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Planning for a Holistic & Creative Lesson through Questioning



FATIMA
ELIZABETH
PHRONTISTERY

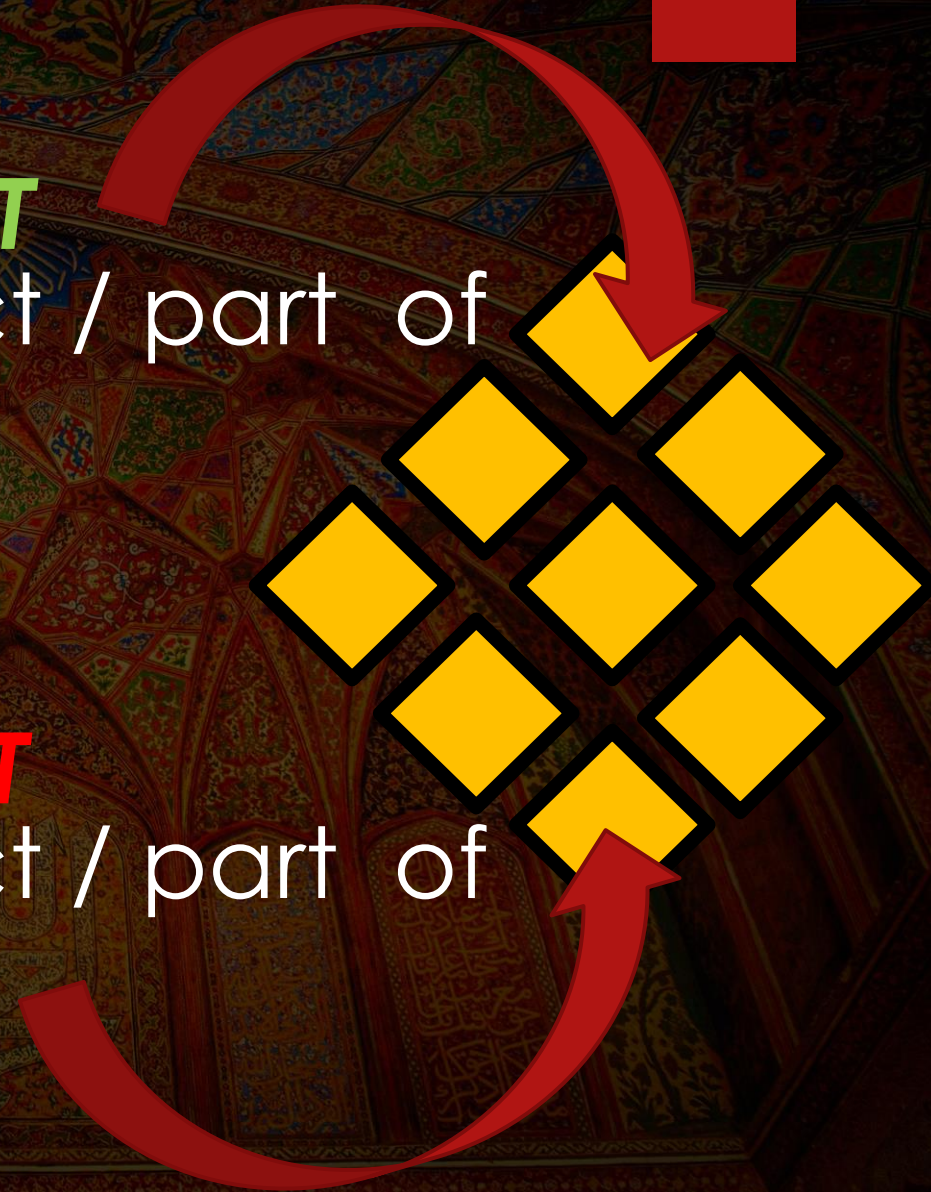
Diamond 9

- ▶ What is the **MOST** important aspect / part of a Lesson?

WHY?

- ▶ What is the **LEAST** important aspect / part of a Lesson?

WHY?



Your Lesson...



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1. Must include the three sections
 - ▶ Three distinct activities, one each for
 - ▶ **LO's using Bloom's Taxonomy**
 - ▶ Starter,
 - ▶ Main
 - ▶ Plenary
- } Use with **WITH – BY - USING**
2. Be able to show evidence of **differentiation / meeting individual needs (with the Prophetic attention)**
 1. You have a mixed ability class
 1. A student with severe vision impairment
 2. A student with limited hearing
 3. A student with Dyslexia
 4. A student with Autism
 5. 2 Children who are more able (**Gifted & Talented**), remember they may get bored after completing before everyone else and require more to challenge them
 3. Use of **Questioning** Activities & using **PPPB**



W-W-W-W-W-H

“The children now love luxury.
They have bad manners,
contempt for authority; they
show disrespect for elders and
love chatter in place of
exercise.”



W-W-W-W-W-H

▶ Who do you think said this?

▶ When?

▶ Where?

▶ What?

▶ Why?

▶ How?



Spit it out! (What? Why? How?)

"What? Why? How?"

I use this in everything I do, from communications with staff, to lesson planning and student feedback; I can't live without this theory and I suggest it's probably the one idea I'd like you to take away with you!

Teaching tip

Place 'What? Why? How?' signs all around your classroom and on all student worksheets.

