AZ CTE Curriculum Consortium

**Fashion Design: Workplace**

**(Employability Skills Lesson)**

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| Lesson Title: Questioning | Lesson 3 of 23; Unit #2 |
| Duration: **25** minutes | Teacher/Student Ratio: 1/24 |
| Lesson File Name: FDM-Workplace-Lesson3.doc | |

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| **Description: Standard_Measurement_Criteria.jpg STANDARD & MEASUREMENT CRITERIA** | | | |
| D - COMMUNICATE EFFECTIVELY IN THE WORKPLACE  **D-3 Ask appropriate questions in seeking clarification** | | | |
| **Description: Objectives.jpg OBJECTIVES** | | **Description: Terminology.jpg TERMINOLOGY** | |
| Students will be able to:   1. Define terms 2. Ask questions about a specific topic 3. Distinguish between open ended and closed ended questions 4. Ask specific questions to clarify information. | | **Open Question -** likely will be answered with a long response  **Closed Question** - can be answered with a single word or short phrase  Use the Glossary Ring to introduce/review vocabulary | |
| **Description: Introduction.jpg INTRODUCTION** | | | |
| Bellwork:  Start the PowerPoint and go to Bellwork slide:   * “Students please gather your ***Glossary Ring*** and set it aside for our work today.” ***(FDM-Workplace-PowerPoint3.ppt, FDM-Glossary Ring Procedure.doc)*** * Ask students to write three sentences about the meaning of one of these quotes. Ask them to be prepared to share. * “For every answer, you can find a new question.” -- Yiddish Proverb * “The important thing is not to stop questioning. Curiosity has its own reason for existing.” -- Albert Einstein * “Take the attitude of a student, never be too big to ask questions, never know too much to learn something new.” -- Og Mandino * “He who asks is a fool for five minutes, but he who does not ask remains a fool forever.” -- Chinese Proverbs * “A major stimulant to creative thinking is focused questions. There is something about a well-worded question that often penetrates to the heart of the matter and triggers new ideas and insights.” -- Brian Tracy * Call on non-volunteers to share.   **Purpose of today’s learning:**  Ask volunteer to read the objectives slide. Tell the students that today they will work on asking questions. ***(FDM-Workplace-PowerPoint3.ppt)*** | | | |
| **CONTENT** | | | |
| **Description: Teacher_Actions.jpg TEACHER ACTIONS** | | **Description: StudentActions.jpg STUDENT ACTIONS** | |
| **Define terms** | |  | |
| 1. Use PowerPoint ***Terminology*** slide to introduce terms and definitions. Tell students to annotate each new vocabulary term on individual index cards and add these to their Glossary Ring  ***(FDM-Workplace-PowerPoint3.ppt, FDM-Glossary Ring Procedure.doc)*** | | 1. Students get 2 index cards and write down definitions of each term on a separate card that will be added to their ***Glossary Ring (FDM-Glossary Ring Procedure.doc)*** | |
| **Ask questions about a specific topic** | |  | |
| 2. Be prepared with a broad topic pertaining to your class content. (Ex. Fruits and Vegetables, Wheels, Tools, Fingernails, Fire). Show “Ball Toss” PowerPoint slide. Toss a soft ball around the room. *Remind the students to toss the ball softly to each other.* When a student gets the ball, they must ask a question about the topic based on the last person’s question (no statements or answers). If time permits, keep going until everyone has had the chance to ask at least one question. This is more difficult than it sounds. Allow other students to provide support for those that are struggling. ***(FDM-Workplace-PowerPoint3.ppt)*** | | 2. Students ask a question about a topic when they are tossed the ball. | |
| **Distinguish between open ended and closed ended questions.** | |  | |
| 3. Show PowerPoint slide “Open-ended and Closed-ended Questions.” Distribute the ***Closed/Open handout*** to each student. Divide the students into groups of two to three. Ask each group to have each member take turns reading the questions aloud. **Without** giving them the definition of Open and Closed Questions, ask them to label each question as open or closed. Before they begin labeling, it may be helpful for each group to write the group’s definition for open and closed questions at the bottom of the page. If they do not write the definitions before they label, ask them to define them after. Give them about 8 minutes for this entire activity. ***(FDM-Workplace-PowerPoint3.ppt, FDM-Workplace-Handout3a.doc)*** | | 3. Students read questions and label as open or closed. Students write a definition of open and closed questions. ***(FDM-Workplace-Handout3a.doc)*** | |
| 4. (Show the ***PowerPoint*** or ***SMART Notebook*** lesson) Discuss with the students the actual definitions of open and closed questions. Have students check their group’s definitions and write the actual definitions on the handout. Give the students 2-3 minutes to individually check their labeling or the open and closed questions for accuracy. ***(FDM-Workplace-PowerPoint3.ppt, FDM-Workplace-Handout3a.doc)*** | | 4. Students write the actual definitions. Students check definitions and question labels for accuracy. ***(FDM-Workplace-Handout3a.doc)*** | |
