the sky as clouds then falling as rain and flowing to the sea.

Teacher to learner A: Can you explain the water cycle now you have listened to learner B?

Learner A: It is the way water moves from the sea into the sky and then to the ground as rain.

Teacher: I really liked how you listened carefully to your friend and gave the answer in a complete sentence.



3. Check the instructions with a participant to make sure they have understood. Ask:
 - What do you have to do?
4. Make groups of 3 sitting next to each other.
5. Distribute **Handout 12.5**.
6. After 10 minutes ask some groups:
 - What techniques did the teacher use to help the learners answer the question?

Answers

- Praised the correct answer by explaining why it was good using 'I like the way...'
- Repeated the question in case they didn't hear or understand it.
- Gave a clue: Think about the way water changes
- Showed a picture to help the learner
- Teacher will come back to them after the next question so they have time to think.
- Teacher suggested they can ask another learner for help.
- Teacher asked another learner for the correct answer then asked the first learner repeat it.

Ask one group of 3 to act out the dialogue for the class.

Teacher words in bold

Teacher: Can you explain the water cycle?

Learner A: No answer.

Teacher repeats the question in case they didn't hear or understand it.

Teacher: Can you explain the water cycle?

Learner A: No answer.

Teacher gives a clue.

Teacher: Think about the way water changes?

Learner A: No answer.

Teacher show a picture of the water cycle.

Teacher: Look at this picture to help you.

Learner A: No answer.

Teacher: I will come back to you after the next question so you have time to think.

Teacher: You can ask another learner for help.

Teacher to learner B: Can you explain the water cycle?

Learner B: The water cycle describes the movement of water from the surface of the sea then into the sky as clouds then falling as rain and flowing to the sea.

Teacher to learner A: Can you explain the water cycle now you have listened to learner B?

Learner A: It is the way water moves from the sea into the sky and then to the ground as rain.

If learner A gives the right answer to the question, praise them by explaining why they gave a good answer.

Teacher: I really liked how you listened carefully to your friend and gave the answer in a complete sentence.

PRACTICE: RESPONDING TO QUESTIONS (20 MIN)

1. Make groups of 2.
2. Explain task:
 - Each group is going to analyse a learner response to a question. What is the problem with the response?
 - The group must discuss the best way to respond.
 - You will have 10 minutes for this task.
3. Check the instructions with a participant to make sure they have understood. Ask:
 - What do you have to do?
4. Distribute **Handout 12.6**.
5. Say:
 - Let us do the first question together.

Handout 12.6

Handout 12.6: Handling Learner Responses" part 2

INSTRUCTIONS

1. In your group, analyse a learner response to a question. What is the problem with the answer?
2. Discuss the best way to respond.
3. You will have 10 minutes for this task.

SCENARIOS

- a. Teacher: What is 16 - 5?
Two learners call out the answer 11.
One learner raises their hand.

Problem:
Teacher response:

- b. Teacher: What is another word for small?
Learner: Doesn't give any answer but looks at the desk.

Problem:
Teacher response:

- c. Teacher: What is the opposite of tall?
Learner: Giant. The class laughs at the learner.
Correct answer: small, tiny, short

Problem:
Teacher response:

- d. Teacher: What is a preposition?
Learner: It is in or under.
Correct answer: A preposition is a word that shows the position of an object.

Problem:
Teacher response:

- e. Teacher: If you divide 13 apples equally into three groups, how many apples are left over at the end?
Learner answer: You will have 4 apples in each group.
Correct answer: 3 groups of 4 apples, 1 left over.

Problem:
Teacher response:

Practice

Teacher: What is 16 - 5?

Two learners call out the answer.

One learner raises their hand.

What is the problem with the answer?

Learners calling out the answer

Teacher response: Use positive reinforcement – I like the way that learner A is raising their hand, waiting for me to choose them. Learner A can you give the answer?

6. Ask groups to complete the task.
7. After 5 minutes, ask different groups to give their ideas for B, C, D and E. Add any ideas missing from below.

Possible answers

- a. Teacher: What is another word for small?
Learner: Doesn't give any answer but looks at the desk.
 - **Problem:** Doesn't say anything/may be embarrassed/didn't hear the question.
 - **Response:** Repeat the question in case they didn't hear it. The learner may be embarrassed. Ask if they would like help from a friend. Move on, and later in the class, ask the question again just teacher and learner.
- b. Teacher: What is the opposite of tall?
Learner: Giant.

The class laughs at the learner.
 - **Problem:** The learner gave a similar word not an opposite one.
 - **Response:** Say that it is an interesting answer and is another good word for tall. Everyone enjoyed it. Would you like to try again? Give a hint or show a visual. Ask if they would like help from a friend
- c. Teacher: What is a preposition?
Learner: It is on or under.

Correct answer: A preposition is a word that shows the position of an object.
 - **Problem:** The learner misunderstands the question and gives an example and not the definition.
 - **Response:** Say, Yes. That is an example of a preposition but what is the definition of the word? Turn to your neighbour and discuss. Or ask another learner to answer.
- d. Teacher: If you divide 13 apples equally into three groups, how many apples are left over at the end?
Learner answer: You will have 4 apples in each group.

Correct answer: 3 groups of 4 apples, 1 left over.
 - **Problem:** The learner doesn't give the answer in full. Only the correct number in each group.
 - **Response:** Ask a follow up question e.g. How many are left over from the groups?

8. Ask:

- In AEP classes we have learners of mixed ages and abilities. How can we challenge learners that find the question easy and give the right answer?

9. Listen to some ideas.

10. Distribute **Handout 12.7**.

11. Say:

- We can use 'follow up' questions to challenge able learners. Look at Handout 12.7 and the section on 'Follow up questions'.
- I will demonstrate some follow up questions, and you must identify which strategy I am using. You have 1 minute to read the strategies.