Bonus idea ★

Consider making 'What? Why? How?' your teaching mantra in all lessons. Insist students ask their peers these questions. Don't accept any work without it completed!

#WWH

We have a tendency to fixate on the 'what' element of learning, forgetting about the 'why' and 'how'. If we keep reminding ourselves by using the What? Why? How? formula we will begin to engage students in the more sophisticated processes of analysis and reasoning, therefore enabling students to 'spit it out' and attain to a deeper level of education. For each question, students write a short sentence alongside their work answering the What? Why? and How? questions. Alternatively, they can use the questions to form verbal feedback responses. The formula can be used at any part of the lesson, not just for homework activities (see Idea 10 for how it can improve your marking).

Answers like 'because my teacher told me to do it' or 'because this will help me achieve a higher grade' are banned. Students must really analyse why each activity helps their learning and understanding, as well as how they tackled it.

- **What?** What are you doing? What work is on this page? What have you learnt today?
- **Why?** Why have you done this work? Why are you doing it this way?
- **How?** How did you complete the task? How will this help you?

Side note:

Closed
Questions

vs

Open ended
Questions



Student Led Questioning & Learning

▶ P-P-P-B

Pose Pause Pounce Bounce

- ▶ Always ask WHY!
- ▶ Ask 'difficult' Questions

Here are some ways to carry out your learning. Mix and match from the three columns.

With

- Yourself – work on your own
- A partner
- Others in a small group

By

- Reading
- Notemaking
- Testing a hypothesis
- Following instructions
- Collecting and analysing data
- Observing
- Peer teaching
- Watching
- Making
- Debating
- Modelling
- Listening
- Questioning
- Thinking
- Imitating
- Visiting
- Imagining
- Dancing
- Interviewing
- Exploring
- Meeting
- Dramatising
- Trialling
- Surveying
- Reflecting
- Evaluating
- Discussing
- Corresponding

Using

- TV
- Books
- Magazines
- Internet
- Photographs
- Family
- Your teacher
- Video tapes
- Journals
- Telephone
- Online course
- Experience
- Your own imagination
- Visitors
- Newspapers
- CD-ROMs
- Audio tapes
- School library
- Distance-learning materials
- Radio
- Friends
- Video conferencing
- Visits
- Public library
- Other teachers
- Neighbours
- Primary source documents
- The mail
- Other pupils' work
- Objects
- Pictures
- Computer
- Experts
- Models
- Pamphlets
- Study guides
- Your environment
- Worksheets
- Museum

Here are some ways of presenting your learning. Make choices based on what best suits the nature of what you've learned, your own learning style, and the assessment requirements.

Newspaper
Illustrated booklet
Project
Lecture
Seminar
Video recording
Audio recording
Mime
Hot seat
Still images
Dance

Lead a discussion or debate
Posters or wallcharts
Essay
Exhibition
Puppetry
Song
Overhead projector presentation
Game
Contribute to discussion or a debate
Model

Teach a lesson
Diagrams
Radio show
Flowchart
Key-word plan
Storyboard
Lead a visit or field trip
TV show
Interview
Poem
PowerPoint presentation

With

- Yourself – work on your own
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By

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Illustrated booklet	Posters or wallcharts	Diagrams
Project	Essay	Radio show
Lecture	Exhibition	Flowchart
Seminar	Puppetry	Key-word plan
Video recording	Song	Storyboard
Audio recording	Overhead projector presentation	Lead a visit or field trip
Mime	Game	TV show
Hot seat	Contribute to discussion or a	Interview
Still images	debate	Poem
Dance	Model	PowerPoint presentation



IS?
DOES?
(PRESENT)

HAS?
DID?
WAS?
(PAST)

CAN?
(POSSIBILITY)

SHOULD?
(OPINION)

WOULD?
COULD?
(PROBABILITY)

WILL?
(PREDICTION)

MIGHT?
(IMAGINATION)

WHAT?
(EVENT)

WHERE?
(PLACE)

WHEN?
(TIME)

WHICH?
(CHOICE)

WHO?
(PERSON)

WHY?
(REASON)

HOW?
(MEANING)



IS? DOES? (PRESENT)	HAS? DID? WAS? (PAST)	CAN? (POSSIBILITY)	SHOULD? (OPINION)	WOULD? COULD? (PROBABILITY)	WILL? (PREDICTION)	MIGHT? (IMAGINATION)
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WHAT?
(EVENT)

WHERE?
(PLACE)

