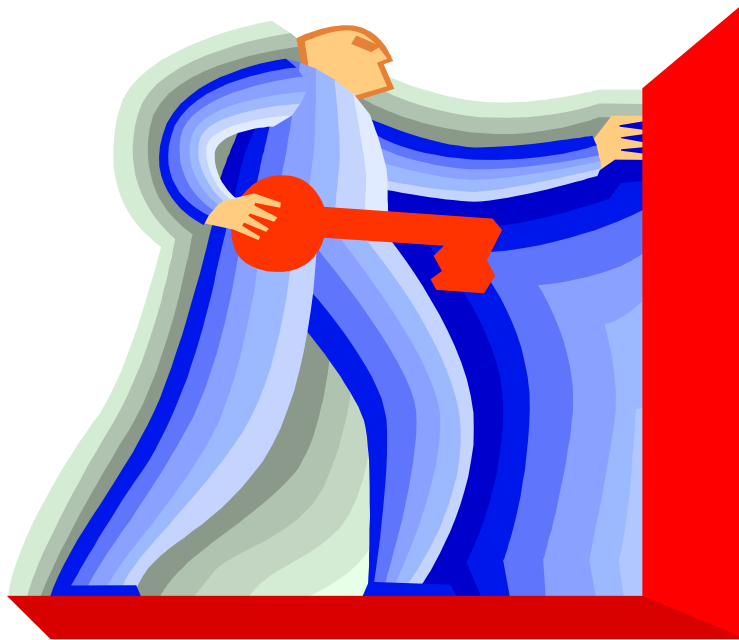


FOLLOWING DIRECTIONS GETS YOU THERE THE FIRST TIME



**COMPETENCY
CATEGORY:**

Job Survival

**CATEGORY
NUMBER:**

C.18

COMPETENCY:

Follow directions.

OBJECTIVE:

Upon completion of this module, students will be able to follow directions.

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INTRODUCTION

- State the module topic and review module objective
 1. Have a coat draped across a chair.
 2. Ask for a volunteer.
 3. Ask the volunteer to give you, the Specialist, clear directions on how to put on the coat using only verbal directions. He/she cannot make any hand or body gestures.
 4. As you are given the instructions, do **exactly** what is said. Ask students to explain what they observed.
 - a. Were the directions given clear?
 - b. Why were they clear/unclear?
 - c. How could I have been more successful in putting on the coat?
 - d. How could it have helped me if he/she showed me how to put on the coat?

Administer Pre-Assessment

Note to Specialist: Link need to follow directions in the workplace to the need to follow directions in the home, classroom, and Career Association.

OUTLINE

- A. Oral/verbal directions are those given by word of mouth.
- B. Sometimes the directions are complex.
 1. Four simple steps to help you follow directions
 - a. Listen carefully.

- b. Write down the important information as you listen.
- c. Break down the complex instructions into steps.
- d. Number the steps in the order you will be doing them.

COMPLETE LEARNING ACTIVITY C.18-1
“EFFECTIVE LISTENER/INEFFECTIVE LISTENER”

- C. Step one in following verbal/oral directions is to: Listen carefully to what the speaker is saying.
- 1. There is a difference between hearing and listening.
 - a. Hearing is a physical process, simply absorbing the sound.
 - b. Listening is concentrating and paying close attention to what is being said.
 - 2. It is estimated that 45% of our workday is spent listening.
 - 3. Why are some people poor listeners?
 - a. People think faster than they speak.
 - b. The average person speaks at a rate of about 125 words per minute.
 - c. Most people are able to listen at a rate of about 450 words per minute.
 - d. Emotions block out the directions.
Examples: Thinking about something that is occurring in your personal life. You're aggravated about something so you are not concentrating and listening well.
 - e. The listener is deciding what to say next (so they are not really listening).

COMPLETE LEARNING ACTIVITY C.18-2
“HOW WELL DO YOU LISTEN?”