12. Ask a participant the question with a follow up question. Then ask which strategy was used.

Handout 12.7

Handout 12.7: Teacher strategies to handling responses to questions

REMEMBER

- Include all learners
- Be positive
- Be constructive

HANDLING LEARNER RESPONSES:

If the learner gives the wrong answer or responds, "I don't know," use one of the following:

- Repeat the question to see they didn't hear or understand it
- Give hint
- Show a picture
- Say you will come back to them after the next question so they have time to think.
- Ask another learner for help
- Ask for the correct answer from another learner and have the original learner repeat it

Follow up questions

If the learner gives the right answer to the question, praise them by explaining why they gave a good answer. E.g. "Timothy liked how Alex gave a complete sentence." To challenge stronger/able learners, you can ask a follow up question.

1. How and why: Ask the learners to explain how they arrived at the answer.
2. Give an example: Ask the learners to offer an example.
3. Another way: Ask the learners to solve the same problem using a different set of skills. Good for maths problems.
4. Ask for a better word: Encourage learners to use a different word to practice vocabulary.

a. How many sides does a triangle have?

Can you give me an example of a triangle shape?

Strategy: Give an example.

b. What is the function of the root in a plant? (to take up water)

How do you know this? Why does the plant need water?

Strategy: How and Why

c. When we use a grade 1 reading text what sort of questions should we write?

Can you think of a better word? *[Differentiated questions]*

Strategy: Ask for a better word

d. What is 6×9 ? How did you solve this?

Can you solve it another way? ($10 \times 6 - 9 = 53$)

Strategy: Another way

REFLECTION (5 MIN)

1. Ask:

- What should you do if you ask a difficult question and no-one can answer?

2. Listen to participant ideas.

Example answers

- Rephrase your question in a simpler way,
- Start off with a simpler question that leads learners thinking towards being able to answer more difficult questions.
- Use pair-share to discuss the idea before responding in front of the whole class.



Reflection

1. Refer to the learning outcomes on the board/wall.
2. Ask:
 - Have the learning outcomes been achieved?
3. Say:
 - Instead of pair-share for the reflection questions, we will use a strategy that is good for practicing questions in second languages. It gives the opportunity to ask the same question many times and practices the answer too.
 - When I give the instruction I want you to stand and mix with the other participants and ask the question 'What did you learn in this session?'
 - Ask at least 3 different participants.
4. Ask participants to stand, mix with their peers and ask the question.
5. After a few minutes ask them to change the question to: What did you enjoy in this session?
6. Ask participant to sit.
7. Ask:
 - What question strategies will you try in your classroom?

----- **END OF SESSION** -----

End notes

^{1,4} Adapted from INEE. (2016). Teachers in Crisis Contexts Training Pack for Primary School Teachers. <https://inee.org/resources/teachers-crisis-contexts-training-primary-school-teachers>.

² Adapted from UNESCO. (2013). Skills for Life for Youth, Life Skills and Psychosocial Support for Youth in Emergencies Teacher Guide for Youth Government of South Sudan, Ministry of Education, Science and Technology South Sudan.

³ Taken from South Sudan Level 1 textbooks for maths, English, science and social studies.

Ideas for coaching

- The AEP centre manager or trainer could create a practice session for teachers on selecting and using different kinds of questions. They could also observe lessons and provide feedback on questioning.
- The trainer can follow up on the types of questions that teachers find difficult to write and create a practice session for them.
- Conduct the optional video activities in the trainer notes section: Identify questioning strategies; Questions throughout the lesson

Ideas for collaborative learning/self-study

- Teachers can plan with their peers different levels of questions.
- Teachers can observe the lesson of another teacher to get more ideas for different levels of questions and how to handle learner responses.
- Teachers can test their questions on their peers.
- Provide the links for videos in the optional activities for teacher to watch in their own time.

Optional activities

IDENTIFY QUESTIONING STRATEGIES

1. Explain task:

- We are now going to watch a short film about using questions.
- I want you to note down the strategies used by the teachers in the film.

2. Play the video: Healing Classrooms (3.1) – Whole Class Questioning and Cold Calling: <https://www.youtube.com/watch?v=4ezyOoM6p50&list=PLA93F450F41857EC9&index=5>.

3. Think-pair-share:

- Discuss the strategies used in the film.
- Which ones are suitable for the AEP class?

4. Listen to participants responses.

Answers

- Using fingers to show you agree, disagree with the answer.
- Standing for cold calling questions.
- Asking learners at the front and back of the class.
- Asking older and shy learners.
- If the answer is wrong moving to the next learner.

Questions throughout the lesson

1. Explain task:
 - We are now going to watch a short film about using questions at different stages of the lesson.
 - I want you to note down the strategies used by the teachers in the film.
2. Play the video: Healing Classrooms (6.2) – Questioning Techniques
https://www.youtube.com/watch?v=IjF_8aRDF-4&list=PLA93F450F41857EC9&index=12
3. Think-pair-share:
 - Discuss the strategies used in the film.
 - Which ones are suitable for the AEP class?
4. Listen to participants responses.