WHEN?
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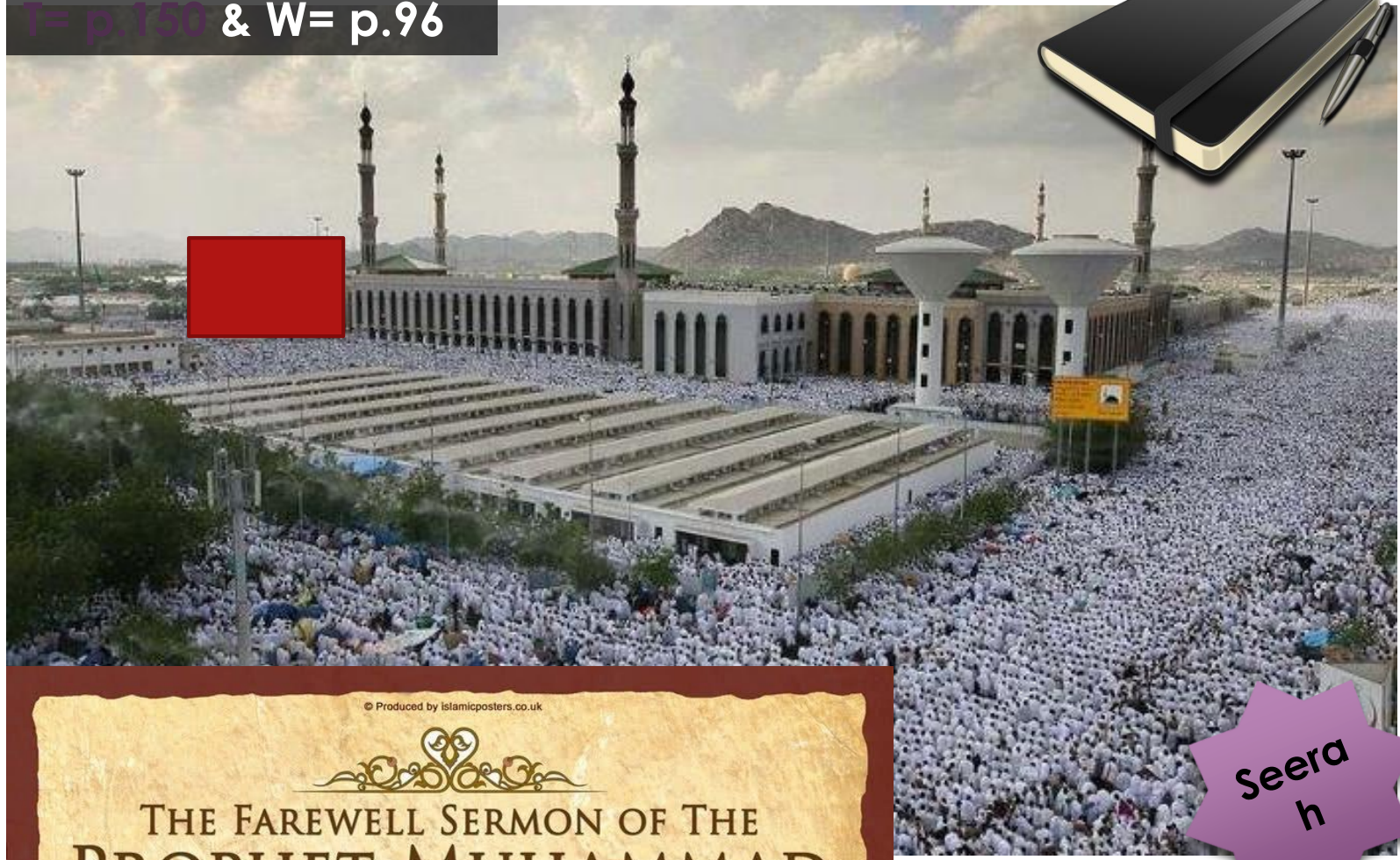
WHICH?
(CHOICE)

WHO?
(PERSON)

WHY?
(REASON)

HOW?
(MEANING)

T= p.150 & W= p.96



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DOES?
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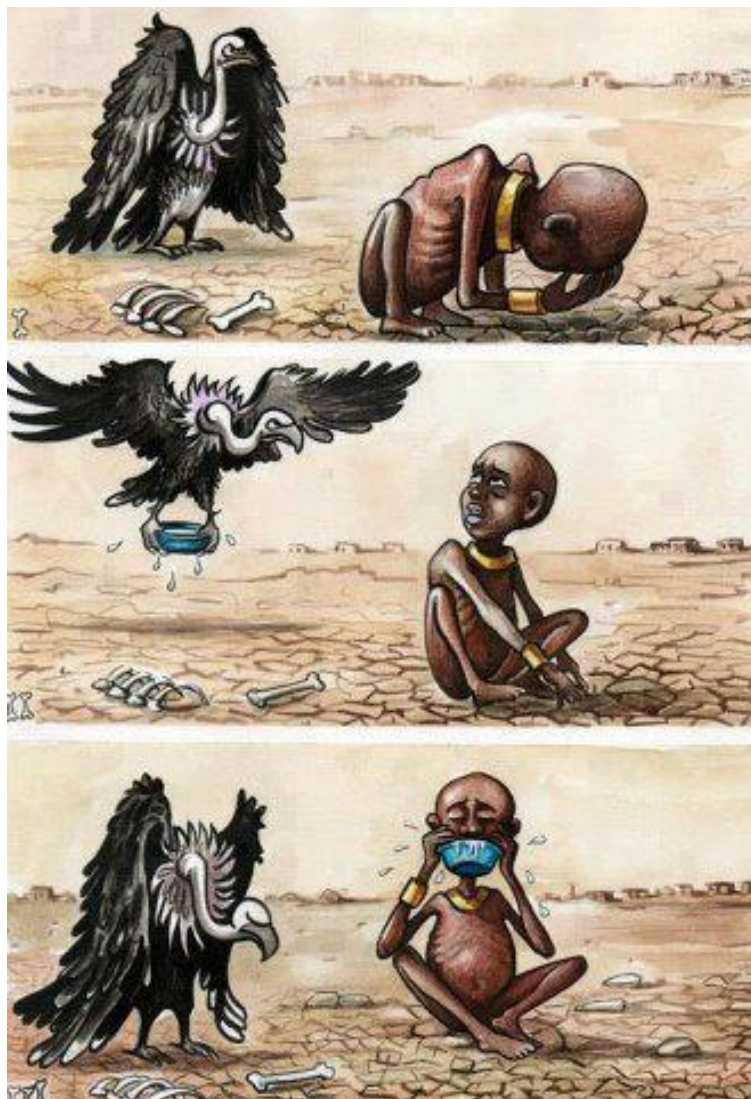
WHEN?
(TIME)

