



GENERAL GUIDELINES FOR INQUIRY METHOD



- **Start simple**
 - Begin with questions that are simple and concrete, and then move on to questions that are more complex and abstract.
 - Always start with questions that bring in the student's past experience.
 - *Have you ever been here before? What did you see and do?*
- **Wait**
 - Provide some wait time after you pose the questions (slowly count to 10 in your head). If no one responds, try posing the question in a different way.
- **Listen**
 - Be a good listener. Use student responses as a way of building your sequence of questions. Even if a response seems irrelevant, it can often be used to involve the students.
- **Be creative**
 - Pose questions that encourage active involvement and exploration of the senses. Avoid questions with simple "yes" and "no." If you're thinking creatively, the students will too:
 - *Imagine that you are conversing with the person in that portrait. What are you talking about?*
 - *Can you imagine what type of music would be playing in the background if you were in that scene?*
- **Encourage another visit**
 - At the conclusion of the tour, ask a few questions that will stimulate interest in a return visit:
 - *What did you like best about today's visit?*
 - *What would you like to learn more about?*
 - *If you came back with your family, where would you take them first, and why?*



SPECIFIC GUIDELINES FOR INQUIRY METHOD



Some kinds of questions that enable an audience to become active participants in the inquiry approach are:

- **Observation and interpretation questions**
 - *How would you describe this (object, place, picture, etc.) to someone who has never seen it?*
 - *Is there anything about this (object, place, picture, etc.) that is surprising or new to you? What? Why?*

- **Comparison questions**
 - *How are these two (objects, pictures, situations, etc.) alike? How are they different?*
 - *Have you ever been in a (place, situation, etc) like this? What happened? How? When? Why?*
- **Prediction questions**
 - *How do you suppose this (object, activity, situation, etc.) would change if...?*
 - *If you were the person in this (picture, place, situation, etc.) what would you (do, see, feel, etc.)?*
- **Factual questions**
 - *What is happening here?*
 - *What kind of (object, activity, principle, etc.) does this illustrate?*
 - *Can you (find, name, point to) the ...?*
 - *What kinds of (colors, smells, textures, feelings, sounds, etc.) do you sense from this?*

These kinds of questions may be used to introduce concepts, ideas and activities; to stimulate curiosity and motivate questions and discussions; to communicate basic information; and to review knowledge already acquired.