



FOUNDATION SKILLS

PATHWAY: All Pathways

COURSE: All CTAE Courses

UNIT 3.1: Communications: Listening and Following Instructions



INTRODUCTION

Annotation: Briefly describe the unit topics, tasks, methods, etc.

Communications- Learning to follow instructions, listen to instructions carefully. This unit will emphasize listening skills and communications will be emphasized. Students will complete a simple but fun paper folding activity to illustrate the importance of communications and listening.

Grade(s):

x	9 th
x	10 th
x	11 th
x	12 th

Time: One 50 minute period.

Author: Sarah Vaughn, Dr. Frank Flanders, Shannon R. Lawrence

Additional Author(s): Art Hargrove, Brittany Norman

Students with Disabilities:

For students with disabilities, the instructor should refer to the student's IEP to be sure that the accommodations specified are being provided. Instructors should also familiarize themselves with the provisions of Behavior Intervention Plans that may be part of a student's IEP. Frequent consultation with a student's special education instructor will be beneficial in providing appropriate differentiation.



FOCUS STANDARDS

GPS Focus Standards: Please list the standard and elements covered.

CTAE-FS-3 Communications: Learners use various communication skills in expressing and interpreting information

GPS Academic Standards:

National / Local Standards / Industry / ISTE:

ESS02 Communications: Use oral and written communication skills in creating, expressing and interpreting information and ideas including technical terminology and information.



UNDERSTANDINGS & GOALS

Enduring Understandings: Enduring understandings are statements summarizing important ideas and have lasting value beyond the classroom. They synthesize what students should understand – not just know.

- Students will learn the importance of following directions in and out of the classroom.
- Students will learn through this activity that others do not hear instructions the same way.
- Students learn to be specific in their instructions to others to try to achieve comparable results.

Essential Questions: Essential questions probe for deeper meaning and understanding while fostering the development of critical thinking and problem-solving skills. Example: Why is life-long learning important in the modern workplace?

- What does it mean to be a good listener?
- What qualities define a good listener?
- Why is it an important quality to listen and follow directions at the work place?
- Why can a group hear the same instructions but interpret them completely different?
- What are the qualities of good instructions?

Knowledge from this Unit: Factual information.

- Students learn the importance of listening skills.
- Different students hear things differently.

Skills from this Unit: Performance.

- Students will listen carefully to instructions.
- Students will learn to give specific, precise and simple instructions.



ASSESSMENT(S)

Assessment Method Type: Select one or more of the following. Please consider the type(s) of differentiated instruction you will be using in the classroom.

- Pre-test
- Objective assessment - multiple-choice, true- false, etc.
 - Quizzes/Tests
 - Unit test
- Group project
- Individual project
- Self-assessment - May include practice quizzes, games, simulations, checklists, etc.
 - Self-check rubrics
 - Self-check during writing/planning process
 - Journal reflections on concepts, personal experiences and impact on one's life
 - Reflect on evaluations of work from teachers, business partners, and competition judges
 - Academic prompts
 - Practice quizzes/tests
- Subjective assessment/Informal observations
 - Essay tests
 - Observe students working with partners
 - Observe students role playing
- Peer-assessment
 - Peer editing & commentary of products/projects/presentations using rubrics
 - Peer editing and/or critiquing
- Dialogue and Discussion
 - Student/teacher conferences
 - Partner and small group discussions
 - Whole group discussions
 - Interaction with/feedback from community members/speakers and business partners
- Constructed Responses
 - Chart good reading/writing/listening/speaking habits
 - Application of skills to real-life situations/scenarios
- Post-test

Assessment(s) Title: Following Instructions Exam

Assessment(s) Description/Directions:

Administer the attached exam to test students' ability to follow instructions.

Attachments for Assessment(s): Please list.

Following Instructions Exam



LEARNING EXPERIENCES

Instructional planning: Include lessons, activities and other learning experiences in this section with a brief description of the activities to ensure student acquisition of the knowledge and skills addressed in the standards. Complete the sequence of instruction for each lesson/task in the unit.

Introduction

1. Identify the Standards. Standards should be posted in the classroom for each lesson.

CTAE-FS-3 Communications: Learners use various communication skills in expressing and interpreting information

2. Review Essential Questions.

- What does it mean to be a good listener?
- What qualities define a good listener?
- Why is it an important quality to listen and follow directions at the work place?
- Why can a group hear the same instructions but interpret them completely different?
- What are the qualities of good instructions?

The following quotes can be used to initiate class discussion. The teacher can either recited them to the class or can already have them on the board as follows:

You have two ears and one mouth....

It's hard to learn anything...

