



Middle School

National FFA Organization

Lesson MS.43

ANSWERING QUESTIONS FROM OTHERS

Unit. Stage Two of Development—WE

Problem Area. How Do I Communicate My Thoughts and Ideas to Others.

Precepts. **H2:** Present self appropriately in various settings.

National Standards. NL-ENG.K12.12 — Applying Language Skills — Students use spoken, written, and visual language to accomplish their own purposes.



Student Learning Objectives. As a result of this lesson, the student will ...

- 1 Determine the cause of questions.
- 2 Practice the four steps in answering questions.
- 3 Realize differences in answering questions between individuals and groups.



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Time. Instruction time for this lesson: 50 minutes.



Resources

National FFA Organization's Essential Learnings, 2003.



Tools, Equipment, and Supplies

- ✓ Overhead projector
- ✓ MS.43.TM.A
- ✓ MS.43.TM.B
- ✓ MS.43.TM.C
- ✓ MS.43.TM.D
- ✓ MS.43.Assess—one per student



Key Terms. The following terms are presented in this lesson and appear in bold *italics*:

- ▶ Clarification
- ▶ Interest
- ▶ Test knowledge
- ▶ Disagreement



Interest Approach

You will set the stage for today's class by asking the students to answer a question in their notes. This will allow them to go through the process, either successfully or unsuccessfully, so they may use it as a frame of reference for the rest of the lesson.



Students, today you will tackle the big question mark. Today you will ask, answer, and analyze the questions of the world. By the end of the day, you will know the reasons why people ask questions, how to properly ask questions, and also how to answer questions from different groups of people. To do this, please be attentive and inquiring students. If you have a question, ask it! It's the perfect day to do so!



For the first activity, please remove a sheet of paper from your notebooks. When I say, "Answer," write your response to the questions that follow on the sheet of paper:

Display on a writing surface:

Why do people ask questions.



Pretend I came up to you in the hallway and asked you this question. On your paper, write your exact response. You have two minutes to do so. Answer!

Wait two minutes. Allow students to individually ask clarification questions.



SUMMARY OF CONTENT AND TEACHING STRATEGIES

Objective 1. Determine the cause of questions.



Now that you have answered the question on paper, you will read your answers aloud. Please be ready when I call on you.

Select several students to read their answers to the class. Write their answers on MS.43.TM.A under the appropriate column. Cover the column headings with a piece of paper on the transparency so students do not see the causes of questions at the top of the transparency. If students do not give an example for a column, prompt them, based on that column heading.

Possible answers for each column include the following responses:

- *Clarification: didn't understand what was said; didn't hear what was said; needed more information about topic to understand*
- *Interest: wanted more information; likes the topic; has previous experience with topic*
- *Test knowledge: wants to know what you know; needs to know what to tell or explain to you; tries to quiz you*
- *Disagreement: tries to "punch holes" in what you are saying; tries to cause you to make a mistake; tries to make you contradict yourself*

You will reveal the causes after you write students' answers on the transparency. Celebrate student answers! Ask students to guess what their answers in each column have in common. Relate their answers to the column headings.



Students, please transfer the four causes of questions from the board into your notes.

Show MS.43.TM.B.

I. Determine the cause of questions:

- A. Clarification: Needs more information to understand topic
- B. Interest: Wants more information because he or she likes the topic or has previous experience
- C. Test knowledge: Wants to know how much you know
- D. Disagreement: Wants to see if you are consistent with your information

Use a Hieroglyphics Moment to help students remember the four causes for questions. When they are done, have them share with others to see if they can guess what each other's symbols mean.





On the reverse side of the notebook paper you have, take 30 seconds and write a symbol for each of the four causes for questions.

Wait 30 seconds.



Now stand up and show two different people your symbol to see if they can guess which symbol represents clarification, interest, testing knowledge, and disagreement!

Let students share for one to two minutes.

Objective 2. Practice the four steps in answering questions.



Now that you know why people ask questions, you need to know how to answer them! For our next activity, you need to be energetic, active learners. At the same time, some of you need to be ignorers! It's time to play Little Professor! Take ten seconds and break into pairs. Decide which person will be da Vinci and which person will be Einstein.

Use a Little Professor Moment to present the following information. Extrapolate and give examples for each of the four steps in answering questions. Have students switch teachers/ learners for each step. Also use a Motion Moment for each step. Encourage the teacher to teach the learners the motion, as well as to copy the information into their notes.

Use the following recommended motions:

- *Listen first: Hand behind the ear*
- *Analyze what was said: Hand on chin*
- *Construct your thoughts: Tap temple or forehead with pointer finger*
- *Give the answer: Open fist while moving away from your mouth*

Use MS.43.TM.C.

