

WHAT AM I SUPPOSED TO DO NEXT?



**COMPETENCY
CATEGORY:** Work Place

**COMPETENCY
NUMBER:** H.66

COMPETENCY: Demonstrate an ability to follow and give directions.

OBJECTIVE: Upon completion of this module, students will be able to demonstrate an ability to follow and give directions.



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INTRODUCTION

- State the module topic and review the module objective.
- Stress the importance of giving and following directions.

Note to Specialist: This would be a good place to review Module C.18 - Following Directions Gets You There the First Time.

- Ask students for examples of where not giving directions correctly has created a problem.
- Ask students for examples where not following directions correctly has created a problem.
- We will address many important points and complete a number of learning activities in this module entitled “What Am I Supposed to Do Next?”

Administer Pre-Assessment

OUTLINE

- A. Some background information
1. A recent survey of employers identified the 3 most important skills and abilities that an employee can have.
 2. They were (in order of frequency of response):
 - a. Writing skills
 - b. Speaking skills
 - c. Listening skills
 3. Writing, speaking and listening are directly related to following and giving directions.
 4. We spend 12 years of formal and informal education learning to develop these skills.

5. We spend approximately 9% of our time using our writing skills.
6. We spend approximately 10% of our time using our reading skills.
7. We spend approximately 35% of our time using our speaking skills.
8. We spend approximately 40% of our time using our listening skills.

B. Listening – a brief review

1. There are three levels of listening.
2. They are:
 - a. Level 3 – Listening in spurts
 1. Tuning in and tuning out, oftentimes paying attention to oneself
 2. Half-listening, listening just long enough to get a chance to talk
 3. Quiet, passive listening, listening but not responding
 - b. Level 2 – Hearing sounds and words but not really listening
 1. At this level, people stay at the surface of communications. They do not listen to the deeper meaning of what is being said. They are listening to what is being said, but they aren't making an effort to understand the speaker's intent.
 2. This level of listening can be dangerous in the work place because misunderstanding may occur.
 3. At this level a person could be lulled into a false sense of security.

- c. Level 1 – Active listening involves taking in the main ideas, acknowledging and responding, not letting oneself to be distracted, paying attention to the speaker’s total communication – including non-verbal communications.

COMPLETE LEARNING ACTIVITY H.66-1
“TELEPHONE INSTRUCTIONS”

C. Following directions

1. Don’t be hesitant about asking questions.
2. When people give you directions, pay close attention.
3. As you listen, try to be curious and inquiring.
4. In order to follow directions thoughtfully and carefully, you’ve got to comprehend them. You must know exactly what is expected of you.
5. Listening and asking questions are two important skills you will need.
6. The first and most important thing to do when someone starts giving directions is to **listen** with all of your attention, without distractions.
7. When the person is finished giving directions, go over your notes and make sure you understand them. Skim through the entire set of directions to get an overview.
8. If you have a question or don’t understand something, ask for clarification as soon as possible.
9. Summarize to confirm your understanding. If at all possible, restate the directions.
10. The next time someone gives you instructions on the job, take a few minutes to answer these questions:

- a. What is the purpose?
- b. What kind of prior knowledge is needed to carry out these directions?
- c. What questions would I like answered before I follow these instructions?
- d. Where can I go for answers to these questions?

COMPLETE LEARNING ACTIVITY H.66-2 “INTERNET SEARCH”
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D. Getting others to listen to you

1. The key to successful communications is whether or not your message has been understood and accepted by the listener.
2. There are 6 key guidelines to assist others in listening to you.
3. They are:
 - a. Know what you want to say
 - b. Know as much about the listener as possible
 - c. Gain favorable attention
 - d. Secure understanding
 - e. Assist with retention
 - f. Encourage feedback
4. Know what you want to say. This is the important first step.
5. Keep your objective and your information clear in your mind.
6. Know as much about the person as possible. This will assist you in helping your listener understand your message.

7. Gain favorable attention – help establish trust and confidence. Use voice inflection to emphasize key points.
8. Secure understanding – use language that is at the correct level of understanding for the listener.
9. Assist with retention – use examples that the listener is familiar with, summarize from time to time, encourage your listener to write down your key points.
10. Encourage feedback – to increase understanding, encourage your listener to ask questions.