WHICH?
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WHO?
(PERSON)

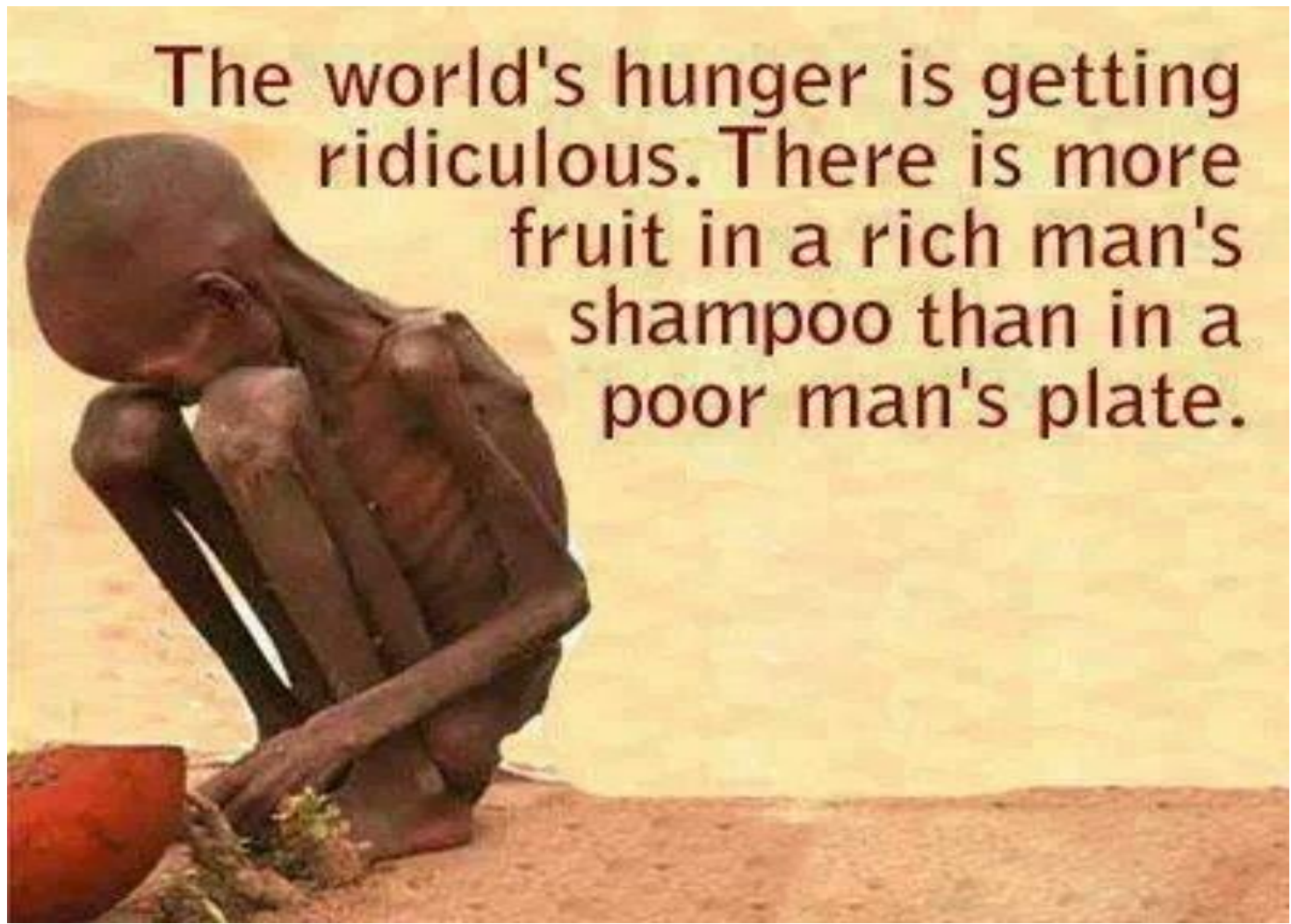
WHY?
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You may try this with:

- 1. Stories from the Textbooks**
- 2. video clips**
- 3. Text**
- 4. Quotes**

- BE CREATIVE!



