Question Focus (QFocus) Design Tool

To complete a full Question Formulation Technique (QFT) lesson plan, visit
http://rightquestion.org/educators/resources/.

Lesson topic:	

What do you want students to understand by the end of the lesson?

Why are you using the Question Formulation Technique in this particular lesson?

At what point in the lesson will you use the QFT? Where would it be most useful?

How will students' questions will be used?

- ❏ Pre-reading activity
- ❏ Stimulate curiosity about a topic, issue, or theme
- ❏ Guide a research paper or project
- ❏ Interview a guest speaker
- ❏ Identify and/or solve a problem
- ❏ Assessment
- ❏ Other _____

Tip: Occasionally, you may reevaluate next steps after seeing the questions students produce or ask students to decide on next steps they would like to take. Regardless, it is important to plan how you *might* use the questions and communicate this to students <u>before</u> using the QFT.

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A Question Focus (QFocus) is:
- a stimulus or prompt about which students ask questions
- a statement, phrase, primary source, visual, audio clip, statistic, etc.
- NOT a question

A strong QFocus will. . .
- be simple and clear (without any further explanation)
- be closely related to the teaching and learning objectives of the lesson
- offer many possible lines of questioning
- be provocative and interesting to students but not biased or leading

Brainstorm several QFocus possibilities that are closely related to your teaching and learning goals.

Quickly test ONE of the above possibilities by listing questions different students might ask.

Tip: It is often helpful to ask someone else to test your QFocus by asking a few questions about it. Consider how closely aligned these questions are with your objectives and your plans for next steps with the students' questions.

You may use this chart to troubleshoot your QFocus.

If you answer "yes" to any of the questions, you may want to change your QFocus.

	YES	NO	UNSURE

Is the QFocus a question?			
Is there too much information?			
Will the QFocus limit students to only one line of thinking?			
Is there a word that might distract students?			
Will the students perceive the QFocus as biased, leading, or heavy-handed?			

Revise your QFocus.