| **Ask specific questions to clarify information** | |  | |
| 5. Ask students to meet back in their small groups. Use the ***PowerPoint*** or ***SMART Notebook*** to display the answers to questions. Ask students to write two questions per answer. One for the question that was asked to get the answer and another to gather further information on the answer given. Tell them to write both open and closed questions. Ask them to be ready to share.  Example: “Since eight o’clock this morning.” 1. How long have you been at work? 2. What have you accomplished since you arrived?  Monitor the class and stop them when most groups are finished. ***(FDM-Workplace-PowerPoint3.ppt, FDM-Workplace-Handout3b.doc)*** | | 5. Students write questions to go with answers and to clarify information. | |
| 6. Ask students to get out a piece of paper and write a big “Closed” on one side and “Open” on the other. Call on students to share the questions that they wrote. Ask students to hold up their signs to label each question. | | 6. Students take turns reading questions while other students label each question as closed or open by holding up a sign. | |
| **Description: Closure.jpg CLOSURE** | | | |
| Write the following quote on the board or use the ***PowerPoint***. For more of a challenge, you can simply read it to the students. Ask the students to write one closed question and one open question to clarify the information in the quote. Ask them to be prepared to share.  “A major stimulant to creative thinking is focused questions. There is something about a well-worded question that often penetrates to the heart of the matter and triggers new ideas and insights.”  Brian Tracy  Call on students to share their questions with the class. ***(FDM-Workplace-PowerPoint3.ppt, FDM-Workplace-Handout3c.doc)*** | | | |
| **Description: Skill_Assessment.jpg SKILL ASSESSMENT** | | | |
| Collect students’ questions from the closure activity. Evaluate them based on their ability to ask closed and open questions and to clarify information. ***(FDM-Workplace-Handout3d.xls)*** | | | |
| **Description: Connections.jpg CONNECTIONS** | | | |
| Encourage questioning in every lesson that you teach. Before doing a reading, watching a movie or having a guest speaker, ask students to develop 3-4 open ended questions about the topic. Use the questioning rubric for evaluation. | | | |
| **Description: SampleEndOfProgramAssessQuestions.jpg SAMPLE END OF PROGRAM ASSESSMENT QUESTIONS** | | | |
| 1. Which of the following is an example of an open question?   1. Who is your teacher? 2. What school do you go to? 3. What is your favorite subject? 4. Why do you consider that your favorite?   2. Which of the following is an example of a closed question?  A. Why did you choose to complete the task that way?  B. Are you planning on attending the conference?  C. What do you plan on studying in college?  D. What is your favorite ice cream flavor? | | | |
| **EQUIPMENTDescription: Equipment.jpg** | Computer and digital Projector for PowerPoint or SMART Notebook lesson and video clip | **MATERIALS**  **SUPPLIES**  **Description: Materials.jpg** | * Index cards (**#** per student) * ***FDM-Glossary Ring Procedure.doc*** * ***FDM-Workplace-PowerPoint3.ppt*** *(teacher use only)* * ***FDM-Workplace-Handout3a.doc*** (one for each student) * ***FDM-Workplace-Handout3b.doc*** *(teacher only - Answer Key)* * ***FDM-Workplace-Handout3c.doc*** (one for each student) * ***FDM-Workplace-Handout3d.xls*** (teacher use only) * Paper * “soft” ball (Nerf or sponge would work well) |
| **Description: Resources.jpg RESOURCES** | | **Description: Accomodations.jpg ACCOMMODATIONS** | |
| How can I learn to ask good questions:  University of Oregon Teaching and Learning  Center. (2010, May 5). *Teaching Effectiveness Program*. Retrieved June 8, 2010, from [*http://tep.uoregon.edu/resources/faqs/presenting/goodquestions.html*](http://tep.uoregon.edu/resources/faqs/presenting/goodquestions.html)  How to ask a smart question:  Snyder, S. (2003, November 19). *How to Ask a*  *Smart Question*. Retrieved June 8, 2010, from [*http://faculty.gvc.edu/ssnyder/121/Goodquestions.html*](http://faculty.gvc.edu/ssnyder/121/Goodquestions.html)  Asking questions activities:  About.com. (2201). *Asking Questions*  *Advanced Level*. Retrieved June 8, 2010, from [*http://esl.about.com/od/conversationlessonplans/a/high\_ask.htm*](http://esl.about.com/od/conversationlessonplans/a/high_ask.htm) | | Teachers:   1. Based on review of each student’s IEP or 504 plan make appropriate accommodations. 2. Encourage participation from all students to the best of their ability. 3. Calling on “non-volunteers” may not be appropriate for all students. | |
| **ATTACHMENTS** | | | |
| ***FDM-Glossary Ring Procedure.doc***  ***FDM-Workplace-PowerPointD3.ppt*** *- Questioning*  ***FDM-Workplace-SMART Notebook3.notebook*** *- Questioning*  ***FDM-Workplace-Handout3a.doc*** - *Closed Open Handout*  ***FDM-Workplace-Handout3b.doc*** - *Closed Open Handout Answer Key*  ***FDM-Workplace-Handout3c.doc*** - *Questioning Checklist*  ***FDM-Workplace-Handout3d.xls*** *- Questioning Rubric* | | | |