Asking Deeper Philosophical Questions

▶ Devil's Advocate

- ▶ Do we need to follow a book written 14 hundred years ago today in the 21st century? Why? **(PPPB)**
- ▶ Do we REALLY need to pray? Why (PPPB)
- ▶ (Examples from our Book Marking)
- ▶ Do not give the answers (make them discuss the questions)



▶ The if Machine

- ▶ Hypothetical thinking (philosophical aptitude) (p.10)
- ▶ Reframing Questions for deeper discussions

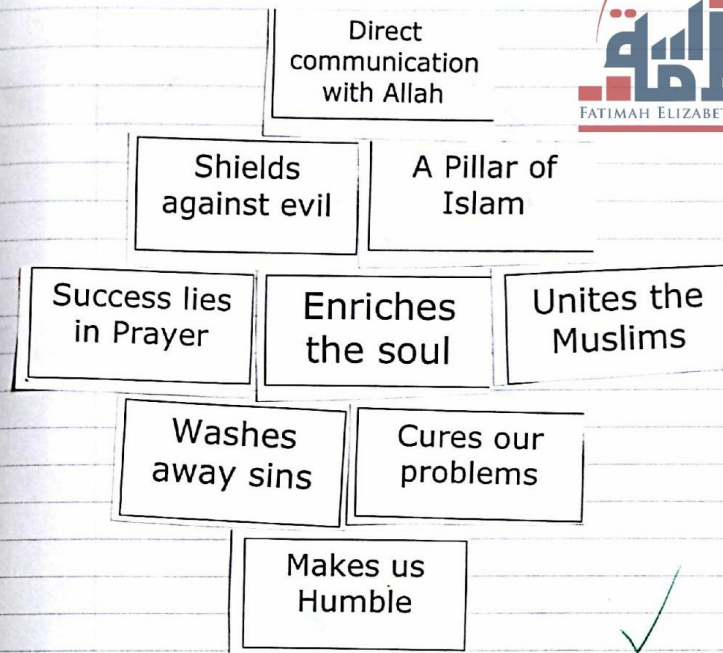


8/3/15



student (4) { * You may become Humble BUT you will become humble only after you have direct communication. If you don't have communication with Allah you won't become humble so it is more important.

Ustadh (3) { Good, but don't you think if we have direct communication with Allah you will also become humble as a result of it?



(1) Ustadh Zahid { Very good Ibraheem! well thought out, but tell me why did you put 'Make Us Humble' at the bottom? QK

(2) Student { I put "Makes us Humble" at the bottom because it is still important but the others are more important. You will still be a muslim if you are not Humble. I put "Direct communication with Allah" first as we were asked for this reason; to worship Allah, and communication is one way.

The background of the slide is a photograph of the interior of a mosque dome, featuring intricate geometric and floral tilework in shades of red, gold, and blue. A solid red rectangle is positioned in the upper right corner of the image.

END

The next step in our madrasah



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**Prophet Isa
&
X-Mas**



The TEACHER'S TOOLKIT

*Raise Classroom Achievement
with Strategies for Every Learner*



Paul Ginnis

Visual
SEE IT



Auditory
HEAR IT



Kinesthetic
DO IT

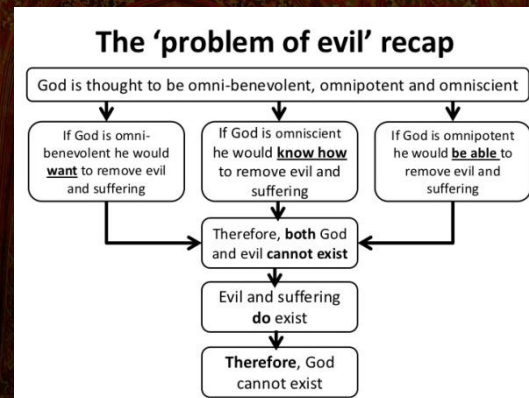
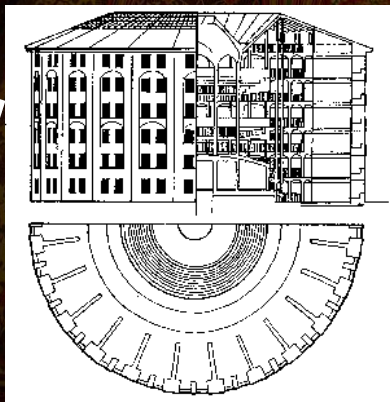


