

C18-L2

Following Directions	Core Competency: C18	Level 2, Intermediate
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	H66 Demonstrate an ability to follow and give directions. H79 Demonstrate an ability to learn from past experiences and others.	
Core Standards	Career and Vocational/Technical Education: Content Standards 2 and 4 Workplace Competencies: Content Standards 1, 2 and 4	
Resources		
Materials in Lesson Plan	Other Supplies Required	Supplemental Resources
<ul style="list-style-type: none"> • C18L2ACT1 Sneaker Game • C18L2ACT2 Simon Says • C18L2ACT3 Origami Cup 	<ul style="list-style-type: none"> • 6-8 inch squares of paper 	

MCA	Portfolio Project	Guest Speakers	Program of Work
		Invite an employer to come in and discuss his/her experiences when employees do not follow directions. How did this affect the employer and other employees? What did it cost the business?	
Civic Engagement	Indian Education for All	Career Pathways	Competitive Events
			All events

Suggested Instructional Approach		Notes
Introduction	<p>Giving and receiving directions can be confusing if directions are not clearly given and understood. These exercises should be completed to reinforce following directions. Some of these exercises are a fun way to learn about giving and receiving instructions. Listening is the key element in following oral directions. On the job, it is estimated that 45% of the work day is spent listening. Many people <u>hear</u> but they do not <u>listen</u>. Good listening on the job promotes good human relations.</p> <p>There are three basic reasons why people are poor listeners:</p> <ol style="list-style-type: none"> 1. People think faster than they speak. 2. Emotions block out certain messages. 3. Deciding what to say next gets in the way of listening. <p>There are two skills required to be a good listener:</p> <ol style="list-style-type: none"> 1. Ability to listen for facts. 2. Ability to listen for feelings. 	
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. 	

<ol style="list-style-type: none"> 1. Provide students with a small sheet of writing paper. 2. Let them know that the activity you are about to do will prove how well they listen and follow directions. 3. Tell them that you will state each instruction, then pause, and then repeat the instruction. Add, <i>But I will not repeat any instruction a third time, so you must listen very carefully.</i> 4. Proceed to give students the instructions below. <ol style="list-style-type: none"> 1. <i>Write your first name on the last line of the paper at the left-hand margin.</i> 2. <i>On the first line on the paper write the numbers 1 through 9. Start at the left and print the numbers. Leave a space between each number.</i> 3. <i>Circle the number 6.</i> 4. <i>Draw a star in the upper left-hand corner of the page.</i> 5. <i>Fold your paper in half the long way.</i> 6. <i>Open up your paper, than fold it the opposite way.</i> 7. <i>Use the tip of your pencil to poke a hole in the center of the paper (the place where the two folds meet).</i> 8. <i>Draw a heart around the hole you made in your paper.</i> 9. <i>Write the first initial of your last name in the upper right-hand corner of the page.</i> 10. <i>On the last line on the page, write the word "done" near the right margin.</i> 11. Have the students show their responses. How accurate were they? 12. Ask students if they have ever experienced consequences for not following directions? When did these happen? How often did these happen? 5. Share this quote with students: "It doesn't matter how good a job you do if you do the wrong job." 6. Ask students what the quote means to them. How would this relate to the world of work? 7. What can we do to make sure we understand directions? 8. Have students play C18L2ACT1 Sneaker Game. 9. Have students play C18L2ACT2 Simon Says. 10. Handout C18L2ACT3 Origami Cup. Have the students read the directions on the front of the page and see if they can create a cup. Then, allow them to use the illustration on how to create an origami cup and have them create another cup. 11. Ask students how difficult they feel this project was? Did the illustrations make it easier? 		
Supplemental Activities	<ul style="list-style-type: none"> • Arrange students in groups of two-four. Each group should develop directions for doing a simple task (such as making a peanut butter and jelly sandwich) or for directing someone to a certain place (such as how to get to the 	

	<p>guidance counselor's office or the cafeteria). One person in the group should write down the instructions for the task they have chosen. One person from each group should read the instructions. The rest of the class should listen closely and visualize the process being described. Were they able to "see" and understand the directions? Were there any steps left out? Were the instructions written in order of priority? Did the directions include words or acronyms that were unfamiliar? Were questions necessary to make the directions clear?</p> <ul style="list-style-type: none">• Invite an employer to come in and discuss his/her experiences when employees do not follow directions. How did this affect the employer and other employees? What did it cost the business?	
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