E. The art of asking good questions

1. Encouraging feedback or securing understanding will enable you to communicate or listen more effectively.
2. The following examples illustrate how asking questions can help the listening/communications process:

SITUATION	SAMPLE QUESTIONS
<p style="text-align: center;"><u>Unfamiliar Phrases</u></p> <ul style="list-style-type: none"> • The speaker has used an unfamiliar phrase. 	<p>“Can you elaborate on what you mean by “modularized prestressed struts?”</p>

<p><u>Encourage Without Bias</u></p> <ul style="list-style-type: none"> The speaker is getting into sensitive areas and has stopped talking. You want to encourage without biasing. 	<p>“You say things started to fall apart when the customer used abusive language.”</p>
<p><u>Digressing</u></p> <ul style="list-style-type: none"> The speaker is digressing and is not telling you what you were waiting to hear. 	<p>“Perhaps I’m mistaken, but weren’t you going to tell me about what you did that wasn’t taken care of?”</p>
<p><u>Going in Circles</u></p> <ul style="list-style-type: none"> The speaker has been going in circles, saying the same things over and over. You want to move on. 	<p>“Let me see if I can summarize. You said (a)____ (b)____ and (c)____. Now was there anything else affecting the problem?”</p>
<p><u>Generalization</u></p> <ul style="list-style-type: none"> The speaker has not explicitly stated what you think is behind the words, so you employ the “risk technique” and state what you think is on his or her mind. 	<p>“Is this the situation: You feel that if I don’t take care of this right now, I won’t call you back?”</p>
<p><u>Clarification</u></p> <ul style="list-style-type: none"> The speaker has just said something that does not seem to agree with a statement made earlier. You want to clarify. 	<p>“I thought you said a few minutes ago that _____. Now I hear you saying _____. Are not these two statements in conflict?”</p>

<p><u>Checking Understanding</u></p> <ul style="list-style-type: none"> The speaker has stated an opinion, and you want to check your understanding. 	<p>“In your opinion, we have too many people taking their lunch at the same time, so the counter is not covered properly to give the best customer service. Is that right?”</p>
<p><u>Checking the Reason for Not Accepting Your Modification</u></p> <ul style="list-style-type: none"> The speaker won’t accept a revision you have suggested, and you want to check the reason. 	<p>“I’m aware that we have handled employee grievances in the past in the way you’ve described. I’m wondering what it is about this one modification that makes it unacceptable to you?”</p>
<p><u>Obtaining Ideas</u></p> <ul style="list-style-type: none"> You want to obtain the thoughts and ideas of the listener about something you or the listener said. 	<p>“I think this is how the ‘Flex-time’ approach would affect the morale in the office. What are your thoughts about it?”</p>
<p><u>Drawing Reservations</u></p> <ul style="list-style-type: none"> The listener has responded nonverbally, as though he is bothered by something you said. You want to draw out his reservations. 	<p>“Something seems to be bothering you about what I just said. Will you tell me what it is?”</p>
<p><u>Obtaining Feedback</u></p> <ul style="list-style-type: none"> You have stated some benefits of an idea and want feedback from the listeners. 	<p>“How do you think these benefits will give us the results we are looking for?”</p>
<p><u>Focusing</u></p> <ul style="list-style-type: none"> Several suggestions have been stated, and you want to focus attention on them. 	<p>“We’ve given several suggestion. Which one do you think will most likely provide us with the best solution?”</p>
<p><u>Clarifying Resistance</u></p> <ul style="list-style-type: none"> The listener has 	<p>“We think the idea is basically</p>

disagreed with part of what you have said, and you want to clarify the resistance.	a sound one, yet it seems to have flaws in it. What would you do to reduce these flaws?"
<u>Checking for Specifics</u> <ul style="list-style-type: none"> The listener has made a general statement about an issue you're discussing, and you want to talk in explicit terms. 	"What specifically has been done that you think is wrong?"

Source: Madelyn Burley-Allen, *Listening: The forgotten skill*

F. Reading and understanding written instructions

1. On the job you will often have to read instructions.
2. These may be instructions written by your supervisor, printed in a manual or book, or written on the side of a machine.
3. Written instructions can be helpful because you do not have to remember as much and you do not need to take notes.
4. But, unlike oral instructions, you cannot always ask questions about the things you do not understand.
5. You will find written instructions easier to follow, however, if you remember these suggestions:
 - a. Read through all of the instructions before you begin.
 - b. Make sure the instructions are in the right order. You'll need to know what to do first, second, third, and so on.
 - c. Use a ruler to focus on specific sections of the instructions.
 - d. Read carefully. Make sure you read numbers, addresses, and names correctly. If you don't, you could make a serious and expensive mistake. There is a big difference

between making 100 and 1,000 copies of a memo, or sending order #140 (500 steel bolts) and #014 (50,000 washers).