https://www.youtube.com/watch?time_continue=31&v=oNxCporOofo

<http://www.online-stopwatch.com/egg-timer-countdown/full-screen/>

The art of 'iffing' & the Socratic Method

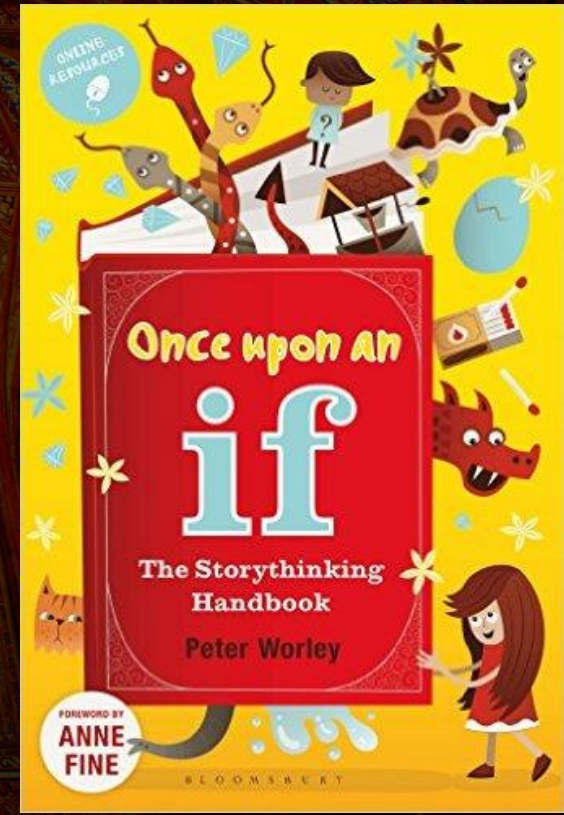
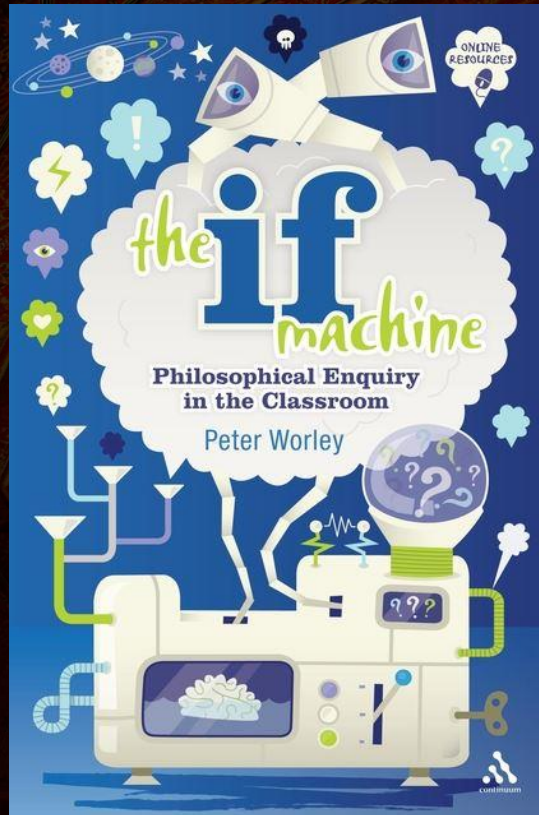
1. It is okay to eat meat so why don't we eat our pets?
2. If it is okay to eat meat then why don't we eat pets?

