**Station:** Tilt-A-Whirl

**Activity:** Question Balls

**Facts:**

Having the students come up with questions based on a topic they’ve covered in class allows them to:

\* review the content they’ve learned

\* collaborate with their peers

\* Move around and be active

\* become the teacher when they’re explaining to their peers the answer to their question

**Activity**: Have students write a question on the topic that they’ve just finished covering in class and crumple the paper into a ball. Have the students then throw the balls around the room and each student should grab a ball (not their own), read it aloud and try to answer the question. If they’re not able to answer the question they can ask for help or ask the person who wrote the question.

Another version of this could be **layered balls**:

This strategy begins by selecting a handful of questions about a topic. The questions can be based on math facts, vocabulary, or a reading selection in any content area. They can be random questions or questions that build from one another, going from basic on the outside to more complex on the inside.

Here are steps for the strategy:

1. Write a question on the middle of a sheet of colored paper.

2. Once the question is written, crunch the paper into a tight ball. 77

3. Then, write the next question on a different sheet of paper and crunch that question paper around the previous paper ball. The ball will be a little bit larger.

4. Repeat this process until all of the questions have been written and wrapped around the paper ball. Six questions are ideal.

5. If the questions build on one another, the most-complex question must be in the center of the ball and the least complex on the outer layer.

If this activity is completed in small groups, multiple layered balls will need to be created, one for each group. A student would then take off the outer layer of paper, read the question aloud, and then answer it. Then, the student passes the ball to another student within the group to do the same thing. This repeats until all the layers have been removed and the questions have been answered.

If you are the facilitator of the ball, then you can color-code the questions and toss them to the students who can answer the questions. For example, the green paper might be the most complex question, so you will toss the ball to a student who needs a more-challenging question.

**Online Question Balls-**

You could develop a discussion board where each student would have to pose a few questions to the group and then require each student to answer someone else’s question. The question writer then responds and explains why they were correct or incorrect.