



DRIVING & REFLECTION QUESTIONS FOR TEACHERS

This simple tool provides two types of questions for teachers to integrate into the learning process with students: driving questions and reflection questions.

- **Driving questions** push students further in their thinking, challenging them to build-upon ideas and take on new steps to solve the problem.
- **Reflection Questions** ask students to reflect on a process phase once it's complete, challenging them to think about how they think.

MAKE IT REAL

In this initial phase, you'll want to push your students to expand their thinking & interests, ask lots of questions, and be resourceful about how to find answers.

DRIVING QUESTIONS

BRAINSTORM:

- What do you want to know about this topic? Why?
- How does this topic/ issue affect you? Your family? Community members? Business Owners? The environment?
- Who might know more about this topic? How might you find out what they think?
- Where might you look for answers? Consider multiple sources.
- What questions do you have?

DEFINE:

- How does the evidence you've collected support the problem you've defined?
- Is your evidence varied? Did you use multiple sources? Conduct both online and original research? (i.e. online versus interviews or surveys)

REFLECTION QUESTIONS

- What brainstorming methods helped you come up with the most ideas and questions? How might you brainstorm better in the future?
- Which research methods worked best? Which didn't? Why?
- What did you learn about your topic? What might you need to investigate further?
- What was the most difficult part of defining a problem?
- Which questions resulted in the best information?





MAKE IT RELEVANT

In this phase, you'll want to push your students to find detailed evidence of their problem and analyze their results carefully. Careful analysis will lead to a better plan of action!

DRIVING QUESTIONS

CASE STUDIES:

- Who might know more about this topic? How might you get in touch with them, and find out what they think?
- Did your research prove or disprove your problem statement? What edits do you need to make your statement?
- What new questions do you have? How might you pursue these?
- How can you analyze your data in different ways? Consider trying numeric analysis (i.e. percentages, averages) versus visualizations (charts and graphs).

MAKE A PLAN:

- What's another way you might approach solving this problem?
- How might each team member contribute uniquely?
- How will each team member work together to ensure communication is regular and that everyone is pulling their weight?
- How will you measure if your plan is a success?

REFLECTION QUESTIONS

- What data surprised you the most?
- Which data analysis methods worked best? Why?
- Which questions were most effective at getting information?
- What did you enjoy most about this process?
- What will you do differently next time you conduct an interview, survey, etc?
- Which parts of developing a plan were easiest? Most difficult?
- How did your team work together throughout this process? What went well? What could have been better?

MAKE AN IMPACT

In this phase, you'll want to push your students to investigate new ways to create and share their results. Encourage them to learn a new tool, reach out to a wider audience, and do some legwork to actually reach people who care.

DRIVING QUESTIONS

CREATE:

- What tools and formats will best serve your purpose?
- What tools and formats will best reach and engage your intended audience?
- What new tools might you need to learn to complete the project you're creating? How can you learn these new skills? (Consider online resources, classmates, and experts in the school or community.)
- Who might give you feedback to improve your work?
- What revisions and changes will you make based on the feedback you've received? How do these make your work better?

ADVOCATE:

- Who really cares about your problem? How can you reach them?
- Who has the power to make a difference with your problem? How can you reach them?
- What type of campaign or advocacy will have the biggest impact?
- Where else might you share your work/message?
- How do you know if your advocacy is working? What evidence do you have? How might you improve your plan based on the existing evidence?

REFLECTION QUESTIONS

- What did you learn about yourself? What did you learn about your teammates?
- What was the most interesting thing you learned about the problem?
- What part of the project are you most proud of?
- What aspect of the project would you do differently or improve if you had the chance to do it again?
- What audience did you reach? Were you effective in communicating your message?
- What impacts did this project have already? What future potential does it have?

MAKE AN IMPACT

Create

Advocate

DO SOMETHING ABOUT IT!