- e. If you don't understand something, ask someone who would know.
 - f. Refer back to the instructions frequently as you are working.
 - g. When you finish the task, read through the instructions one more time to ensure you haven't left anything out.
6. Your job and safety often depend on your ability to understand and follow instructions. So remember to use these suggestions whenever you're given written instructions to follow.

G. Correcting errors in communications

- 1. Mistakes are easy to make, especially when you're new on the job.
- 2. Supervisors know this, and they are usually patient with new workers if they make a mistake – but not if they keep making the same mistake again and again.
- 3. Here's what you should do if you make a mistake on the job:
 - a. Report big mistakes to your supervisor. Don't get upset, make excuses, or try to shift the blame to someone else. But do tell your supervisor, so that he or she can take care of any problems that might result from your mistake.
 - b. Correct your mistake as best you can. If you're with a customer, apologize for your mistake and do whatever is necessary or within company policy to correct it. If your mistake involves safety, it needs your immediate attention. Just be sure you know how to correct it before you do anything. Don't make things worse by "correcting" mistakes the wrong way! Ask your supervisor if you aren't

sure. (This is especially true of mistakes with equipment and machines.)

- c. Avoid making the same mistake again by taking some positive action. Try to change the conditions that caused you to make the mistake. Find out exactly what you did wrong and learn to do the job correctly. You may need to write a note to yourself to help you remember. If your mistake was missing a meeting or forgetting to do something, buy a calendar and write down dates and deadlines. Learn from your mistakes.

COMPLETE LEARNING ACTIVITY H.66-3
“COMPUTER INSTRUCTIONS”

COMPLETE LEARNING ACTIVITY H.66-4
“FOLLOW ALONG”

COMPLETE LEARNING ACTIVITY H.66-5
“A PICTURE IS WORTH A THOUSAND WORDS”

COMPLETE LEARNING ACTIVITY H.66-6
“PANEL DISCUSSION”

COMPLETE LEARNING ACTIVITY H.66-7
“JOURNAL WRITING”

COMPLETE LEARNING ACTIVITY H.66-8
“SERVICE LEARNING”

COMPLETE READING ACTIVITY H.66
“FIRST THINGS FIRST”

COMPLETE MATH ACTIVITY H.66
“DO WHAT I SAY TO DO”

Administer Post-Assessment

LEARNING ACTIVITY H.66-1
“TELEPHONE INSTRUCTIONS”

OBJECTIVE: To accurately record instructions taken over the telephone

RESOURCES:

- Tape recorder
- Cassette tapes
- Local map

SUGGESTED TIME: 2 hours

DIRECTIONS:

1. Assign students to teams of 2.
2. Have each team write a set of directions for traveling by car from the school to their place of employment and back.
3. Have students record their messages on the cassette tape.
4. Have students exchange tapes and follow the recorded directions.
5. Did all students get to their intended locations? Why or why not?
6. Ask students to share some of their work-based examples of following telephone instructions.

LEARNING ACTIVITY H.66-2
“INTERNET SEARCH”

OBJECTIVE: To conduct an Internet search for a copy of written instructions

RESOURCES: Computers with Internet access

SUGGESTED TIME: 2 hours

DIRECTIONS:

1. Have students research an Internet distributor for a copy of their order and return instructions. (i.e., Amazon.com)
2. Have students share their finding with the class.
3. Engage students in a class discussion about the format, details, readability, etc. of instructions.

LEARNING ACTIVITY H.66-3
“COMPUTER INSTRUCTIONS”

OBJECTIVE: To send written directions via computer

RESOURCES:

- Computers with Internet access
- E-mail addresses for each student
- Local maps for each team

SUGGESTED TIME: 2 hours

DIRECTIONS:

1. Assign students to teams of 2.
2. Have each team send an e-mail message to another student in class providing directions about getting from school to a popular local landmark.
3. Have students trace the instructions on the map.
4. Did the teams get to their intended location? Why or why not?