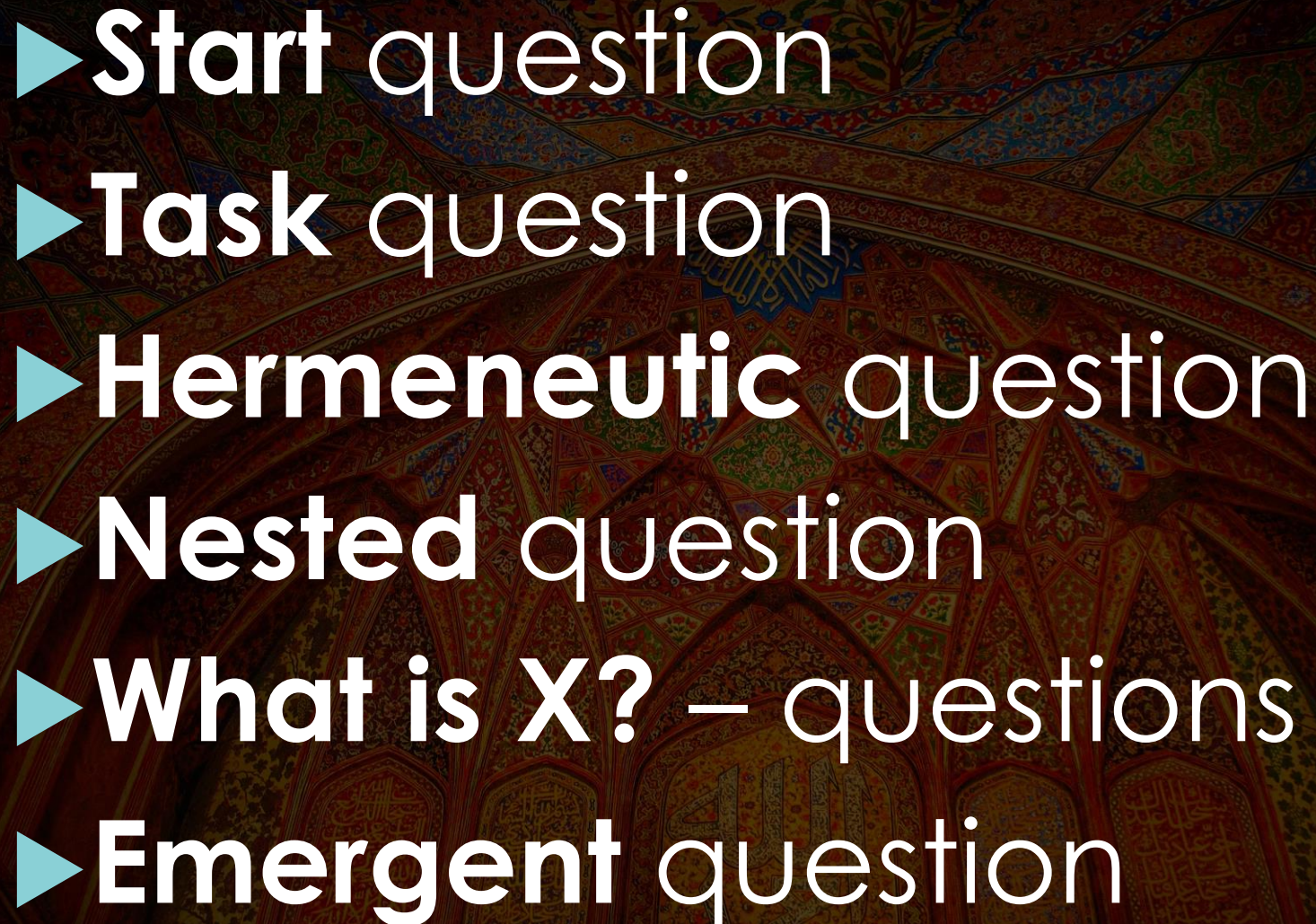


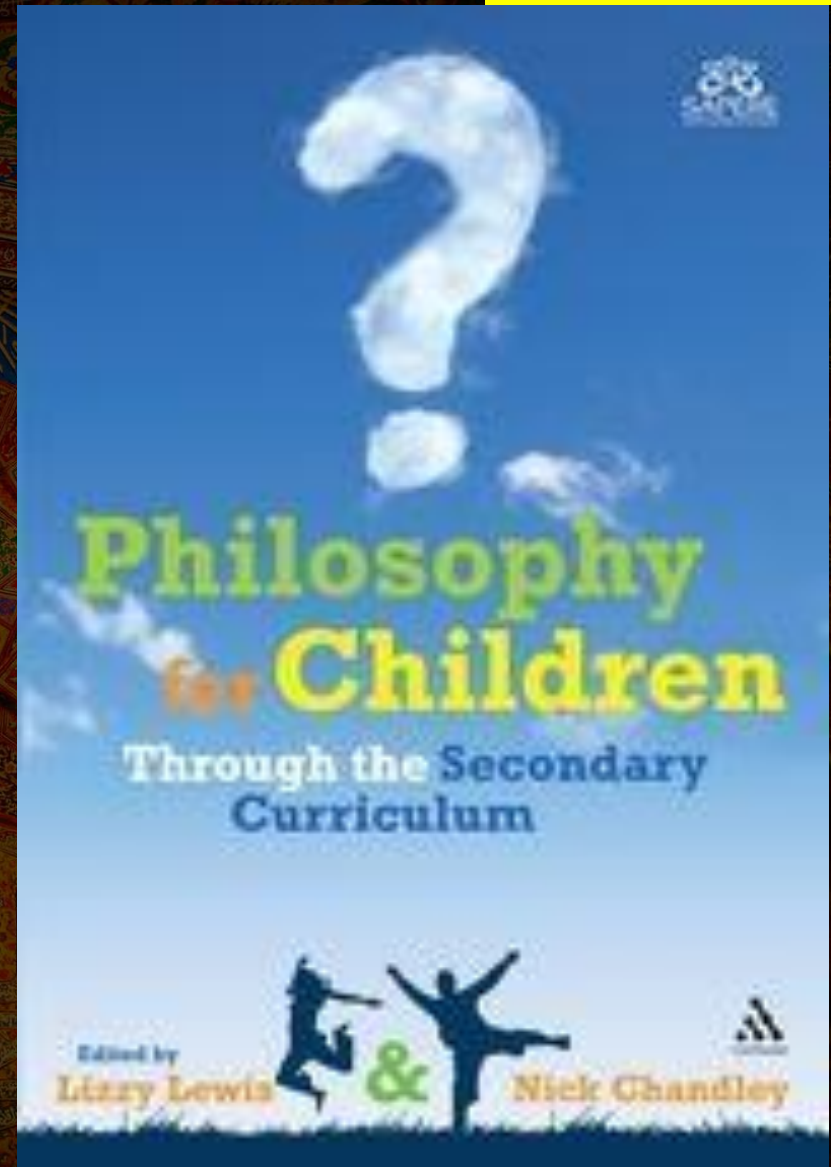
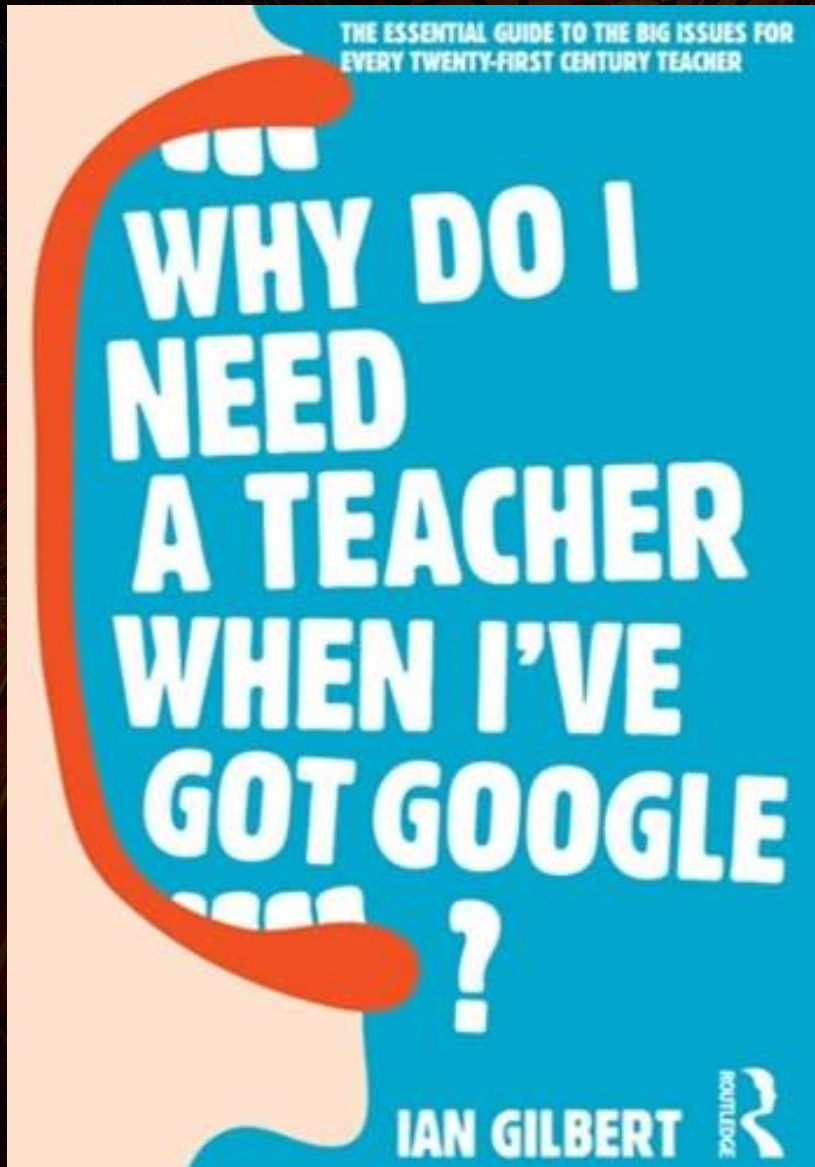
P4C

