QUESTIONING IN THE PHYSICAL EDUCATION CLASSROOM

Use questioning to improve how your students learn, develop their thinking processes and their understanding. Responses to questions need not always be verbal but rather students can respond using movement, performing an action or technique. Responding through movement can support students to develop an awareness of their body and movement performance.

TIME

When is the best time to?
e.g. pass, move, strike, attack, defend, work together.

SPACE

Where is, e.g. open space, the best option?
Where can, e.g. the object be placed or propelled, a player move to?

RISK

Which choice is safest and which is most risky? e.g. skill or tactic selected.

QUESTIONING PROTOCOL

Use of a questioning protocol such as what? where? when? why? with whom? how? is a key pedagogical tool in physical education

Adapted from Pearson and Webb, 2008. Developing effective questioning in Teaching Games for Understanding.

QUESTIONING IN THE PHYSICAL EDUCATION CLASSROOM

Questioning is most effective when you understand what you are trying to achieve. This might be to improve student's performance, game or tactical understanding or their understanding of the skill, the activity, their role or the instruction.

OPEN

Open - Involve problem solving, reflection and decision making. Require higher level thinking processes. Challenge students to apply and analyse information and create knowledge.

CLOSED

Limited to recall or a choice between two options. Require lower level thinking processes. Used to test existing knowledge rather than create it.

RECALL

Used to help students to remember something that they have learnt previously and are useful for prompting a student prior to completing a task.

PAST, PRESENT, FUTURE

Use questions to assist students to understand what has happened in an activity (the past), what is currently happening and what can be done (the present) or what may happen as a result of an action (the future).