LEARNING ACTIVITY H.66-4
“FOLLOW ALONG”

OBJECTIVE: To follow verbal directions/instructions

RESOURCES: A set of detailed directions/instructions for a class project (to be prepared by the Specialist)

SUGGESTED TIME: 1 hour

DIRECTIONS:

1. Read the directions/instructions to your class.
2. Have students listen and then paraphrase the directions/instructions.
3. Discuss the results and reinforce the points in this module about listening and asking questions.
4. Ask students to share some of their work-based examples of following oral directions/instructions.

LEARNING ACTIVITY H.66-5
“A PICTURE IS WORTH A THOUSAND WORDS”

OBJECTIVE: To follow verbal instructions

RESOURCES:

- Work Sheet – Learning Activity H.66-5
- Blank Sheets of 8 1/2 X 11 paper

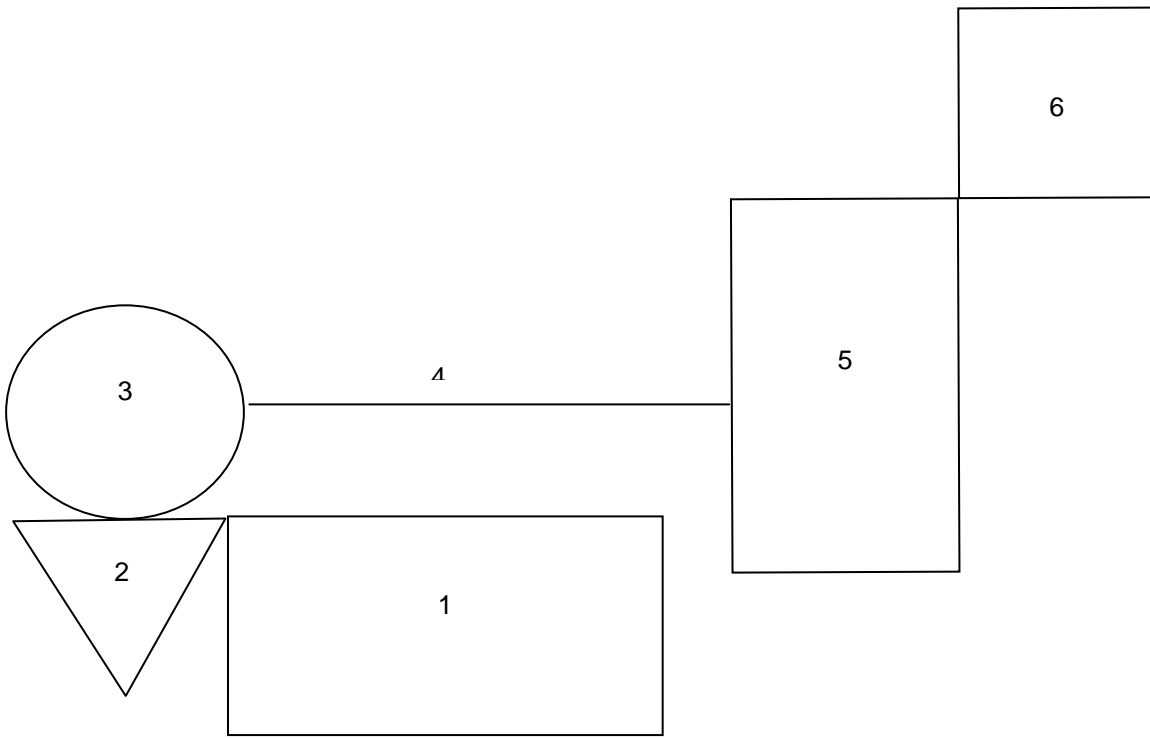
SUGGESTED TIME: 1 hour

DIRECTIONS:

1. Ask for a volunteer to verbally convey a set of directions to the class activity.
2. Using a copy of the work sheet for Learning Activity H.66-5, have the volunteer convey the figures to the class as they draw the various figures.
3. Have students ask questions.
4. Have students show the drawings to the class.
5. Compare the student drawings with the original.
6. Engage the class in a discussion of the procedures for following verbal instructions.

LEARNING ACTIVITY H.66-5
“A PICTURE IS WORTH A THOUSAND WORDS”
WORK SHEET

DIRECTIONS: Have one student volunteer to verbally explain the figures and their relationship to one another as the students draw the figures on the blank sheets of paper.