EXTENSION

PHILOSOPHY FOR CHILDREN



- 
- ▶ **Start** question
 - ▶ **Task** question
 - ▶ **Hermeneutic** question
 - ▶ **Nested** question
 - ▶ **What is X?** – questions
 - ▶ **Emergent** question



Change the World

James Martin, in his book, Meaning of the 21st Century, identifies 14 significant problems facing the world:

- ▶ Catastrophic global climate change
- ▶ Unstoppable pandemic of new infectious disease
- ▶ Destitute nations slipping into a deepening trap of extreme poverty
- ▶ Unstoppable global migrations of people
- ▶ Weapons of mass destruction becoming inexpensive
- ▶ Growth of shanty-cities with extreme violence and poverty
- ▶ Mass recruitment for suicide terrorism
- ▶ Nuclear / biological terrorism
- ▶ Religious war between Muslims and Christians
- ▶ Exposure from extreme science to new dangers
- ▶ Rivers and aquifers drying up
- ▶ Mass famine in ill-organised countries

What aspects can we focus on for the ever changing and uncertain future of our students...

- ▶ **Tarbiyyah?** Specifics...
 - ▶ Golden Rules of Muslim Ethics
- ▶ **ādāb al-ikhtilāf**
 - ▶ Open up different opinions... because ultimately they will be challenged by many views
- ▶ **Uṣūl – (Fiqh, ḥadith, Qur’ān etc.)**
 - ▶ Inform the students of the different isnad of hadith
- ▶ **Philosophy** – make them **THINK!**

EXTENSION



NEWS



MAHMOOD NEWS

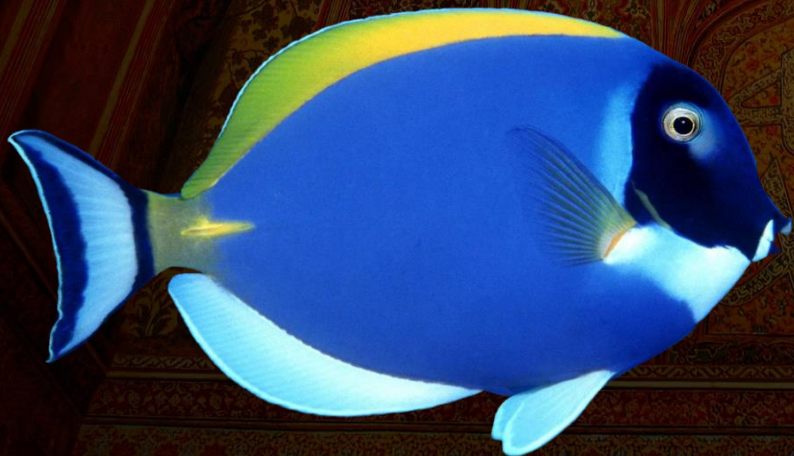


Surah Ma'idah – Last Supper





What are your thoughts on
extracting genes from an
Arctic fish and inserting
them into **potatoes** to make
them more **frost-resistant**?





► If that is okay
then...

Vole



Most are promiscuous

however....

There is one species in
which boy/girl form
lasting & monogamous
relationships





Now....

Geneticists claim to have isolated the genes responsible for vole **monogamy**....

So.... Can we genetically engineer humans with this particular gene to create loving husbands?

What's the difference between:

1. Du'a for a Loving Husband/wife?

2. **Ta'wiz** from a shaykh / amil / pir?

3. Monogamous Vole Gene Ta'wiz from a shaykh / amil / pir?