Answers

- Using fingers to show the answer A, B, C
- Questions to check understanding
- Using questions with pairs
- Using questions on the board – closed
- Asking open ended questions for critical thinking
- At the end of the lesson, practicing questions, using cold calling,
- Checking understanding with follow up questions

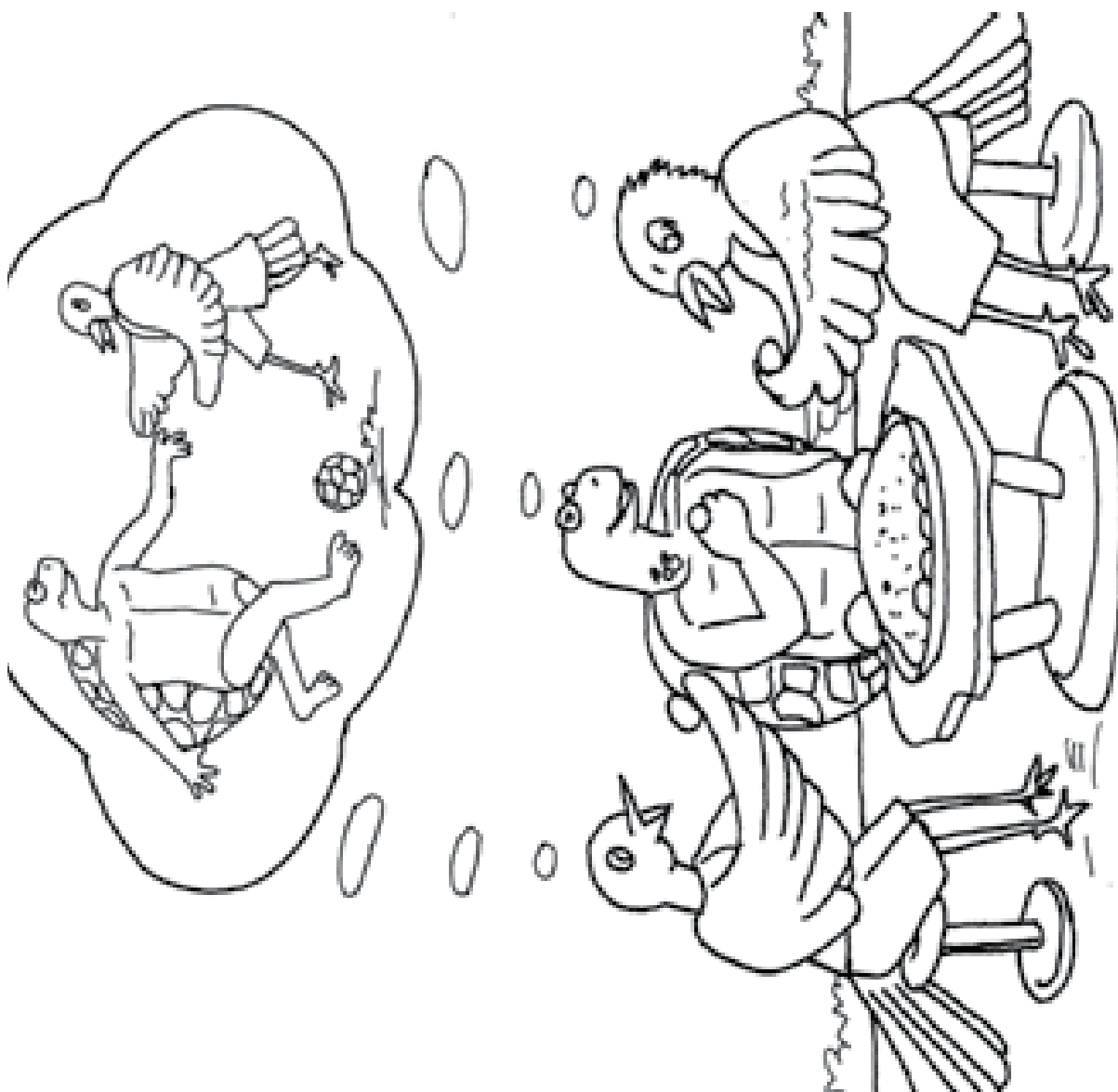
Session Outcomes

By the end of the session you will be able to:

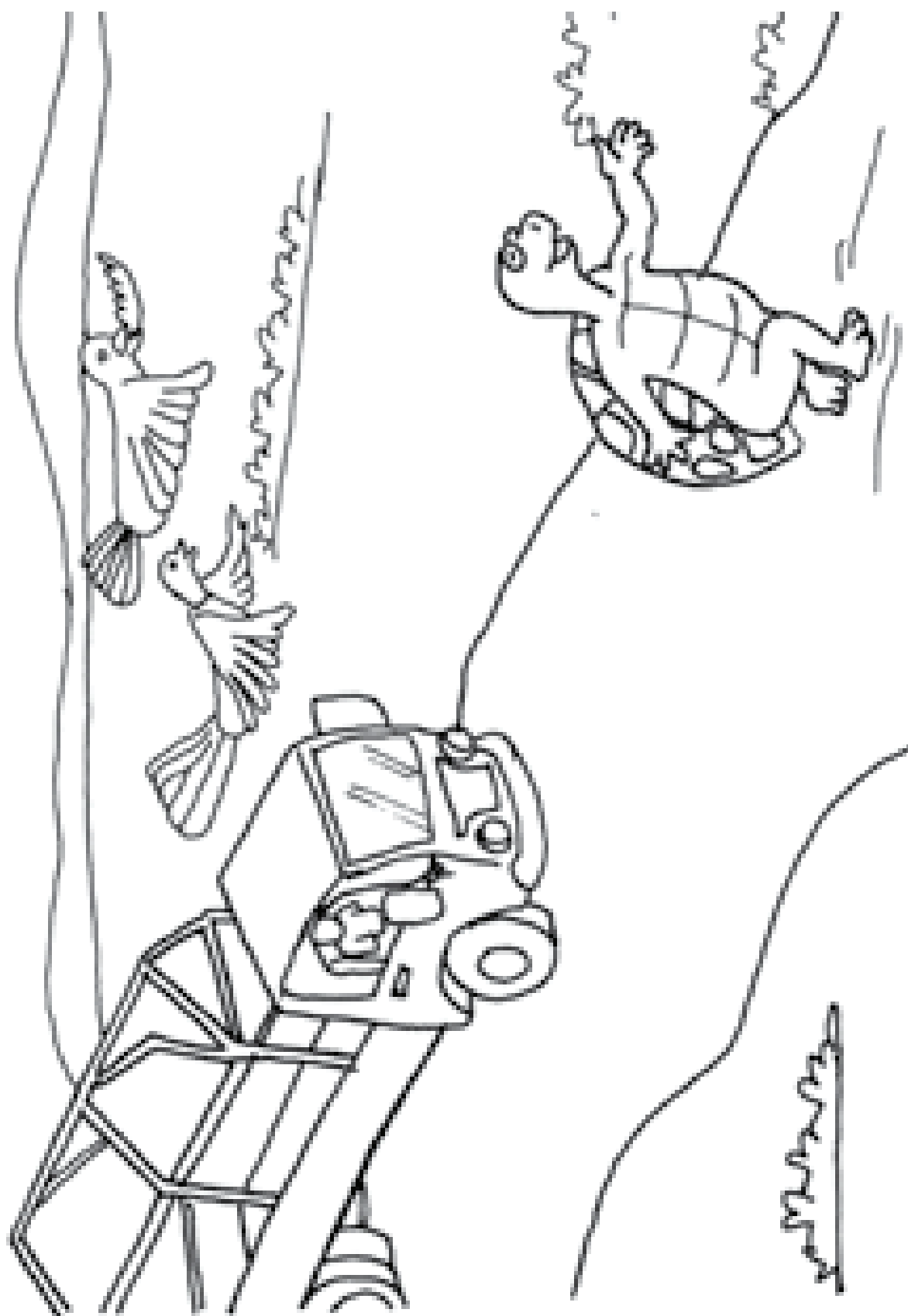
1. use a variety of open and closed questions
2. use different levels of questions to engage learners in critical thinking
3. ask and respond to questions effectively in lessons

