



JONAH: A Positive Behavior Strategy

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Module 2: Discussion Questions

Use these questions to unpack the ideas in [Module 2: Instructional Practices that Create Just Opportunities](#) from the JONAH Strategy.

Faith & Service Connection

- How does the Paterson quote connect with the idea of instructional choices as a way to serve students?
- 1 Peter 4:10 says we should use our gifts to serve others. How might strong instructional practices reflect that calling?

Explicit Instruction

- In your own words, what makes explicit instruction different from other teaching approaches?
- Is breaking learning into manageable steps more important in certain contexts?
- In what ways does explicit instruction promote equity in the classroom?
- Can you share an example of when explicit instruction helped your students succeed?

Scaffolding

- How can scaffolding prevent student frustration while still keeping all students appropriately challenged?
- What are some scaffolding strategies you already use regularly?

- Which new scaffolds from the reading might you consider trying, and in which contexts?

Active Student Responding

- Why is it important for all students to have frequent opportunities to respond?
- When might it be better to only call on volunteers?
- Which active responding strategies do you think you'd be most comfortable using? Which might be most challenging? Which seem most practical for your classroom?
- How might you adapt one of these strategies for students who struggle with participation?

Feedback

- What qualities make feedback most effective in supporting student learning? Can you think of a time when feedback you gave (or received) had a strong impact?
- The reading notes that feedback is important, but not more important than quality instruction. How do you see the relationship between the two in your own practice?
- What are some examples of corrective feedback that guides students toward success without discouraging them?
- How can teachers balance the need to correct errors immediately with maintaining a supportive classroom environment?

Lesson Design & Pacing

- Looking at the general lesson outline, which step do you think is easiest to skip when time is short and what might be the consequence of skipping it?
- What routines or strategies help you maintain a brisk, purposeful pace?

Next Steps

- Choose one subject or grade level you teach (or hope to teach). How could you incorporate at least two active responding strategies into a single lesson?
- Reflect on a recent lesson. Where could you have added scaffolding, more frequent responses, or more specific feedback?
- How could you adapt explicit instruction strategies for students at very different ability levels in the same class?
- The reading emphasizes that providing Just Opportunities is more than access, it requires intentional instructional choices that reflect best practices. What might this look like in your own subject or grade level? How does this shift your understanding of equity in the classroom?

Recommended citation

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<https://manifold.open.umn.edu/projects/jonah>



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