

## The following guidelines are adapted from Responsive Classroom<sup>®</sup>

Katie Baxter-Gagen

General Guidelines to follow when addressing, instructing or responding to children:

- Convey faith in children's abilities  
"Don't start until I tell you exactly what to do so you know how to do it correctly"  
vs  
"When everyone is ready I will give you the directions"
- Use concrete language and examples  
"Cooperate"  
vs  
Creating a class T-chart with a column for what cooperate "looks like" and column for what it "sounds like"
- Be specific  
"Nice job today"  
vs  
"I noticed you listened to the directions really carefully and paused to think before talking today"
- Be brief  
"When it is time to go we are going to have to put away all of the materials we have been using and they are all over the floor and on the chairs and sofas. Please put the crayons in the bins, push the chairs under the table and throw the trash in the trash cans before you put your jackets on. What are you all going to do for the rest of this beautiful Sunday? I hope you go outside and enjoy getting some fresh air"  
Vs  
"Thank you for putting away all materials and cleaning up the mess we made before you go. Have a great rest of your day"

\*Denton, Paula, EdD. (2014). *The power of our words: Teacher language that helps children learn* (2nd ed.). Turner Falls, MA: Northeast Foundation for Children, Inc.

**Guidelines for using open-ended questions in UUCF RE to engage, to keep engaged, and to re-engage children:**

| Engaging Students   | Keeping Students Engaged  | Re-engaging Students   |
|---|---|--|
| <p>What do you already know about . . . ?”</p> <p>Have you heard or read about . . . at UUCF? anywhere else?</p> <p>What do you notice about this . . . that reminds you of our 7 principles?</p> <p>UUs are known for wondering about things. What do you wonder about when you think about (this topic)?</p> <p>What are some things you feel when you . . .?</p> | <p>What is something new you have learned or thought of? How could you put that into your own words?</p> <p>What part of this do you find most interesting?</p> <p>What else might you want to try?</p> <p>How does this remind you of being UU?</p> <p>What more would you like to know about this?</p> <p>What are some ways this information might help you live your UU values?</p> | <p>What questions do you have?</p> <p>What does this remind you of?</p> <p>What are some ways our covenant suggests we do about this?</p> <p>What is another way you can do this that still affirms our UU Principles?</p> <p>What are some ways you can solve this problem in a way that shows the inherent worth and dignity of all people? (or another principle)</p> <p>What are some possible reasons why this happens?</p> |

**Scenarios for practicing questions:**

It is story time and you need to call everyone to the rug to listen to you read. Last week when you read a story to the group, there was a lot of crowding up at the front and some children interrupted with questions in the middle of the story.

How can you use open-ended questioning to keep the students engaged in appropriate behavior for the story?

The class is involved in a cutting and pasting activity. Two of the children are playing around and not being careful with the scissors or glue sticks. Glue has already been smeared all over the table.

How can you use open-ended questioning to correct the situation and clean up the mess made?

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During a class discussion one of the children continues to share personal opinions and insists on being the one who answers first to each of the questions posed. This same child typically dominates the conversation whenever possible.

How can you use open-ended questioning to ensure everyone is engaged in the conversation and gets an equal opportunity to share personal ideas during class discussions?

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You are about to start a lesson on the value of hope. This is a deep and abstract concept for your 2<sup>nd</sup> graders. The objective of your lesson is for the children to know that hope and a positive attitude are important.

How can you use open-ended questioning to keep everyone engaged and facilitate understanding of abstract ideas?

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There are a group of children in your class that typically all sit together and play together during outside play time. They do not reach out to include the one or sometimes two other children who come to class each week. You are not sure if they are intentionally being exclusive and outwardly mean or not.

How can you use open-ended questioning to ensure everyone feels part of your class community?

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You are facilitating a discussion on climate change. Some of the children are expressing interest and seem to have some general knowledge. Another child suggests global warming is not real.

How can you use open-ended questioning to ensure accurate information is shared and everyone is engaged in the conversation?