Source: Edward Scannel and John Newstrom, *Games Trainers Play*

LEARNING ACTIVITY H.66-6
“PANEL DISCUSSION”

OBJECTIVE: To identify work based problems associated with following and giving directions

RESOURCES: At least 3 representatives from local businesses

SUGGESTED TIME: 1 hour

DIRECTIONS:

1. Arrange for at least 3 representatives from local businesses to serve on a discussion panel.
2. Have students prepare questions for the panel members in advance.
3. Engage students and panel members in a discussion of problems associated with employees not giving and/or following directions.

LEARNING ACTIVITY H.66-7
“JOURNAL WRITING”

OBJECTIVE: Student will demonstrate writing skills by creating a journal entry centered on a topic assigned by the Specialist

RESOURCES: None

SUGGESTED TIME: 1 hour

DIRECTIONS:

1. Provide students with the topic they are to use for this journal writing activity. The topic should relate to this module.
2. Assign the page range for the journal writing assignment.

This range could vary depending on the timeframe provided for the assignment, the writing skills of the entire group, a small group of students, or individual students. The Specialist can individualize this assignment by placing the page length in the blank space on the work sheet.

LEARNING ACTIVITY H.66-7
“JOURNAL WRITING”
WORK SHEET

NAME:

DATE:

TOPIC:

DATE DUE:

PAGE LENGTH:

LEARNING ACTIVITY H.66-8
"SERVICE LEARNING"

OBJECTIVE: Students will participate in a service learning activity assigned by the Specialist

RESOURCES: Learning Activity H.66-8

SUGGESTED TIME: 1 hour

DIRECTIONS:

1. Identify the type of support linkage which could be used to reinforce the key concept(s) in this module with students (See "Types of Support Linkages").
2. With your students, identify the school and/or community resources which could be contacted to create a Service Learning Activity for this module (See "Community Resources").
3. With students, brainstorm, organize, implement and evaluate the effectiveness of the Service Learning Activity using the "Service Activity Action Plan."

TYPES OF SUPPORT LINKAGES		
Direct Services to Students	Consultative and Technical Assistance	Information and Referral
Community agencies	Professional organizations	Career counseling centers
Parents and personal advocates	Service organizations	Work experience and job placement services
Local education agency support/auxiliary staff	Parent organizations	School and private psychologists
Volunteer and service organizations	Advisory groups	Tutors
Placement services	State education agency personnel	Recreational programs
Postsecondary programs and personnel	Business/industry personnel and programs	Employers
Transitional services	Other vocational support service teams	Employment Services
Other school-based personnel	Local colleges and universities	Community agencies for counseling or health services
	Vocational education research and development resource center(s)	New schools (transfer students)
		Division of Vocational Rehabilitation
		Job Training Partnership Program

Source: HANDBOOK FOR VOCATIONAL SUPPORT SERVICE TEAMS IN MARYLAND

COMMUNITY RESOURCES

Federal and State Agencies provide services to their local and regional offices. Such services include financial support, job training and placement programs, housing, health, youth programs, consumer information, and legal aid. Examples include:

- legal services
- armed services
- state employment services
- state agency or school for the visually impaired
- State Department of Welfare
- mental health agency
- Department of Immigration
- Veterans Administration
- Social Security Administration
- Job Training Partnership Act (JTPA)
- Community Action Program
- law enforcement agency
- legal and judicial agencies
- Bureau of Indian Affairs
- public health service
- social services
- adult continuing education programs
- Office of Economic Opportunity
- civil service programs
- Rehabilitation Services Administration
- employment services
- Parks Department
- public health programs
- Adult Basic Education programs
- migrant programs
- military service representatives
- Planned Parenthood
- correctional facilities
- Governor's/Mayor's Committee for Employment of the Disabled

Community agencies and organizations provide such services as youth recreation, counseling and tutoring, employment and job training, foster care placement, and leadership development. Examples include:

- Chamber of Commerce
- YMCA/YWCA
- drug and alcohol abuse centers
- Red Cross
- child abuse/women's centers
- urban league
- adult continuing education programs
- student financial aid programs
- League of Women Voters
- mental health clinics
- probation and parole services
- children and youth services
- foster homes
- halfway houses
- community action programs
- migrant programs
- bilingual programs
- dropout prevention programs
- parent-teacher organizations
- American Legion
- Veterans of Foreign Wars
- Salvation Army
- JAYCEES
- Optimists
- Goodwill Industries

Citizen and special interest groups typically offer scholarship programs, legal aid, daycare, and transportation. Examples include:

- Lions Club
- canes
- Rotary
- churches
- women's and men's clubs in the community
- crisis intervention centers
- hospitals
- Girl Scouts
- Campfire Girls
- Big Brothers and Sisters
- Boy Scouts
- Indian guides
- Knights of Columbus
- Sertoma
- Elks
- retired citizens
- Volunteer tutor groups

Business, industry, and labor organizations are good sources of field trips, guest speakers, job opportunities, and occupational and product information. Examples include:

- Trade and labor unions
- Advisory committee members
- Employers
- Personnel offices
- industrial supervisors

Source: Sarkees-Wircenski, M. & Scott, J. VOCATIONAL SPECIAL NEEDS

SERVICE ACTIVITY ACTION PLAN

IMPLEMENTATION ACTIVITY/IDEA	
IMPLEMENTATION STEPS	RESOURCES NEEDED

PERSONNEL/AGENCIES/ COMMUNITY	REPRESENTATIVE INVOLVED RESPONSIBILITIES
POSSIBLE BARRIERS	CREATIVE SOLUTIONS
TIMEFRAME	

READING ACTIVITY H.66
“FIRST THINGS FIRST”

OBJECTIVE: To read with comprehension

RESOURCES: Reading Activity H.66

SUGGESTED TIME: 1 hour

DIRECTIONS:

1. Make copies of Reading Activity H.66 and distribute to each student.
2. Have students read “First Things First.”
3. Have students complete the “Reading Recall” and check their answers for accuracy.
4. Discuss the story with your students.

“FIRST THINGS FIRST”

I really love my job. I'm a hostess for one of the best restaurants in town. The people I meet are really interesting, and the people who work with me in the restaurant are a lot of fun.

Things haven't always been this way, though. I had to learn the hard way, just like everybody else. For instance, I remember the first job I ever had. It was during the summer at a big resort up in the mountains. I was a waitress there. The rich people sailed and played tennis all day. At night they all came in for supper.

It was family style. That means that we served everybody the same thing. And there were very special rules about how the meal was served. Mrs. Hill, our boss, explained exactly how things were to be done. She waited until we were all seated in the dining room that first morning. She showed us exactly how to set the tables. Everything had to be just so.

Then she told us how to serve the meal. She said, “The guests will have either fruit or juice first. When they are done, you will clear those dishes and stack them on a tray. Put the tray on the bottom shelf of your bus stand. You *have* to put it on the bottom. That way there will be room on the top shelf. The busboys will need that space when they bring the trays holding the hot food. So, after you clear the fruit dishes, put the dinner plates on the table. Then tell your busboy that you're ready for the hot food.”

That sounded easy enough. The night of the first meal I was really excited. The guests came in looking so nice. The men had on summer suits. The women were dressed in long gowns. They looked really beautiful.

Everything started out all right. But as I was clearing the fruit dishes I saw that the other waitresses were serving the hot food already. I thought I'd been working pretty fast. But now it seemed like I was behind the others. Plus one of the men at my table looked grumpy and kept asking me when we were going to eat. So, in a real hurry, I cleared the fruit dishes and stacked them on the top shelf. I knew they were supposed to be on the bottom shelf. But I was in a hurry. I passed out the dinner plates and told the busboy to bring the food.

When he came, I couldn't believe my eyes. He was carrying a huge tray stacked high with bowls and platters of food. There were bowls of mashed potatoes, cups of gravy, and plates of roast beef. I could tell that the tray was really heavy, plus it was hot. The busboy was in a hurry to set it down. He got to my bus stand and went to put the tray where the empty space should have been. There were my fruit dishes. Before I could warn him he slid the food tray right into the stacks of dishes.

What a disaster! Everything went flying at once. The fruit dishes hit the floor and broke into about a million pieces. The tray of food flipped over. The food went flying in all directions. It hit the poor busboy, the backs of three guests, and the toes of Mrs. Hill's shoes, not to mention how it covered the floor of the whole dining room.

Considering what a mess I'd caused, Mrs. Hill was pretty nice. She helped me clean up, move the guests to another table, and finish serving their supper. She didn't even really yell. She just said she was sure that from now on I would follow directions. For the next few nights she hung around my tables a lot, keeping an eye on me.

That seems like ages ago now. But I'll tell you. You make a mistake like that once, and only a fool would make it again. I still make mistakes. But when someone gives me specific orders, I make sure that those orders are followed exactly.