- D. Second step in following verbal/oral directions is to: Write down the important information as you listen.
1. It can be difficult to remember every detail of verbal directions.
 2. Write down the main facts in a listing format.
 3. Abbreviate words or phrases to make it quicker in writing down the directions.
- E. Third step in following verbal directions is to: Break the complex directions into steps.
1. After you have taken notes as the directions were given to you:
 - a. You may need to rewrite your notes and break the directions down further.
 - b. Rewrite your notes in order of priority.
- F. Fourth step in following verbal directions is to: Number the steps in order of what needs to be accomplished first, second, etc.

COMPLETE LEARNING ACTIVITY C.18-3
“FOLLOWING VERBAL DIRECTIONS”

- G. Feedback
1. What if you don't understand the verbal directions given to you?
 - a. Repeat back the directions for clarification.
 - b. Ask questions for clarification.
- H. Non-verbal/body language

1. When receiving directions, display a receptive attitude that you are listening.
 - a. Face the other person.
 - b. Maintain good eye contact.
 - c. Nod if you understand.

COMPLETE LEARNING ACTIVITY C.18-4 “IMPORTANCE OF FEEDBACK”

- I. What are the benefits of following the steps given to you?
 1. You will remember the directions better.
 2. You will save time by getting it correct the first time.
 3. You will save your employers time by not having to correct you.
 4. You will impress your employer by caring enough to take notes.
 5. Written directions are important to follow.
 - a. What are some examples of written directions you may receive on the job?
 1. Memo
 2. E-mail message
 3. Employee handbook
 4. Instruction manual on a piece of equipment
 5. Others?
 6. Four steps to simplify written messages
 - a. Examine the information and decipher the main points.
 1. Underline or highlight main points.

2. Break complicated written instructions into separate steps
 3. It is helpful to re-read the information a second time.
- b. Write questions as you are reading the information so you can get them answered.
 - c. If you have not already done so, put the steps in the order in which they are to be completed.
 - d. Number the steps.

COMPLETE LEARNING ACTIVITY C.18-5
“UNDERSTANDING WRITTEN DIRECTIONS”

COMPLETE LEARNING ACTIVITY C.18-6
“DEVELOPING WRITTEN DIRECTIONS”

COMPLETE READING ACTIVITY C.18
“DRIVING IN CIRCLES”

COMPLETE MATH ACTIVITY C.18
“PARALLAX?”

Administer Post-Assessment

LEARNING ACTIVITY C.18-1
“EFFECTIVE LISTENER/INEFFECTIVE LISTENER”

OBJECTIVE: To identify effective listening and ineffective listening behaviors

RESOURCES:

- A place to list the accumulated characteristics (flipchart or writing board)
- Pen/pencil and paper

SUGGESTED TIME: 30 minutes

DIRECTIONS:

1. Break into groups, preferably an even number of groups (four [4] for example).
2. Ask half of the groups (2) to think of characteristics/behaviors they consider in a “good listener.” Ask the other half of the groups (2) to think of characteristics/behaviors they consider in a “poor listener.”
3. Each group will be focusing on either characteristics/behaviors of a “good listener” or a “poor listener.”
4. Each group should create a list of the effective listening (good) or ineffective listening (poor) characteristics/behaviors.
5. Ask each group to share its lists. As the characteristics are shared, list the different characteristics for everyone to see on a flip chart or writing board.

DISCUSSION QUESTIONS:

1. What are the differences between effective and ineffective listeners?

2. How do you feel when you are conversing with someone who is a good or effective listener?

3. How do you feel when you are conversing with someone who is a poor or ineffective listener?

4. What are the results when someone does not listen well?

FOLLOW-UP ACTIVITIES:

1. Have students identify the listening characteristics that he or she demonstrates most frequently.
2. Choose two effective characteristics and have them write down (or discuss out loud) how they could develop these characteristics more fully.
3. Choose two ineffective characteristics about themselves and write down (or discuss out loud) how they plan to change these two characteristics.

LEARNING ACTIVITY C.18-2
“HOW WELL DO YOU LISTEN?”