Trainer Resource 12.1: Pictures

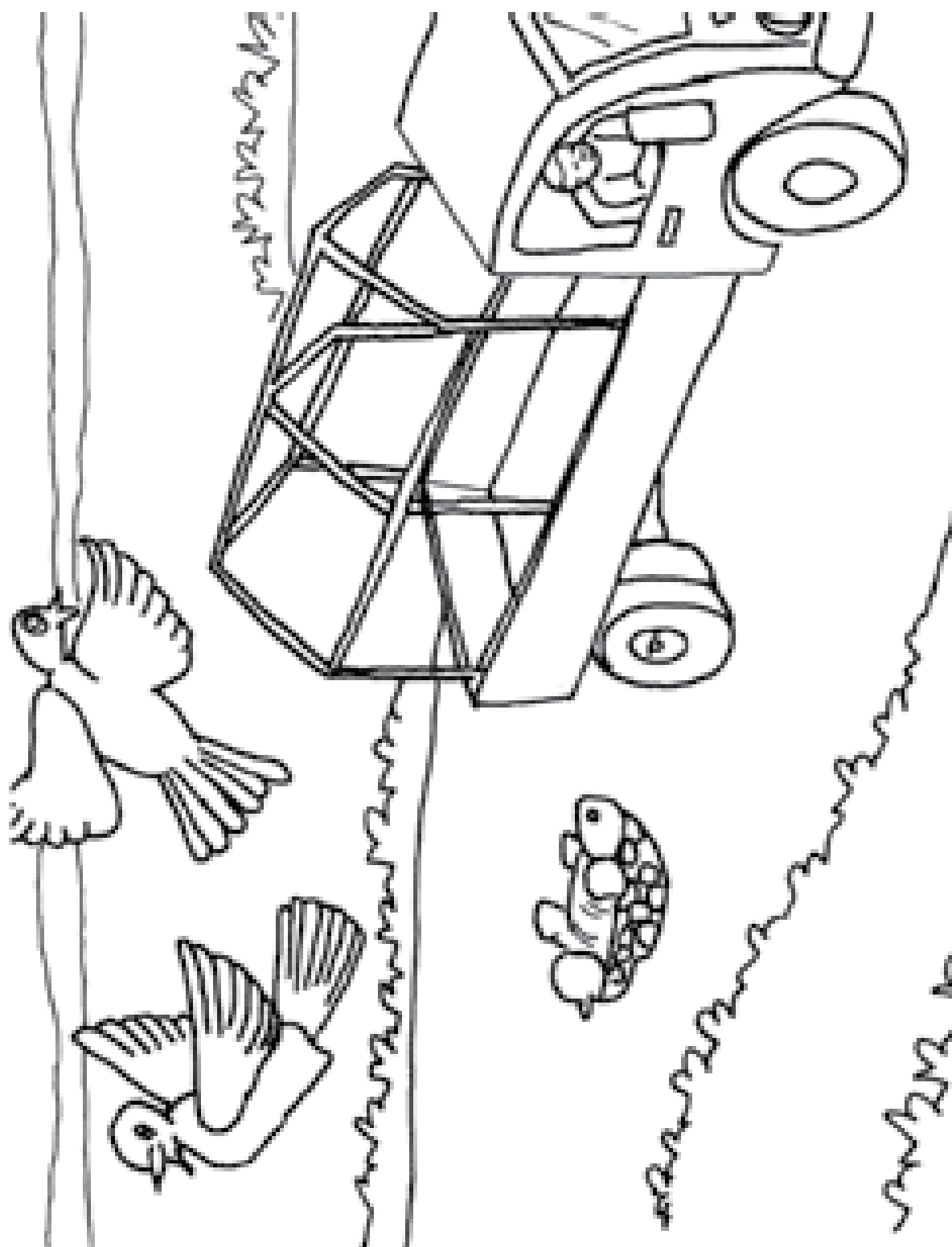
Picture 1



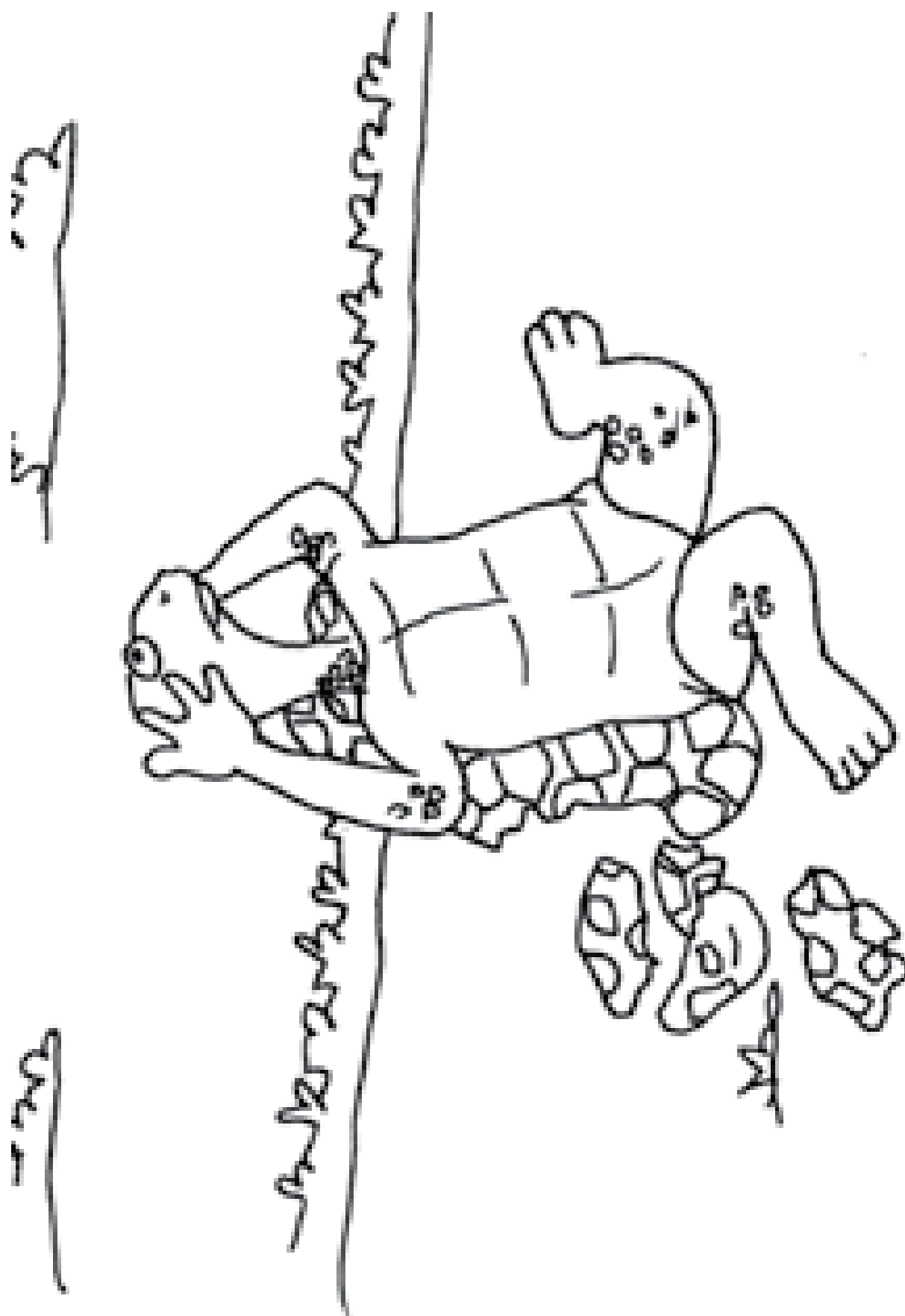
Picture 2



Picture 3



