



What Would You Ask?

LESSON

LEARNING & DEVELOPMENT OUTCOME

Students will exercise their listening and comprehension skills while also practicing how to come up with and ask appropriate questions.

MATERIALS

Posters with well known figures & facts, sticky notes, writing utensils, markers

AGE ADJUSTMENTS

This lesson can be used for any age group.

Lesson Plan

Introducing the Lesson

- Tell participants that today we'll be learning about well known figures in the world and using that knowledge to develop appropriate questions to ask them.
- Divide the participants into small groups of three or four.



What well known figures should I use?

Experiencing the Lesson

- Provide groups with sticky notes and a pre-made poster with a well known figure and facts about them.
 - Give five to seven minutes for groups to read about their person and come up with a minimum of five questions they would ask this person if they met.
 - They should be written on the poster with a marker.
- Instruct groups to pass their posters to another group. On the new poster, groups will evaluate the questions by providing feedback (on sticky notes) for each question:
 - *Can this question be offensive or inappropriate for this person? If so, how do you suggest changing it?*
 - *Why might the question entice this person to want to continue a conversation?*
- Lastly, groups should add questions they would like to ask to the list.
- After ten minutes, they can switch again, providing feedback and adding questions to a new poster.

"Celebrities, Athletes, Political figures, Philanthropists, Business people, Activists...the options are endless! Use ones that you feel will resonate with your group or are relevant to what they are currently learning about."



Closing the Lesson

- Return posters to their original group so they can discuss the feedback provided.
- End by asking participants to share, "why does it matter how we phrase questions?"

After the Lesson

- Save the posters if they will be helpful for a future purpose. If participants ask you questions that can be worded better in the future, reinforce this lesson by asking them to think about their question and rephrase it.

Further Exploration



- Give individual participants five minutes to write down the name of someone they would like to meet and three to five important facts about this person on their index card. They should NOT put their name on it.
 - The person needs to be a real person who exists/existed, but does not have to be well known and does not have to be alive.
 - If they have access to resources to look up people and facts, allow them to utilize it. The hope is that they will get the best information they can.
- Collect the cards.
- Create small groups of three or four and provide them with a blank poster and markers.
- Shuffle the index cards and randomly distribute all of the cards to the groups. It may end up that groups get different amounts of cards, but that is okay!
- The goal this time around will be for each group to come up with as many unique questions as possible that are appropriate to ask any of the people on the index cards.
- Give the groups ten minutes in total to brainstorm as many questions as possible. At three minutes, have them pass their cards to another group. Rotate the cards again at seven minutes.
- Have each group hang their posters on the wall and tally how many questions they have. Congratulate them all on coming up with great lists!
- Put all the index cards on a table and allow people to find theirs. On the back of the index card, have them write the five questions they would want to ask this person. They should wander around the room to look at all the questions listed on the posters to use or spark their own.
- Compile all the questions they came up with to use in the future.

Get Creative

- Repeat the Further Exploration exercise, but have participants write down fictional characters! Encourage out of the box thinking for questions and tell participants to try and imagine themselves in the characters "world" to think of relevant questions.

Online

- Create a shared document with the well known figures and facts on them.
- Put small groups in breakout rooms and have them add their questions to the slide or page they are assigned to.
- Alert everyone to move to the next slide or page by utilizing the broadcast message or chat (the platform must have capability to reach all rooms) function. If your meeting platform does not have this option, bring everyone back to the main room, share some quick insights and send them back to breakout rooms with a new slide or page assignment.
- Bring everyone back in the main room to close.



