

## How to do “An Experience in the QFT” in...

### 30 Minutes (a quick taste of the process)

Step of the Process	Time	Break Down
Producing Questions	9-10 minutes	1-2 min Set up, select notetaker, overview (facilitator) 2 min. Discuss the 4 Rules (full group) 5-6 min. Produce Questions (small group)
Improve Questions	5 minutes	1 min. Define open vs. closed (facilitator) 1-2 min. Change questions type to type (small group) 2 min. Discuss advantages and disadvantages (full group)
Prioritize Questions	2-3 minutes	2-3 min. Prioritize questions & consider rationale (small group)
Share & Discuss Next Steps	6-7 minutes	2 min. Discuss next steps & action plan (small group) 4 min. Share with another small group
Reflect	5 minutes	2 min. Reflect (individual or pair) 2-3 min. Volunteers share out (full group)
<b>Total</b>	<b>30 Minutes</b>	

\* you always have the option of arranging participants in pairs/trios/groups of 4, which are a bit faster than groups of 5-6 (though the energy can be a little less too)

### 40 Minutes (some breathing room)

Step of the Process	Time	Break Down
Producing Questions	10-12 minutes	2 min Set up, select notetaker, overview (facilitator) 2 min. Discuss the 4 Rules (full group) 5-6 min. Produce Questions (small group) 1-2 min. Return to the 4 Rules: surprises? (full group)
Improve Questions	6-7 minutes	1 min. Define open vs. closed (facilitator) 2-3 min. Change questions type to type (small group) 3 min. Discuss advantages and disadvantages (full group)
Prioritize Questions	3-4 minutes	3-4 min. Prioritize questions & record notes on rationale (small group)
Share & Discuss Next Steps	10-12 minutes	5-6 min. Record next steps & action plan (small group) 5-6 min. Share with another small group
Reflect	6-7 minutes	4-5 min. Reflect (small group) 2-3 min. Volunteers share out (full group)
<b>Total</b>	<b>40 Minutes</b>	

### A general note about timing...

Keep in mind that the above are *rough* estimates. Depending on the age and ability of your learners, as well as if they've had prior exposure to the QFT, they may need more time. While some teachers like some urgency, to build a sense of energy and momentum, others may decide, for strategic reasons, to linger on certain steps until students have mastered them. Monitor how groups are doing and adjust pace accordingly. You will figure out timing that works best for your learners and your objectives. As students gain experience with the QFT, they'll be able to move faster (and so will you!).

