

		C18-L1	
Listening Skills		Core Competency: C18	Level 1, Introductory
Follow Directions			
Time to complete: 120 minutes			
Objectives	Upon completion of this lesson students will be able to: <ol style="list-style-type: none"> 1. Understand why it is important to follow directions. 2. Understand and follow oral and written directions. 		
Cross Competencies	H.66 Demonstrate an ability to follow and give directions. H.79 Demonstrate an ability to learn from past experiences and others.		
Core Standards	Career and Vocational/Technical Education: Content Standards 2 and 5 Workplace Competencies: Content Standards 1, 2 and 4		
Resources			
Materials in Lesson Plan	Other Supplies Required	Supplemental Resources	
<ul style="list-style-type: none"> • C18L1WS1 Giving Directions • C18L1ACT1 Recall the Facts • C18L1ACT2 Back Art 	<ul style="list-style-type: none"> • Supplies to make Peanut butter and jelly sandwiches (bread, peanut butter, jelly, table knives) 		

MCA	Portfolio Project	Guest Speakers	Program of Work
Civic Engagement	Indian Education for All	Career Pathways	Competitive Events
			All events

Suggested Instructional Approach		Notes
Introduction	<p>The ability to give and follow directions is a skill which everyone needs to acquire. Giving and receiving instructions can be confusing if they are not clearly given and understood.</p> <p>Giving and receiving instructions is a part of the communication process. There will be times when you will have to give instructions to someone and other times when you will need to take instructions from someone. Sometimes the communication will be verbal; at other times the directions will be written.</p> <p>Listening is the key element in following oral directions. A good listener is one who listens carefully, analyzes what is being said, and observes body language signals. When instructions are complex, it may be helpful to write them down. Ask questions if you don't understand the instructions. Repeat the instructions so the giver will know you understand.</p> <p>There are several steps which will help you understand and follow written directions. First, read the entire document; underline or highlight the main points. Re-reading the document may be helpful. Write questions down as they occur so you can get clarification before doing the task. If there are steps involved in the task, it may be helpful to number them and write them down in the proper order.</p> <p>Having students formulate directions helps make them aware of the importance of clarity, sequence, brevity and precise vocabulary. The activities in this lesson will provide a range of experiences in which students may practice following various types of directions.</p>	
Preparation	<ul style="list-style-type: none"> • Make copies of student handouts. • If you will be doing supplemental activities, make copies or arrange for the resource as needed. 	

Peanut Butter Sandwiches: Verbal directions

1. Divide students into pairs.
2. Have the pairs sit back to back and provide one of the partners with PB&J supplies.
3. The partner without the supplies will give directions, the partner with the supplies must follow the directions exactly.
4. The partner giving directions needs to tell the other partner step-by-step directions for building a Peanut Butter and Jelly sandwich. The partner giving directions may not watch the student building the sandwich. The partner building the sandwich may ask the instruction giver to repeat instructions but may not ask other clarification.
5. When the sandwich is done have the partners compare the product and what the direction giver was trying to get done.
6. Have the partners discuss what went right or what went wrong. Which directions were misunderstood? What was said that could be taken in more than one way? Which directions were assumed and not directly given? How much pre-knowledge was assumed?
7. Instruct the partners to create a set of directions for making their sandwich. (C18L1WS1 PB&J can be used for students to jot down their directions)
8. Have partners reverse roles for giving and taking directions. The partner receiving directions may ask the other partner questions during the activity.

Directions for Orienteering: Written Directions

1. In this activity students will write directions for another person to follow.
2. Have the students choose an activity for which they will write a set of directions. Possible choices could include: drawing something, making a simple craft, tying a shoelace, playing a game, working on a hobby.
3. Students will make a list of the steps as necessary to complete the activity. Put the steps into the correct order.
4. Add any hints or additional information to make each step clear and easy to follow
5. Exchange your set of directions with a classmate and try to follow each other's directions.
6. Were you successful in completing the other person's activity? If not, why not?
7. How could the directions have been better?

<p><i>Recalling the Facts: Oral Directions.</i></p> <p>1. In this activity <u>C18L1ACT1 Recall the Facts</u>, you will read a passage to your students; following the reading, students will be asked a series of questions to determine if students listened so that they could recall facts.</p>		
Assessment	Involvement in Following Directions Activity	
Supplemental Activities	<ul style="list-style-type: none"> • <u>C18L1ACT2 Back Art</u> • Have students relate a time when they were unable to complete a task or find a place because of the way the instructions were given or understood. What were the consequences? • Have students relate an experience where they gave or received directions which were not clearly understood. What were the consequences? 	