

## Handout 1.5: Question-sorting activity

Laminate and cut up each of the statements about questions. Mix them up and place in an envelope/ container, ready for each table group to have a set to use in Training session 1

- Questions stimulate thinking, and often generate more questions to clarify understanding.
- Questions generate informative responses often revealing not only misconceptions and misunderstanding, but understanding and experience beyond that expected.
- Questions encourage learners to make links.
- Questions push learners to the limit of their understanding.
- Questions from pupils push teachers/TAs to the limits of their understanding too, and challenge them to find better ways of explaining.
- Questions offer opportunities for learners to hear others' answers to questions, it helps them to reflect on their own understanding.
- Questioning techniques are inappropriate for the material.
- There may be an unconscious gender bias.
- There may be an unconscious bias towards most able or more demanding pupils.
- Levels of questions might be targeted to different abilities inappropriately.
- Pupils don't have enough thinking time.
- Pupils don't have any idea as to whether they are the only ones to get it wrong/right.
- Pupils fear being seen by their peers to be wrong.
- Questions are too difficult.
- Questions are too easy.
- All learners get a chance to answer.
- Pupils can see how others are thinking.
- Pupils/TAs gain information about thinking and learning.
- Pupils have time to consider their answers.
- Pupils have time to discuss and follow up on their answers.
- Answers are not always clear-cut.
- Pupils feel safe to answer, even if they might make a mistake.
- Questions stimulate more questions.
- Questions stimulate thinking, especially at higher levels.

Sample material from the DIY training pack *Questioning for Challenge* by Ann Bridgland.  
Order from [www.optimus-education.com/shop](http://www.optimus-education.com/shop)