OBJECTIVE: To demonstrate good listening skills

RESOURCES: Pen/pencil and paper

SUGGESTED TIME: 15 minutes

DIRECTIONS:

1. Read the following questions to your students.
2. As you read the questions, have them write the answers on their paper.
 - a. Some months have 31 days and some have 30 days. How many have 28?
 - b. Do Spaniards living in Spain have a fourth of July?
 - c. Why can't a man living in New York City be buried in West Mississippi?
 - d. How many birthdays does the average professional basketball player have?
 - e. A rancher in Texas had 60 cows. In a blizzard, all but six died. How many does he have left?
 - f. If you only had one match and entered a cold room that had a kerosene lamp, an oil heater, and a wood stove, which would you light first for maximum heat?
 - g. The Yankees and the Tigers play five baseball games. They each win three games. No ties or disputed games are involved. How come?

3. Answers:

- a. All of the months have 28 days.
- b. Yes. July 4th is part of the calendar year regardless what country a person lives in.
- c. He is not dead, he is living in New York City.
- d. Only one birthday (the day he was born).
- e. He has 6 cows left.
- f. You would light the match first.
- g. They did not have to play each other in all five games.

DISCUSSION QUESTIONS:

1. What did you learn from this?

2. How important is it to really concentrate and listen?

3. Are verbal directions in “real life” this confusing and tricky sometimes?

4. What could you have done to understand the questions better?

LEARNING ACTIVITY C.18-3
“FOLLOWING VERBAL DIRECTIONS”

OBJECTIVE: To list the verbal directions being given and place them in order of priority

RESOURCES: Pen/pencil and paper

SUGGESTED TIME: 30 minutes

DIRECTIONS:

1. Read the following directions to your students (3-4).
2. Have the students take notes as you give them the directions.
3. Students, imagine you are a maintenance employee for a hotel. I'm your supervisor and I am giving you the following directions for the day.

"I want you to fix the lock on room 227. But before you do that, install a new window pane in the front office. Also, check the bathtub drain in Ms. Steven's room. She's only been staying here three days, but it feels like three weeks! When you get all that done, replace the missing floor tiles in the hall on the first floor. I'll be out the rest of the morning, so if BIGS Manufacturing calls, tell them to reach me at 565-2021."

4. Ask a few students to come to the board at the same time and write on the board how they took notes on the directions you gave them.

DISCUSSION QUESTIONS:

1. Are they written in order of priority?

2. What abbreviations were used?

3. Were the tasks numbered in order of importance?

4. Those that came up to the board, did you “re-write” your notes differently on the board? What did you do differently?

5. Did some of you want to ask questions as I was reading the directions to you?

6. If so, what would you have asked and why?

LEARNING ACTIVITY C.18-4
“IMPORTANCE OF FEEDBACK”

OBJECTIVE: To demonstrate the importance of feedback during communication situations and to demonstrate how helpful nonverbal communication can be

RESOURCES:

- Two designs pre-drawn by the Specialist. They should be large (fit on at least half of a page). For example, the back of an envelope, a rectangle with a shape or two inside of it, or a simple house
- Pen/pencil and paper

SUGGESTED TIME: 30 minutes

DIRECTIONS:

1. Draw two designs in advance that students will describe to the class. Example: the back of an envelope, a rectangle with a shape or two inside of it, or a simple house.
2. Ask for a volunteer. Instructions are:
 - a. They will describe the first design you have given them.
 - b. The remainder of the students will draw it.
 - c. The students may not ask questions.
3. The volunteer describing the design may not use any type of body movements (hand gestures, etc.).
4. The volunteer should turn his/her back to the group and begin describing the design.
5. The remaining students should draw what is being described.

6. After the design has been described and the students have drawn, ask them to hold up their drawings. Have the volunteer show the students what he/she was describing.
7. Repeat the activity with a new design and a new volunteer. Instructions this time are:
 - a. Face the class.
 - b. Use nonverbal communications, example: hand gestures, etc.
 - c. Accept questions from the group.
 - d. Give feedback.