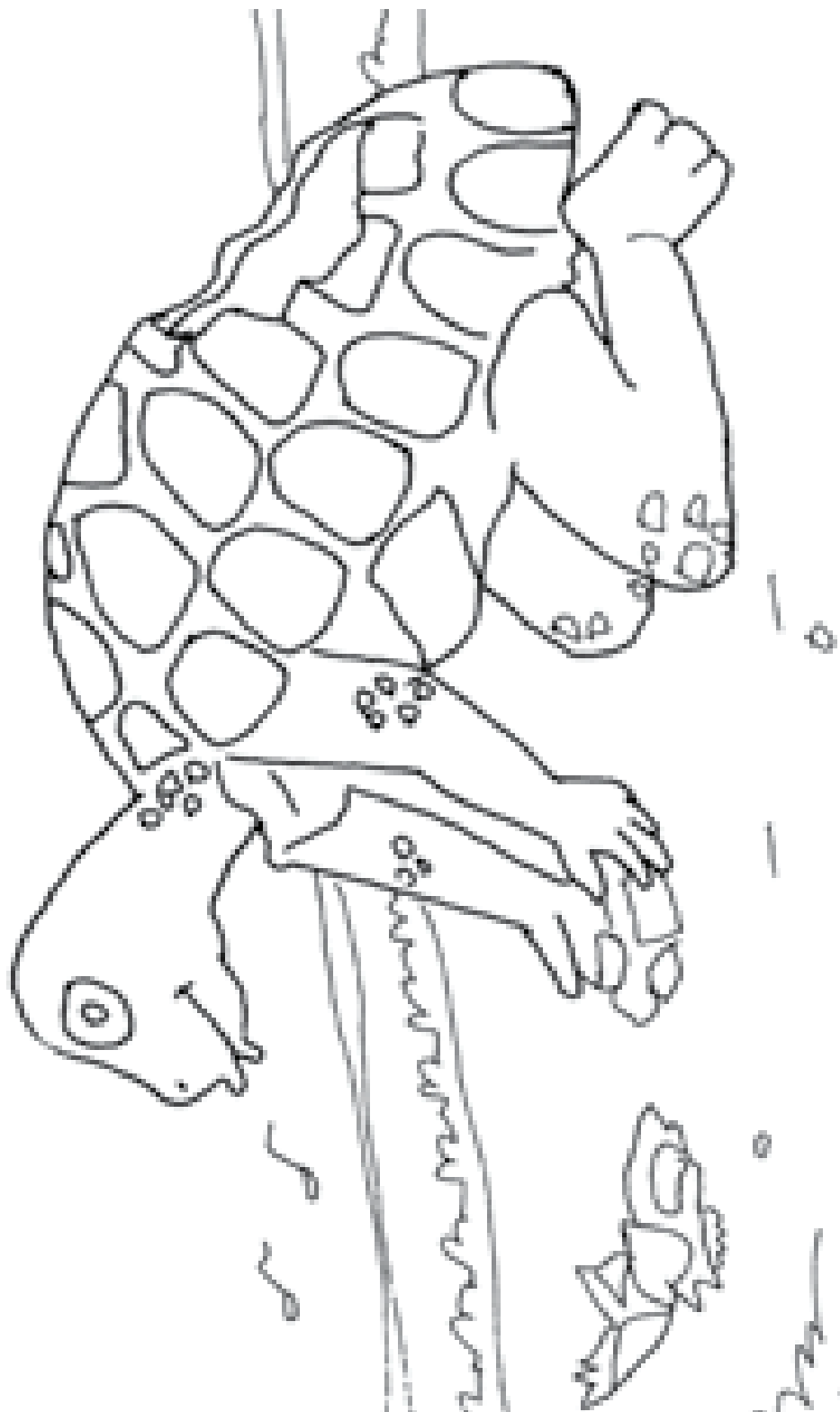
Picture 4



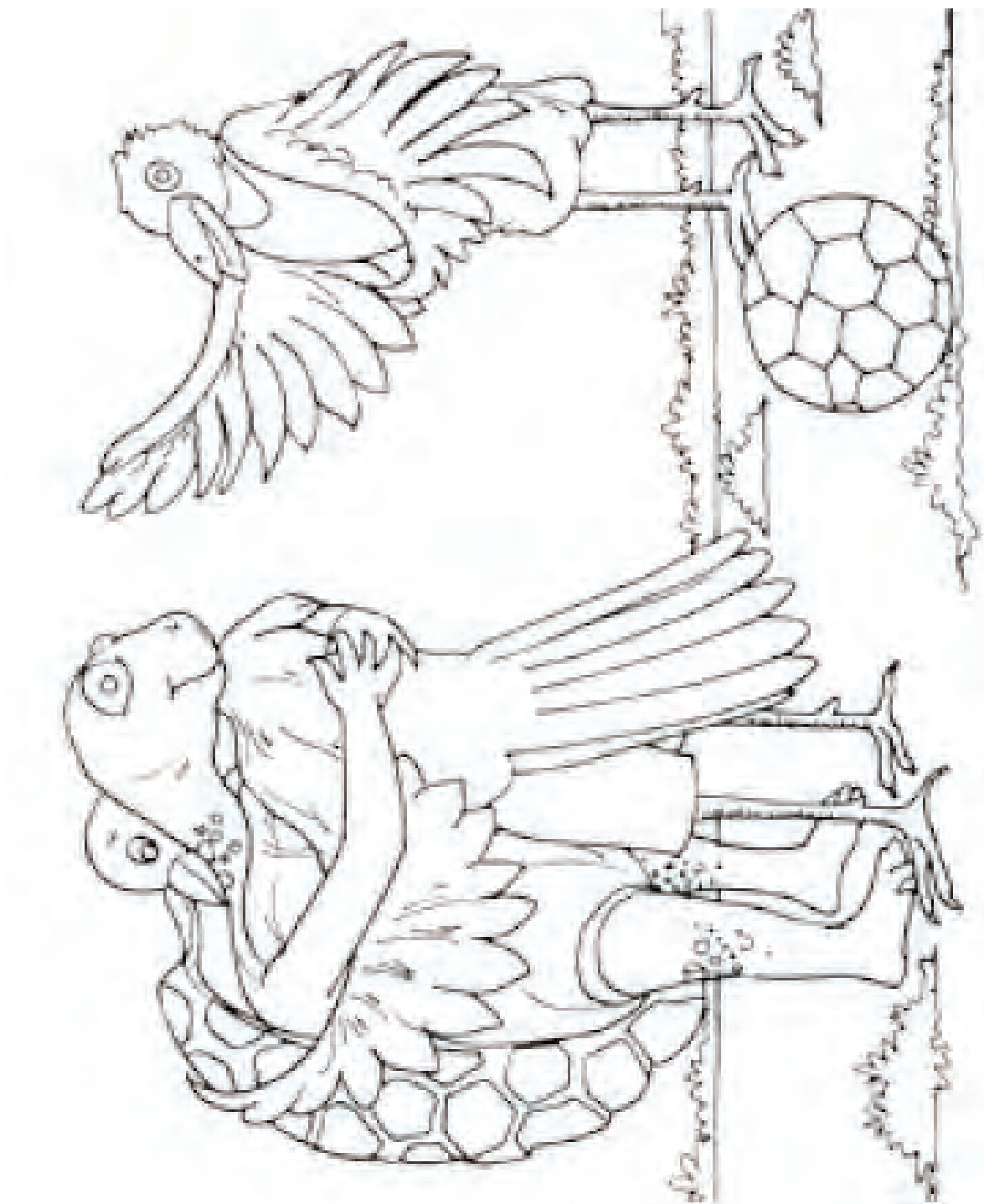
Picture 5



Picture 6



Picture 7



Handout 12.1 Questions for sorting

1. Read the questions
2. You have to sort the questions into two groups.
3. Write the reason for the way you have grouped the questions.
4. You have 5 minutes for this task.