II. Four steps in answering questions

- A. Listen first.
 1. What was said.
 2. Was there non-verbal communication.
- B. Analyze what was said.
 1. What was the cause of the question.
 2. What information does the person want to know.
- C. Construct your thoughts.
 1. What is the best way to answer the question.
 2. Will my answer give the information he or she wants.
 3. Will my answer deal with the cause of the question.
 4. Am I being truthful with my answer.
- D. Give the answer.



Objective 3. Realize differences in answering questions between individuals and groups.



Even though you know what to do to answer questions, there is one more thing you need to think about to properly and effectively answer people's questions. Sometimes you will not only answer the questions of a friend or family member, but you will also have to answer questions for a class or group of people. When I answer a question to the entire class, I answer it differently than if I were speaking to only one or two individuals. Be thoughtful learners as you look at how we answer differently, depending on to whom we're talking.

Students will break into groups of no more than three students per group. They may choose their own groups.



Take 20 seconds to move your desks into groups no larger than three. Make sure your desks are in a circle so you can see everyone.

Use a Go-With-the-Flow Moment . You may want to write the topic on a writing surface.



Please brainstorm in groups how you would answer questions differently if you were talking to one or two individuals rather than to a larger group of people.

Let students work for two to three minutes. Call on each group and make connections between answers. Relate to MS.43.TM.D.



Please transfer the class notes from the overhead onto your notes:

III. Differences in answering questions between individuals and groups

A. Questions from individuals

1. One-word answers may be used, if appropriate.
2. Maintain eye contact with the individual.
3. Speak at a natural volume level.

B. Questions from groups

1. Use complete sentences.
2. Repeat the question within the answer.
3. Use eye contact with entire group, not just the individual.
4. Speak more loudly than normal.

It is recommended that students practice the extended classroom activity to complete the lesson.



Review/Summary

Ask students about the causes of questions, the four steps in answering questions, and the differences they should think about when answering questions from a group or individual.



►Extended Classroom Activity:

Have students volunteer to answer questions in front of the class. Tell them it is a question to either the entire class or just to you. Point out what the student does well and what could be improved. Celebrate student accomplishment.

►FFA Activity:

Have the students ask a question at the next FFA meeting. They should notice how the officers answer the questions. Have students write down what the officers do well and what could be improved while they were answering their question.

►SAE Activity:

When working with customers, employees, or associates, students should be aware of what triggers the most questions—interest, test knowledge, disagreement, or the need for clarification. If one cause is more prevalent than another, what can the student do to remedy the situation so as to prevent the need for further questions.

✓ Evaluation

Students should take MS.43.Assess to test their knowledge over the causes of questions and to determine how to answer questions.

Answers to Assessment:

- A. Clarification
- B. Test knowledge
- C. Disagreement
- D. Interest

- 1. False
- 2. True
- 3. False
- 4. True
- 5. False



ANSWERING QUESTIONS FROM OTHERS

Instructions: Write the proper cause of questions beside each explanation.

- _____ A. Needs more information to understand topic
- _____ B. Wants to know how much you know
- _____ C. Wants to see if you are consistent with your information
- _____ D. Wants more information because they like or have previous experience with the topic

Instructions: Read each statement and decide if it is true or false. Write the word “true” or “false” beside the statement.

- _____ 1. Constructing your thoughts is the first step in answering a question.
- _____ 2. Non-verbal communication is important in understanding a question.
- _____ 3. When giving an answer, eye contact should always stay with the person who asked the question.
- _____ 4. Speaking louder than normal is important when giving an answer to a group of people.
- _____ 5. One-word answers are okay when giving an answer to a group.



THE FOUR CAUSES OF QUESTIONS

Clarification	Interest	Test Knowledge	Disagreement



DETERMINE THE CAUSE OF QUESTIONS:

- ◆ **Clarification:** Needs more information to understand topic
- ◆ **Interest:** Wants more information because they like topic or have previous experience
- ◆ **Test knowledge:** Wants to know how much you know
- ◆ **Disagreement:** Wants to see if you are consistent with your information



FOUR STEPS IN ANSWERING QUESTIONS

◆ Listen first.

- ➔ What was said.
- ➔ Was there non-verbal communication.

◆ Analyze what was said.

- ➔ What was the cause of the question.
- ➔ What information does the person want to know.

◆ Construct your thoughts.

- ➔ What is the best way to answer the question.
- ➔ Will my answer give the information he or she wants.
- ➔ Will my answer deal with the cause of the question.
- ➔ Am I being truthful with my answer.

◆ Give the answer.



DIFFERENCES IN ANSWERING QUESTIONS BETWEEN INDIVIDUALS AND GROUPS

Questions from individuals

- ◆ One-word answers may be used, if appropriate.
- ◆ Maintain eye contact with the individual.
- ◆ Speak at a natural volume level.

Questions from groups

- ◆ Use complete sentences.
- ◆ Repeat the question within the answer.
- ◆ Use eye contact with entire group, not just the individual.
- ◆ Speak more loudly than normal.