DISCUSSION QUESTIONS:

1. What happened when you could not ask questions?

2. What happened when you could not see the face of the person describing the design?

3. How did you feel?

4. How did you, the first volunteer, feel while describing the design?

5. How differently did you feel when you could ask questions?

6. Ask the volunteer, how he/she felt when they could see the progress of the students and give feedback?

7. How can you apply this information to what we have been learning on following directions?

8. What points are reinforced from our lesson?

LEARNING ACTIVITY C.18-5
“UNDERSTANDING WRITTEN DIRECTIONS”

OBJECTIVE: To apply the four steps in simplifying written directions

RESOURCES:

- Work Sheet—Learning Activity C.18-5
- Answer Key—Learning Activity C.18-5

SUGGESTED TIME: 30 minutes

DIRECTIONS:

1. Distribute the work sheet for Learning Activity C.18-5.
2. Have the students work alone or in pairs.
3. When most people have completed the activity, distribute the answer key.

DISCUSSION QUESTIONS:

1. How was rewriting the directions easy?

2. How was it difficult?

3. Do you have a clearer understanding of artificial respiration now?

4. How can you use this in your classes?

LEARNING ACTIVITY C.18-5
“UNDERSTANDING WRITTEN DIRECTIONS”
WORK SHEET

DIRECTIONS:

1. Read the following information.
2. Rewrite the information in a format to make it easier to understand by using the four steps you just learned.
 - a. Examine the information and decipher the main points (underline or highlight).
 - b. Break complicated written instructions into separate steps.
 - c. Put the steps in the order in which they are to be completed.
 - d. Number the steps.

Many lives could be saved each year if more people knew how to resuscitate people who are not breathing. The technique of giving artificial respiration or mouth-to-mouth would help resuscitate people. When giving artificial respiration using this method, you should tilt the person’s head back. To do this, first position the person face up. The chin should be pointing upward. Pull the jaw into a jutting-out position. Open your mouth wide and place it tightly over the victim’s mouth at the same time, pinching the victim’s nostrils shut. Now blow into the victim’s mouth. After removing your mouth, turn your head to one side, all the while listening for the rush of air that indicates air exchange. Repeat the blowing effort twelve times per minute for adults.

LEARNING ACTIVITY C.18-6
“DEVELOPING WRITTEN DIRECTIONS”

OBJECTIVE: To practice being concise in developing written directions

RESOURCES:

- Pen/pencil and paper
- Each group’s directions

SUGGESTED TIME: 1 hour

DIRECTIONS:

1. Arrange students into pairs or triads.
2. Each group will create specific directions for a simple task involving at least five steps. Examples could be using a copy machine, faxing a document, preparing for a Career Association meeting, or making a peanut butter and jelly sandwich.
3. Have each pair/triad write down the specific directions/steps for the simple task they have chosen.
4. After all groups have completed their written directions, make copies of each set of directions for all of the groups.
5. Distribute them to the class.
6. As a class, review each group’s set of written directions using the discussion questions below.

DISCUSSION QUESTIONS:

1. What was done well?

2. Were simple words used?

3. Do you understand the directions?

4. Anything you would suggest to include?

READING ACTIVITY C.18
“DRIVING IN CIRCLES”

OBJECTIVE: To demonstrate recall and retention

RESOURCES: Reading Activity C.18

SUGGESTED TIME: 1 hour

DIRECTIONS:

1. Make copies of “Driving in Circles” included with this activity and distribute to each student.
2. Have students read “Driving in Circles.”
3. Have students’ complete “Recall Questions” and check answers for accuracy.
4. Have students complete “Which Way Is Up—Following Directions.” Discuss the reasons that people can get caught by this exercise.
5. Have students complete “Which Way Is Up—Writing Directions.”
6. Discuss the problems they may have had in writing or understanding directions.

“DRIVING IN CIRCLES”

After circling the block for the third time, Angela pulled her car into a convenience store parking lot. She grabbed a wrinkled paper from the front seat and entered the store.

“I’m lost,” she complained to the clerk, frustration showing on her face. “I’ve been trying to find 612 Aberdeen Street for the last half hour. I followed the directions my boss gave me.” She sighed with exasperation, “They must have moved the street!”

“Let me look at those directions,” the smiling clerk replied. After mulling over them for a few seconds, he offered, “Here’s where I think you made your mistake. You should have turned **right** on Potts Drive instead of left. Just get back on the street in front of the store and head north. Go one mile and then turn right on Laredo. That should bring you back to Aberdeen.”