Questions

- a. What is your name?
- b. Why did you become a teacher?
- c. What is it like to live in our village/town/city?
- d. What are the advantages of being able to count
- e. What is the name of our capital city?
- f. How many is four plus four?
- g. What are the impacts of marrying early?
- h. What temperature does water freeze at?
- i. Which is the longest river in Africa?
- j. When do you use multiplication outside classes?

Group 1:

Group 2:

Reason for sorting questions

Handout 12.2: Levels of questions



Level 3 'Evaluation' ('Application')

- » What is your opinion about the use of physical punishment in classes?
- » What do you think will happen next?
- » What might be an alternative ending to the story?

Start reading from Level 1 at the bottom of the ladder.

Level 2 'Comprehension'

- » Why does water evaporate in the heat?
- » Why did the boy in the story run away?
- » Explain how the digestive system works.

Level 1 'Knowledge'

- » Which is the largest planet in the solar system?
- » What are the main events of the story?
- » Who is the president of our country?

LEVELS OF QUESTIONS

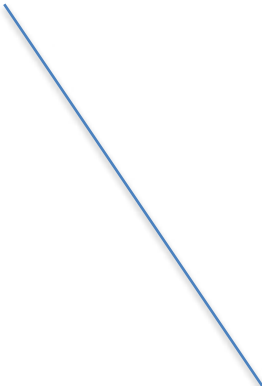
Evaluation questions ask learners to use their knowledge and skills to form an opinion about something, to evaluate an argument, or assess information to make a judgement. They ask for high-order thinking skills, especially the ability to think independently. Evaluation questions might begin, "assess... evaluate... appraise... judge..."

Comprehension questions ask learners to demonstrate that they understand something. They might be asked to interpret something, or summarise. Comprehension is more than just restating something. It is showing that learners can explain as well. Comprehension questions might begin, "discuss... describe... explain..."

Knowledge questions ask learners to show that they remember something. This might be facts that they can recall, or information they have memorised. At this level, learners are not asked to do anything with the knowledge. They can just restate it. Knowledge questions might begin, "what... who... when... define... recall... list..."

Handout 12.3 continued: Exercise on questioning levels

Draw a line that connects each question to the corresponding level. The first one is done as an example.

1. Explain the water cycle.		EVALUATION QUESTION
2. What do you think are the advantages and disadvantages of democracy?		
3. List the main parts of the digestive system.		
4. What is three times five?		
5. Describe what happens when water reaches 100 degrees Celsius.		COMPREHENSION QUESTION
6. Define the word differentiation.		
7. Who are the members of the Community Education Committee?		
8. Explain 3 teaching strategies.		
9. What elements are found in water?		
10. What will be the impact of climate change on our country?		
11. What has been the influence of technology in the classroom?		KNOWLEDGE QUESTION

Handout 12.4: Writing different level questions for a text³

EXAMPLE TEXT A: NIGERIA, MODULA ENGLISH COURSE FOR PRIMARY 1 P80

My name is Eyeh. I am from the Niger Delta part of the country. My name means the strong one. So I tried to show my power everywhere. For a long time, I believed that I could not be sick. Then one day as I was sleeping, mosquitoes landed on my body and bit me. Two days later, I became seriously ill.



My brother carried me to the hospital. There were twenty beds in the room where I slept in the hospital for two nights. The beds were arranged in four rows. One nurse came in and counted the number of patients.

Four patients were in the first row. Two were in the second row. Three were in the third row. I was the only one in the fourth row. I left the hospital on the third day. The doctor advised me to always sleep under a mosquito net and keep away from mosquitoes.





1. In your groups read the text. This is a text from a primary 1 textbook. It is at the correct reading level for AEP Level 1 learners.
2. Use the questioning ladder in Handout 12.2 to develop questions about the text. Write questions from each level of the ladder: basic knowledge, understanding and analysis/opinion. Write the questions underneath the text.
3. When you have finished we will give your work to another group to answer.
4. You have 10 minutes for this task.

Animals produce young ones

Animals can reproduce. Animals such as man, dog, cow and goat produce young ones that look like their parents. Some animals give birth to young ones directly, while some lay eggs. The eggs will then develop to produce young ones.

The animals that breastfeed their young are called mammals. Examples of mammals are human beings, goats, lions, cows, apes and cats.

Animals that give birth to young ones

<p>(a)</p>  <p>A mother and her baby</p>	<p>(b)</p>  <p>A dog and her puppies</p>
<p>(c)</p>  <p>A lioness and her cubs</p>	<p>(d)</p>  <p>A cat and her kittens</p>

Some animals that give birth to their young

1. In your groups read the text. This is a text from a primary 3 textbook. It is at the correct reading level for AEP Level 1 learners.
2. Use the questioning ladder in Handout 12.2 to develop questions about the text. Write questions from each level of the ladder: basic knowledge, understanding and analysis/opinion. Write the questions underneath the text.
3. When you have finished we will give your work to another group to answer.
4. You have 10 minutes for this task.

Module 19

Road Accidents (I)

Unit 1

Accidents are a common occurrence in the community

Road accidents happen suddenly on the roads. They are very common on our roads. They usually happen to motor cars, big trucks, motor-cycles, bicycles and even to people walking along the road. They are caused by dangerous driving, wrong overtaking, disobeying traffic rules and regulations, overspeeding, and bad condition of vehicles.



A bus and a car involved in an accident.

Accidents like this happen frequently on our roads.



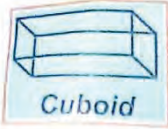
Accidents are not good. You can avoid them.

