

## Professional Development Situation: Meeting

### Skill Focus: Asking Purposeful Questions

Time Required: 20 minutes

# WHAT DO YOU SEE?

Participants will observe questioning in the “When Youth are Struggling” learning module to learn to ask purposeful questions.

## Agenda

Introduction – 5 minutes

See the Skill in Action—10 minutes

- [When Youth are Struggling](#) video-based learning module
- [Transcript: When Youth Are Struggling](#)

Conclusion – 5 minutes

## Materials

- Computer with internet connection
- Projector and speakers
- [When Youth are Struggling](#) video-based learning module
- One copy of [Transcript: When Youth Are Struggling](#) for each participant

## Before the Session

- **Read this meeting guide** to become familiar with the content and allow time to personalize the activities to best suit your presentation style. Watch all videos and read informational materials.
  - *Italics indicate text that can be read aloud or emailed to participants.*
- Send reminder email about the meeting. Determine if any participants require accommodations (sight; hearing; etc.).
  - *The next professional development opportunity to enhance our STEM skills will be on DATE at TIME at LOCATION. Our focus for this session will be “Asking Purposeful Questions”. Let me know if you require any accommodations to*

*participate in the training. I am happy to answer any questions you have and look forward to seeing you at the workshop. I can be reached at CONTACT INFO.*

- Cue up the [When Youth are Struggling](#) video-based learning module and scroll to the video in step 3 OR download the video to view with participants.

## Session Outline

### Introduction (5 min)

- Ask participants about their questioning tactics:
  - *What are some of the ways you ask questions in your program?*
- Guide the discussion and highlight any questions that are open-ended, thought-provoking, or scientific.
- Participants will see an expert in action as they help out youth who are struggling with a circuitry engineering task.

### See the Skill in Action (10 min)

- **Play the video** one time through.
  - *What do the facilitators say to encourage youth thinking?*
  - *How do the facilitators use body language to support ELLs?*
- Pass out the [Transcript: When Youth Are Struggling](#)
  - *Transcripts help us slow down and recognize the powerful statements that both adults and youth say in their interactions. Sometimes when we read or write down spoken language we see things we didn't notice before. Let's watch the video again with the transcript. Follow along as I play the video and listen for the talk moves that the facilitators use.*
- **Play the video** again and ask participants to follow along on the transcript.
  - Optional: Participants can circle the types of questions they find particularly effective or underline questions that they think would be useful.

### Conclusion (5 min)

- **Reflect** on what kinds of questions the facilitators are asking. (Spend 3-5 minutes here and let participants think and work.)
  - *What kinds of questions do the facilitators use?*
  - *How do youth respond?*
  - *Can you use any of these in your practice?*

## After the Session

- Email the participants:
  - *Thank you for your participation in the recent Click2Science training on "Asking Purposeful Questions". I hope you found it useful and applicable to your practice.*

*I am including a few sample questions to give you more ideas for questions to use with youth. Consider sharing your thoughts with a co-worker, supervisor, or friend. Please let me know if you have any questions. You can reach me at CONTACT INFO.*

- *Include a few sample questions for participants to try.*

Want to Earn Credit? Click2Science has teamed up with Better Kid Care to provide continuing education units. Check it out at: <http://www.click2sciencepd.org/web-lessons/about>

## Transcript: When Youth Are Struggling

- 1 [00:00:11.28]  
 2 Facilitator: Did that work?  
 3 Youth: Uh no still have green  
 4 Facilitator: What did you turn around? What do you need to (gestures) turn around?  
 5 Youth: Maybe  
 6 Youth 2: Oh!  
 7 Facilitator: And what could you do with...  
 8 Youth 2: Maybe you could put them on the opposite sides  
 9 Facilitator: Ah! Try it! Okay!
- 10 (narration)
- 11 [00:00:56.23]  
 12 Facilitator 2: So one thing I notice that your copper tape is here and here. What can you do to the legs of your LED to make it touch the copper tape here and here?  
 13 Facilitator: So that's step one of the troubleshooting the LED is actually working. What else might be the problem?  
 14 Youth: I turned it around  
 15 Facilitator: You turned it around. [00:01:16.10] we checked we checked the polarity and that seems to be working. What's the other component that we have (points to paper) on here?  
 16 Youth: The battery.  
 17 Facilitator: The battery. Well, did you check this battery? Do we know if this battery is actually working? Okay so the battery's working okay. All right. So let's put the battery back on here so then what's the last thing I heard some friends earlier saying that they had to do something with the rails what did they have to do with the rails?  
 18 Youth: (gesture)  
 19 Facilitator: Yeah. They had to press 'em, really, really tight and make it smooth right? So that's the last part of our troubleshooting here.  
 20 Youth: Oh.  
 21 Facilitator: The only thing is we need to make a GAP here so what could we do?  
 22 Youth: Use a scissors?  
 23 Facilitator: What could we do to make the gap?  
 24 Youth: Need to...  
 25 T: Yeah so take this up.

- 26 [00:02:05.08]
- 27 Youth: I just realized I'm having a problem and I don't know how to figure out how to make it like a little nose like an LED nose.
- 28 Facilitator: Okay
- 29 Youth: It glows, but...
- 30 Facilitator: The placement of your LED allright so so, what can we do? How can we address this problem? You really want that that nose in there right?
- 31 Youth: Yeah but the (inaudible)
- 32 Facilitator: Okay well let's try one first.
- 33 (Student works it out)
- 34 Youth: I realize that if I'm folding it close, oh, I got a hole.
- 35 Facilitator: You realize that if you fold it closer to the paper it doesn't bend
- 36 Youth: Yah
- 37 Facilitator: Okay! So now we're gonna flip this over and now you have to MOVE some of your copper tape.