Thanking the helpful clerk, Angela left the store. Not realizing what she was doing, she tossed the directions into the wastebasket beside the door. She turned her car into the street and unknowingly headed south instead of north.

Five miles later she was still scanning the road signs once again hopelessly lost when the car started sputtering. “Oh, no! I’m out of gas,” she moaned. Luckily a gas station was within a few feet and she managed to ease the starving car to a pump before it shuttered and died.

Angela filled the gas tank and as she paid for her purchase, she again asked for directions. “You’re headed in the wrong direction, Miss,” the station attendant directed. “You should be heading north. Go north six miles, then turn left. That’ll get you where you need to be.”

This time Angela wrote down the directions on the back of her receipt and headed for the car. “Let’s see,” she mumbled to herself. “I should be heading north. I think north is the other direction. I’d better turn around.” Heedless of the sign warning against it, Angela made a U turn and finally was headed north. But glancing in the rearview mirror, she saw the flashing red lights of a police car.

This was more frustration than she could take and she dissolved in tears as the officer asked her for her driver's license. "I can't get to Aberdeen Street. Every time I get to where I think it is, they move it some place else!"

The officer, who had heard every excuse for poor driving, looked at her with amusement. "Have you followed the directions that you were given **step-by-step**?" he asked.

"Well, I thought I did. I read them over a couple of times and thought I memorized them. Looks like I kept getting something wrong," she confessed.

The officer handed her a ticket for an illegal U turn. "Write this down," he instructed, "and follow the directions in order."

Through her tears, Angela nodded and picked up a pen. Having nothing else to write on, she turned the ticket over and wrote as she was instructed.

The officer grinned at Angela. "It looks like you'll learn two things with this ticket—how to get to Aberdeen and how **not** to make an illegal U turn."

RECALL QUESTIONS

DIRECTIONS: Answer the following questions as quickly as possible to check comprehension and recall of what you have read.

1. Why did Angela say she could not find Aberdeen Street?

2. How did Angela make her first mistake on directions?

3. After leaving the convenience store, she made two more mistakes. What were they?

a.

b.

4. Going so far out of the way caused Angela another problem. What was it?

5. Where did she write the directions?

6. What mistake did she make as she left the gas station?

7. What advice did the police officer give to Angela?

8. How did the ticket “come in handy”?

9. What two things did the officer say that Angela would learn from her ticket?

a.

b.

“WHICH WAY IS UP?”—FOLLOWING DIRECTIONS

DIRECTIONS: Read all instructions before you begin.

1. Sign your name at the top of this paper.
2. Write down the number of people in the room who are wearing green.

3. Turn the paper over and draw a “smiley face” in each corner.
4. Place a check mark in front of each of the instructions on this page.
5. Circle every word on the page which contains an **E**.
6. Turn the paper over and place your hand in the center of the paper and trace it.
7. Clap your hands three times.
8. Take off one shoe. Write down any words written on the inside.
9. Stand up and bark like a dog.
10. Do only instruction #1. Sit quietly and watch your classmates.

“WHICH WAY IS UP?”—WRITING DIRECTIONS

1. Think of something you know how to make or to do. Suggestions: Change a tire, make pizza, replace a guitar string, compute a batting average, tie a shoe, clean a fish tank.
2. Go through the steps in your mind and get them in order.
3. Write down each step carefully.
4. Read what you have written putting yourself in the reader’s place. Have you explained unfamiliar terms? Have you left any gaps that might be confusing? Are there any spots where a diagram might be helpful?
5. Choose a partner. One of you will read your directions aloud while the other listens.

Reader: Read each step slowly and clearly.

Listener: Listen closely and visualize the process being described. Were you able to “see” and understand the directions? Were there any steps left out?

Share your responses with the reader.

6. Reverse roles and read the second paper aloud. Share responses.

MATH ACTIVITY C.18
"PARALLAX?"

OBJECTIVE: To devise a method to calculate the distance from objects from their data; describe how our eyes use parallax to determine the distance of objects; make estimates of distances using parallax

- RESOURCES:**
- Six candles and six stools
 - One light.
 - Six chairs.
 - Meter sticks.
 - A dark room.
 - Pencil and graph paper.
 - A photocopy of a piece of graph paper on acetate, cut into long strips.