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1. In your groups read the text. This is a text from a Primary 3 textbook. It is at the correct reading level for AEP level 1 learners.
2. Use the questioning ladder in Handout 12.2 to develop questions about the text. Write questions from each level of the ladder: basic knowledge, understanding and analysis/opinion. Write the questions underneath the text.
3. When you have finished we will give your work to another group to answer.
4. You have 10 minutes for this task.

C 3-Dimensional Shapes And Their Properties

1. **The Cuboid**
Shapes like boxes, cartons etc are **cuboids**.



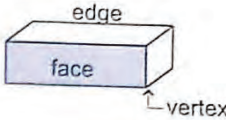
Examples of cuboid

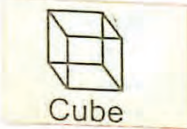
carton box

The parts (properties) of a cuboid



- (1) The cuboid has 6 faces.
- (2) The faces are rectangles.
- (3) It has 12 straight edges.
- (4) It has 8 square vertices(corners).



2. **The Cube**
Shapes like the maggi cube, sugar cube, ludo die etc are **cubes**.



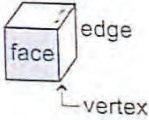
Examples of cube


ludo die cube sugar

The parts (properties) of a cube

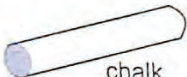

- (1) The cube has 6 faces.
- (2) The faces are squares.
- (3) It has 12 equal straight edges.
- (4) It has 8 vertices(corners).



3. **The Cylinder**
Shapes with 2-circular ends and long curved sides are called **cylinders**.



Examples of cylinder

chalk cup

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GOD FIRST, NIGERIA AND YOU

1. In your groups read the text. This is a text from a primary 2 textbook. It is at the correct reading level for AEP Level 1 learners.
2. Use the questioning ladder in Handout 12.2 to develop questions about the text. Write questions from each level of the ladder: basic knowledge, understanding and analysis/opinion. Write the questions underneath the text.
3. When you have finished we will give your work to another group to answer.
4. You have 10 minutes for this task.

Handout 12.5: Handling Learner Responses, part 1

When a learner gives the wrong answer or responds, “I don’t know” we can use different strategies to help the learner.

Task

1. In your group decide who will be the teacher, learner A and learner B.
2. Read the dialogue.
3. When you have finished, discuss the strategies the teacher used to help the learner A answer the question.
4. You have 10 minutes for this task.

Teacher: Can you explain the water cycle?

Learner A:[No answer].

Teacher: Can you explain the water cycle?

Learner A:[No answer].

Teacher: Think about the way water changes?

Learner A: [No answer].

Teacher: Look at this picture to help you.

Learner A: [No answer].

Teacher: I will come back to them after the next question so you have time to think.

Teacher: You can ask another learner for help.

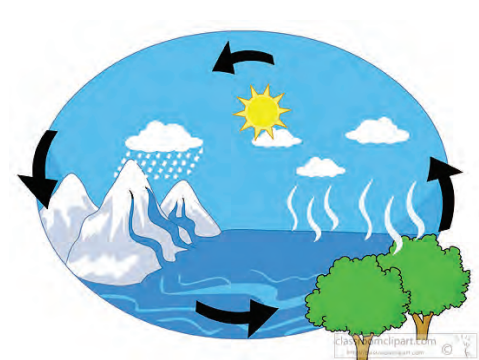
Teacher to learner B: Can you explain the water cycle?

Learner B: The water cycle describes the movement of water from the surface of the sea then into the sky as clouds then falling as rain and flowing to the sea.

Teacher to learner A: Can you explain the water cycle now you have listened to learner B?

Learner A: It is the way water moves from the sea into the sky and then to the ground as rain.

Teacher: I really liked how you listened carefully to your friend and gave the answer in a complete sentence.



Handout 12.6: Handling Learner Responses⁴ part 2

INSTRUCTIONS

1. In your group, analyse a learner response to a question. What is the problem with the answer?
2. Discuss the best way to respond.
3. You will have 10 minutes for this task.

SCENARIOS

- a. Teacher: What is $16 - 5$?

Two learners call out the answer 11.

One learner raises their hand.

Problem

Teacher response

- b. Teacher: What is another word for small?

Learner: Doesn't give any answer but looks at the desk.

Problem

Teacher response

- c. Teacher: What is the opposite of tall?

Learner: Giant. The class laughs at the learner.

Correct answer: small, tiny, short

Problem

Teacher response

- d. Teacher: What is a preposition?

Learner: it is on or under.

Correct answer: A preposition is a word that shows the position of an object.

Problem

Teacher response

- e. Teacher: If you divide 13 apples equally into three groups, how many apples are left over at the end?

Learner answer: You will have 4 apples in each group.

Correct answer: 3 groups of 4 apples, 1 left over.

Problem

Teacher response

Handout 12.7: Teacher strategies to handling responses to questions

REMEMBER

- Include all learners
- Be positive
- Be constructive

HANDLING LEARNER RESPONSES:

If the learner gives the wrong answer or responds, “I don’t know,” use one of the following:

- Repeat the question in case they didn’t hear or understand it
- Give hint
- Show a picture
- Say you will come back to them after the next question so they have time to think.
- Ask another learner for help
- Ask for the correct answer from another learner and have the original learner repeat it

Follow up questions

If the learner gives the right answer to the question, praise them by explaining why they gave a good answer. E.g. “I really liked how Alison gave a complete sentence.” To challenge stronger/able learners, you can ask a follow up question.

1. How and why: Ask the learners to explain how they arrived at the answer.
2. Give an example: Ask the learners to offer an example.
3. Another way: Ask the learners to solve the same problem using a different set of skills. Good for maths problems.
4. Ask for a better word: Encourage learners to use a different word to practise vocabulary.