I think I'll learn more from listening. Anything I would...

Marge, it takes ___ to lie: ___ to lie and ...

Listening and Learning Quotes:

- You have two ears and one mouth – you should listen twice as much as you talk.
- It's hard to learn anything with your mouth open.
- I think I'll learn more from listening. Anything I would say I already know.
- "Marge, it takes two to lie: one to lie and one to listen." — Homer Simpson

LESSON 1:

1. Explain to the students the importance of listening skills.
2. Give everyone a clean sheet of paper. Tell them to listen carefully as you read the steps.
3. Tell the class that this is a simple paper folding activity. Ask them if they think everyone in the classroom can follow the directions close enough that the results will look similar.
4. Have the class close their eyes (so they don't copy each other) and listen to you while you read through the steps again for them to follow.

STEPS:

- a. Fold the paper in half
- b. Fold it in half again
- c. Tear off the right hand corner
- d. Fold the paper in half again
- e. Tear off the bottom left corner
- f. Tear a semi-circle off the top, left corner
- g. Open the paper to full size

Examples:



5. Have students compare their sheets to their classmate's results so they see the differences.
6. Lead a discussion about listening and following directions. Some suggested discussion questions might include:
 1. Why do you think some students got different results?
 2. Did everyone follow the instructions carefully?
 3. Why is it important to listen closely?
 4. Why is it important to ask questions when receiving instructions?
 6. Which design is "correct"?
 7. Is it fair to call one design "correct"?

LESSON 2:

This lesson will give students a chance to work in teams to complete the activity

1. Divide students into groups of 5-6.
2. Have one person be team leader.
3. Other students will stand in a circle around the leader, facing outward, so that the leader cannot see what their teammates are doing.
4. Hand out sheets of paper to everyone.
5. Give the leaders copies of the instructions or have them collectively write down the steps to follow.
6. Tell the group leaders to give their group instructions on how to fold, and tear the paper to try and get similar results from everyone in their group. Leaders should generally follow the same printed instructions, but may add any other directions they wish. (The leader must not look at their group papers while giving instructions.)
7. Whichever group has the most papers that are similar, WINS.

Notes & Reflections: May include notes to the teacher, pre-requisite knowledge & skills, suggestions, etc.

Notes to the Teacher:

Mr. Art Hargrove, Master, a Georgia agriculture teacher, uses this activity as a way to emphasize listening skills in and outside of the classroom. The activity can also be used as an ice-breaker. It is interesting to see how many different designs are created using the same directions. When the students are done you can have them sign their creation and tape them on the wall or you can create a bulletin board out of the creations. A follow up or additional activity is to allow the students to fold and tear the paper free-form, to see who can be the most creative.

You will have many different variations. Feel free to make this activity as much fun as possible. One way Mr. Hargrove adds interest is to offer a reward for students who have followed the instructions and have the "correct" design. You may want to do the activity with the students and declare your design to be the "correct" design. One of the lessons of this activity is that no matter how specific the directions are, some people may interpret them in different ways. The main objective, of course, is to emphasize the importance of listening and following directions.



CULMINATING PERFORMANCE TASK (Optional)

Culminating Unit Performance Task Title:

Discussion Paper

Culminating Unit Performance Task Description/Directions/Differentiated Instruction:

Students will need to address the following questions within their paper:

1. Why do you think some students got different results?
2. Why is it important to listen closely?
3. Why is it important to ask questions when receiving instructions?
4. What does it mean to be a good listener and what qualities make a good listener?
5. Why is it an important quality to listen and follow directions at the work place?

Attachments for Culminating Performance Task: Please list.



UNIT RESOURCES

Web Resources:

Attachment(s): Supplemental files not listed in assessment, learning experiences, and performance task.

Materials & Equipment:

white or tinted copy paper

What 21st Century Technology was used in this unit:

<input type="checkbox"/>	Slide Show Software	<input type="checkbox"/>	Graphing Software	<input type="checkbox"/>	Audio File(s)
<input type="checkbox"/>	Interactive Whiteboard	<input type="checkbox"/>	Calculator	<input type="checkbox"/>	Graphic Organizer
<input type="checkbox"/>	Student Response System	<input type="checkbox"/>	Desktop Publishing	<input type="checkbox"/>	Image File(s)
<input type="checkbox"/>	Web Design Software	<input type="checkbox"/>	Blog	<input type="checkbox"/>	Video
<input type="checkbox"/>	Animation Software	<input type="checkbox"/>	Wiki	<input type="checkbox"/>	Electronic Game or Puzzle Maker
<input type="checkbox"/>	Email	<input type="checkbox"/>	Website		