SUGGESTED TIME: 1 hour

Note to Specialist: Parallax is the difference in apparent direction of an object as seen from two different points.

DIRECTIONS:

1. In a dark room (gym is a good place) set six candles on stools.

Note to Specialist: They should not be in a row, but fairly close together.

X							
X							
X				C			
		C				C	
	C		C				L
X					C		
X							
X							

X = Chairs

C = Candles

L = Light

2. Place six chairs across one side of the room and a light at the opposite end.
3. Have a student sit on one chair and hold a piece of acetate, with graph lines on it, at arms length closing one eye. They measure the distance between each of the candles, and light, and record the measurement.
4. Have students move to another chair and repeat. Students will have to know the distance between chairs. The Specialist should give the measured distance between chairs.
5. Have the students get into groups of two or three and figure how to use their data to determine how far away each candle is. They assume the light is an infinite distance away; all lines to the light are parallel. Their answers will not be the same as the actual distance.
6. Compare class results.

DISCUSSION QUESTIONS:

1. Did they realize they would have to measure the length of their arms?

2. Did it matter which chairs they used?

3. Did it matter how long their arms were?

4. How does parallax help us determine how far away things are when we look at them?

PRE-ASSESSMENT **POST-ASSESSMENT**

DIRECTIONS: Answer the following questions to the best of your ability.
Some questions will have more than one answer.

1. In everyday life, do you have to follow directions?

2. If you are given verbal directions that are complex, what steps can you take to help you follow the directions correctly?

3. What is the difference between hearing and listening?

4. Why is it important to list complex instructions that are given to you?

5. What do you do if you do not understand directions that have been given to you?

6. How can you communicate non-verbally to the person that you are listening to the directions being given?

7. If you want to make complex written directions more clear, what are the steps you could follow?

ANSWER KEY

PRE-ASSESSMENT POST-ASSESSMENT

1. In everyday life, do you have to follow directions?
 - Yes
2. If you are given verbal directions that are complex, what steps can you take to help you follow the directions correctly?
 - Listen carefully
 - Write down the important information
 - Break down the complex instructions into steps
 - Number the steps
3. What is the difference between hearing and listening?
 - Hearing is a physical process
 - Listening is concentrating and paying close attention to what is being said
4. Why is it important to list complex instructions that are given to you?
 - To get the directions correct
 - Help prioritize and place in correct order
 - Saves my employer and me time
 - Do it right the first time
 - Impresses the supervisor
 - Shows I care and I am conscientious
5. What do you do if you do not understand directions that have been given to you?
 - Repeat them back to gain clarification
 - Ask questions

6. How can you communicate non-verbally to the person that you are listening to the directions being given?

- Face the other person
- Maintain good eye contact
- Nod if I'm understanding

7. If you want to make complex written directions more clear, what are the steps you could follow?

- Examine the information and decipher the main points (underline or highlight)
- Break complicated written instructions into separate steps
- Put the steps in the order in which they are to be completed
- Number the steps

ANSWER KEY
LEARNING ACTIVITY C.18-5

Procedures for giving mouth-to-mouth artificial respiration to adults.

- Lay the victim on their back so the face is facing up.
- Tilt the victim's head back.
- The chin should be pointing upward.
- Pull the victim's bottom jaw open.
- Pinch the victim's nostrils shut.
- Place your mouth over the victim's mouth.
- Blow into the victim's mouth.
- Remove your mouth.
- Place your ear next to the victim's mouth and listen for air.
- Repeat the blowing effort twelve times each minute.

ANSWER KEY
READING ACTIVITY

1. "They must have moved the street."
2. She turned left
3. a. Didn't write down new directions
b. Tossed old directions into the wastebasket
4. To run out of gas
5. On the back of her receipt
6. She made an illegal U turn
7. Write down the directions and follow the directions in order
8. She wrote the directions on the back of the ticket
9. a. How to get to Aberdeen
b. How **NOT** to make an illegal U turn

**ANSWER KEY
MATH ACTIVITY**

- Answers will vary