READING RECALL

PART I

DIRECTIONS: How well did you read? Complete the following sentences.

1. The waitresses were supposed to put the
 - a. ___ dinner plates on the table after they ordered the hot food.
 - b. ___ dinner plates on the bottom shelf.
 - c. ___ fruit dishes on the bottom shelf.

2. The girl in the story made a mistake because
 - a. ___ she forgot the directions.
 - b. ___ she was in a hurry.
 - c. ___ the busboys mixed her up.

3. The accident would probably not have happened if
 - a. ___ Mrs. Hill had given better directions.
 - b. ___ the girl had followed directions.
 - c. ___ the busboy had been a faster worker.

PART II

DIRECTIONS: Fill in the blanks to complete the paragraphs below.

The girl in the story had to learn things the hard way. Her first _____ was that of a _____ at a big resort _____ the mountains. The guests _____ the resort were rich. _____ sailed and played tennis _____ day. At night they _____ dinner in the big _____ room. They wore their _____ clothes to dinner. The _____ wore summer suits. The _____ wore long dresses. Mrs. _____ was in charge of _____ dining room. She showed _____ waitresses exactly how the _____ were to be set, _____ told them the way

_____ serve the dinner. First, _____ guests would have fruit _____ juice. Then the waitresses would _____ the fruit dishes off _____ table. They were supposed _____ go on the bottom _____ of the bus stand. _____ dinner plates went on _____ table. Then the waitresses would _____ the busboys to bring _____ trays of food.

The _____ in the story didn't _____ directions. She put the _____ dishes on the top _____. When the busboy _____ the food, the tray _____ into the fruit dishes. The dishes broke, and the food went all over the floor.

MATH ACTIVITY H.66
“DO WHAT I SAY TO DO”

OBJECTIVE: To demonstrate the ability to perform basic math calculations in response to verbal directions

RESOURCES: Work Sheet—Math Activity H.66

SUGGESTED TIME: 1 hour

DIRECTIONS:

1. Make copies of the work sheet for Math Activity H.66 and distribute to each student.
2. Have students complete the questions on the work sheet and check their answers for accuracy.
3. Discuss the math activity with your students.

MATH ACTIVITY H.66
“DO WHAT I SAY TO DO”
WORK SHEET

DIRECTIONS: Working with a partner, have one person read the directions and the other person follow the directions and perform the math activities. The person reading the directions may read them only one time. The student following the directions should have only a blank sheet of paper and pencil in front of them, but may ask the "director" to pause at any time. After one problem is completed, switch roles and go to the next problem.

1. (Student giving directions should say) "Write down the following information: Bank balance is \$750.00 and cash on hand is \$54.00. You are at a department store and buy several items for the following prices: \$4.20, \$1.98, \$5.49, \$11.24 and \$17.89. Calculate an 8% sales tax charged on the purchase and add it to the total of the purchases. You decide to pay half of the bill by writing a check and the other half in cash that you have in your pocket."

"Do the calculations and determine:

- A. How much is left in your bank account?

- B. How much cash on hand is left?"

2. (Student giving directions should say) "You and your friend are ordering a list of items from Grungy Burger. As your friend calls out the list, your goal is to add the prices in your head silently and try to beat the cash register at coming up with a total. The order is: 4 orders of fries at \$.75 each, 2 burgers at \$1.50 each, One chicken sandwich for \$2.25 and four soft drinks at \$.50 each."

a. What is the total cost before tax?

b. Tax is 8%. Calculate on paper to find the amount of tax and add it to the total for the food. What is the final bill?

3. (Student giving directions should say): "Write down your age... add 10... divide by 2... multiply by 4... subtract 20... divide by your age."

"Write down your answer."

4. (Student giving directions should say): "I am going to read a list of numbers. In your head, add the second number to the first, then subtract the third number from the total, then add the fourth number from the remainder, then subtract the fifth number, then... follow the pattern of add, subtract... add, subtract for all of the numbers. Go as fast as you can, but tell me to slow down if you need more time to do the calculations. If you get lost, call 'over' and we will start again from the beginning."

"20, 10, 5, 10, 5, 20, 10, 15, 20, 30, 5, 10, 20, 5, 10, 15, 25"

“Write down your total.”

DIRECTIONS: Do the following as a team of two. First identify your strategy of how to solve the problem, then **following the plan**, work together to do the calculations:

5. a. Average the room numbers of the classrooms in your hall.

