Questioning Techniques
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Why don’t students respond to questions?

- Past experience has conditioned them *not* to respond.
- There is a lack of interest in the topic.
- They are poorly prepared for the lesson.
- The *teacher* is poorly prepared for the lesson.
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Avoid yes/no questions.

A. Did God approve of Rahab’s lie?
B. How does Rahab’s lie relate to the scriptural principle that we should always be truthful?
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Use clarifying questions.

A. Jesus said we should honor our parents yet we should love Him more than we love our parents. How do you reconcile these statements?

B. What did Jesus mean when He said that we must love Him more than we love our parents?
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Go beyond recall questions.

A. How many commandments did Moses receive on Sinai?
B. Why were ten commandments necessary on Sinai when Jesus listed only two?
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Ask “how” and “why” questions.

A. How was Eve’s temptation in Eden different from Adam’s?
B. Why did Satan choose to appear as a serpent to tempt Eve?
C. How did Adam react when God asked him if he had eaten from the tree?
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Use life application questions.

A. When was the last time you acted like Jonah in refusing God’s assignment?

B. What would be a modern-day equivalent of Jonah’s being swallowed by a whale?
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“Let [teachers] lay plans to make a practical application of the lesson.”

(Counsels on Sabbath School Work, pp. 113, 114)
Questioning Techniques

Ask only one question at a time.

A. Why did Moses strike the rock and what lessons can we learn from this act?
B. Why did Moses strike the rock?
C. In what ways do we “strike the rock” today?
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Use questions that require students to refer to Scripture.

A. How is self-esteem different from self-centeredness?
B. What is the Bible’s view of self-esteem?
Avoid questions with trite answers.

A. What is the definition of faith?

B. In what ways does the Epistle to the Hebrews define faith?
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Break up complex questions into smaller, clearer questions.

A. In the story of Abraham’s willingness to sacrifice Isaac, what principle is being expressed that, in a powerful way, teaches an important truth about the Cross?

B. What truth about the Cross is expressed in Abraham’s willingness to sacrifice Isaac?
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Use questions to move the class toward the learning aim.

Aim: The learner will confront the reality and consequences of sin.

A. How could sin have originated in a perfect Creation?

B. How would you explain the existence of sin to an unbeliever?
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Be sure that questions relate to the main point of the passage.
“In the beginning was the Word, and the Word was with God, and the Word was God. He was in the beginning with God. All things were made through Him, and without Him nothing was made that was made” (John 1:1-3 (NKJV)).

A. Why is God the Son sometimes described scripturally as “the Word”?

B. How does John 1:1 relate to the issue of Creationism?
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- Have learners identify patterns or lists of things in a passage.

  A. *What were the names of Noah’s three sons?*
  
  B. *What are the three most important characteristics of Noah’s ministry?*
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Avoid answering questions yourself. Develop a tolerance for silence.
Questioning Techniques

Six categories of Bloom’s taxonomy:

- **Knowledge** (define, describe, list, name)
- **Comprehension** (classify, compare, describe)
- **Application** (arrange, decide, estimate)
- **Analysis** (analyze, discuss, infer, explain)
- **Synthesis** (deduce, resolve, predict, design)
- **Evaluation** (decide, evaluate, judge, verify)
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Bloom’s taxonomy in Psalm 23:

Knowledge: What is God compared to in this psalm?

Comprehension: What characteristic of God is described in this psalm?

Application: What metaphors are used in this psalm?

Analysis: What evidence in this psalm suggests that David made mistakes in life?
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Bloom’s taxonomy in Psalm 23:

**Synthesis:** What other form might this psalm have taken if David had not had experience in sheep herding?

**Evaluation:** What kind of work (besides sheep herding) might be more relevant to today’s reader as a symbol of God’s care?
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Criteria for judging student responses:

- **Clarity** *(answers with complete thoughts)*
- **Accuracy** *(answers contain no factual errors)*
- **Appropriateness** *(answers question asked)*
- **Specificity** *(clearly states answers/ideas)*
- **Support** *(gives reasons, facts, or examples)*
- **Complexity** *(shows awareness of alternatives)*
- **Originality** *(expresses ideas new to him/her)*
“By faith Abraham obeyed when he was called to go out to the place which he would receive as an inheritance. And he went out, not knowing where he was going.

“By faith he dwelt in the land of promise as in a foreign country, dwelling in tents with Isaac and Jacob, the heirs with him of the same promise; for he waited for the city which has foundations, whose builder and maker is God” (Heb. 11:8-10, NKJV).
“The Lord had said to Abram: ‘Get out of your country, from your family and from your father's house, to a land that I will show you. ‘I will make you a great nation; I will bless you and make your name great; And you shall be a blessing. I will bless those who bless you, and I will curse him who curses you; and in you all the families of the earth shall be blessed’ ” (Gen. 12:1-3, NKJV).