



Inquiry-Based Learning Training Plan

Use this Training to Go training plan with the [PowerPoint](#) to lead a staff training. Customize it to fit you, the time and setting, and the participants. Break it into shorter parts, delete or add sections, change the activities, or expand on topics. All handouts referenced are available [here](#). If participants don't know each other, you may want to add a warm-up or icebreaker, or go around with introductions.

TRAINING TO GO Training Plan		
Inquiry-Based Learning: Forming Questions		
Time: 60 minutes		Materials: <ul style="list-style-type: none"> • Static spoons' materials <ul style="list-style-type: none"> • Salt and pepper • Paper plates with salt and pepper mixture • Plastic spoons • Questions for Inquiry-Based Learning handout
Prep: <ul style="list-style-type: none"> • Print handouts for all participants • Prepare the static spoons activity • Arrange the space for group and pair work 		
Slide Number and Title	Timing	Notes and Talking Points
1. Inquiry-Based Learning: Forming Questions	1 min	Explain: Inquiry-based learning is a type of project-based learning that's driven by questions and explorations. To be able to compete and thrive in our fast-paced, information driven world, youth must know how to ask good questions, explore the world around them, find and use resources, analyze what they learn, and think critically about how to act on this new information.
2. Objectives	1 min	Explain: The point of inquiry-based learning is to learn how to explore and dig into interesting questions. Today's session will focus on setting up inquiry projects, guiding youth in forming questions, creating learning activities that attempt to answer those questions, and improving youth's abilities to question, research, and discover.



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3. Inquiry in Action	10 min	<p>Explain: Inquiry-based learning starts with questions and leads to explorations. Today, we'll focus on using inquiry as a basis for projects.</p> <p>Activity:</p> <ul style="list-style-type: none"> • Distribute paper plates with the salt and pepper mixed together, hand out plastic spoons as well • Tell participants to separate the salt and pepper using only the plastic spoon • Check in with participants to see what methods they have tried. • If no one has figured it out yet, mention that the name of the activity is called "Static spoons" • Make sure individuals statically charge their plastic spoons (by rubbing them on their clothes), hold the spoon slightly above the mixture, and witness the pepper be pulled to the spoon <p>Ask: Why did this happen to the pepper when we statically charged the spoon? If no one else does, make sure to mention that pepper is a relatively weak chemical compound, especially as compared to salt, so the negatively charged (with electrons) spoon is able to attract the positive charges on neutral substances (such as the pepper).</p>
4. Questions and Topics	8 min	<p>Explain: The way we ask questions shapes the types of answers we get.</p> <p>Activity:</p> <ul style="list-style-type: none"> • Have participants ask the person next to them about a recent movie or TV show they saw. • Ask a few volunteers to share the questions they asked and the answers they got. • Does any type of question seem to lead to more questions <p>Explain: Good questions for inquiry generate more questions. "What is" or "Where is" questions end once the answer is given. Inquiry questions like "What will happen if..." or "Why are...?" call for more questions.</p>



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<p>5. Questions for Inquiry-Based Learning</p>	<p>15 min</p>	<p>Ask and List:</p> <ul style="list-style-type: none"> • Think back to the static spoon activity. • Ask: What questions would be good inquiry questions related to the activity? • List questions. <p>Activity:</p> <ul style="list-style-type: none"> • Distribute Question for Inquiry-Based Learning to each participant. Review the checklist. • In pairs, review and evaluate the questions on the handout. (Be prepared for some disagreement. It is not necessary to reach consensus.) • Now look at the questions based on the static spoon activity. Create four strong inquiry questions. <p>Explain: Generating topics or areas of inquiry can come from your knowledge of youth’s interests, local events, things that come up spontaneously (like stains on a carpet), or topics based on school work.</p>
<p>6. The Inquiry Process</p>	<p>10 min</p>	<p>Explain: Questions are the first step. Next is to use resources to explore and find answers. Looking things up in books or on the web is one strategy.</p> <p>Ask and List:</p> <ul style="list-style-type: none"> • Ask participants how information can be collected. • Create a list of Resources and Information. Possibly include interviews, surveys, films, site visits, and experiments. • Ask the group what resources they might suggest around the static spoons activity. <p>Explain: The next step is answering the question. Do the “inquirers” have enough information? Is it good information? Any gaps? Finally, how can kids show their learning? Think about presentations, Power Points, websites, photo journals, reports, or performances.</p> <p>Review: Four steps in the process:</p> <ol style="list-style-type: none"> 1. Identify the question 2. Get resources for information to answer the questions 3. Assemble, analyze, and pull it together 4. Share the learning <p>Ask: What demonstration could show the learning from a static spoon inquiry project?</p>



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7. Planning for Action	10 min	<p>Explain: As in all learning activities, planning is key. Topics need to grab youth's interests. We need to be able to point to resources to answer the questions. And you need to set aside program time to do the project.</p> <p>Discuss: In pairs or small groups, pick two or three inquiry project ideas and run them through this checklist:</p> <ul style="list-style-type: none"> • What would it take to set up and do them in terms of time, schedule, materials, and resources? • How can youth be involved in creating inquiry projects? • What challenges do you face in trying to do inquiry projects? What supports would you want?
8. Next Steps	5 min	<p>Explain: Inquiry-based learning helps teach youth how to ask good questions and seek out the best answers. By exposing youth to inquiry-based projects and opportunities, we are preparing them to survive and thrive in the information-rich society in which we work and live.</p> <p>Ask: What inquiry-based project(s) would you like to try first? How can the inquiry project incorporate school content or past programming activities? Which part of the process do you anticipate to be the most challenging?</p> <p>Thank everyone for participating, and move on to next steps!</p>