- b. Total the number of ceiling tiles **or** floor tiles in your room.

- c. Estimate the number of cars in the parking lot closest to your classroom.

- d. Calculate how many school days are left until the end of school.

PRE-ASSESSMENT **POST-ASSESSMENT**

DIRECTIONS: Answer the following questions to the best of your ability.
A listing of points as opposed to sentences is suggested.

1. What are 3 important skills and abilities (related to following directions or giving orders) that were identified in a survey or employers?

2. What are the 3 levels of listening?

3. Identify 4 key points to follow when asked to follow directions.

4. Identify the 6 key guidelines to assist others in listening to you.

5. Give an example of a question designed to check for understanding.

6. Give an example of a question designed to obtain ideas.

7. Give an example of a question designed to obtain feedback.

8. Give an example of a question designed to check for specifics.

9. Identify 4 of the 7 suggestions for reading and understanding written instructions.

10. What should you do if you make a mistake on the job?

ANSWER KEY

PRE-ASSESSMENT POST-ASSESSMENT

1. What are 3 important skills and abilities (related to following directions or giving orders) that were identified in a survey or employers?
 - Writing skills
 - Speaking skills
 - Listening skills
2. What are the 3 levels of listening?
 - Level 3 Listening in spurts
 - Level 2 Hearing sounds and words but not really listening
 - Level 1 Active listening
3. Identify 4 key points to follow when asked to follow directions.
 - Pay close attention
 - Listen and ask questions
 - Take notes
 - Summarize your understanding
4. Identify the 6 key guidelines to assist others in listening to you.
 - Know what you want to say
 - Know as much about the listener as possible
 - Gain favorable attention
 - Secure understanding
 - Assist with retention
 - Encourage feedback
5. Give an example of a question designed to check for understanding.
 - Answers will vary
6. Give an example of a question designed to obtain ideas.

- Answers will vary
7. Give an example of a question designed to obtain feedback.
- Answers will vary
8. Give an example of a question designed to check for specifics.
- Answers will vary
9. Identify 4 of the 7 suggestions for reading and understanding written instructions.
- Read through all of the instructions before you begin.
 - Make sure the instructions are in the right order. You'll need to know what to do first, second, third, and so on.
 - Use a ruler to focus on specific sections of the instructions.
 - Read carefully. Make sure you read numbers, addresses, and names correctly.
 - If you don't understand something, ask someone who would know.
 - Refer back to the instructions frequently as you are working.
 - When you finish the task, read through the instructions one more time to ensure you haven't left anything out.
10. What should you do if you make a mistake on the job?
- Report big mistakes to the supervisor
 - Correct mistakes as best you can
 - Avoid making the same mistake again by taking some positive action

ANSWER KEY
READING ACTIVITY

PART I

1. The waitresses were supposed to put the
 - a. dinner plates on the table after they ordered the hot food.
 - b. dinner plates on the bottom shelf.
 - c. fruit dishes on the bottom shelf.

2. The girl in the story made a mistake because
 - a. she forgot the directions.
 - b. she was in a hurry.
 - c. the busboys mixed her up.

3. The accident would probably not have happened if
 - a. Mrs. Hill had given better directions.
 - b. the girl had followed directions.
 - c. the busboy had been a faster worker.

PART II

The girl in the story had to learn things the hard way. Her first job was that of a waitress at a big resort in the mountains. The guests at the resort were rich. They sailed and played tennis all day. At night they ate dinner in the big dining room. They wore their nice clothes to dinner. The men wore summer suits. The women wore long dresses. Mrs. Hill was in charge of the dining room. She showed the waitresses exactly how the tables were to be set, She told them the way to serve the dinner. First, the guests would have fruit or juice. Then the waitresses would clear the fruit dishes off the table. They were supposed to go on the bottom shelf of the bus stand. The dinner plates went on the table. Then the waitresses would tell the busboys to bring the trays of food.

The waitress in the story didn't follow directions. She put the fruit dishes on the top shelf. When the busboy brought the food, the tray slid into the fruit dishes. The dishes broke, and the food went all over the floor.

ANSWER KEY
MATH ACTIVITY

PART I

1. a. \$727.97
b. \$31.97
2. a. \$10.25
b. \$11.07
3. 2
4. 35
5. a. Answers will vary
b. Answers will vary
c. Answers will vary
d. Answers will vary