

Communication Skills -Following Directions

The *purpose* of this lesson is to discuss the importance of understanding directions before you start a task. Participants will examine the pros and cons of different types of direction – and decide which type of direction they are most comfortable with and how to receive that type of direction as often as possible. Participants will also understand the importance of communication skills in the workplace.

Standards Alignment

North Carolina Essential Standards Guidance

RED.CR.1 Understand the meaning and importance of career self-awareness and career goals.

North Carolina Professional Career Development Coordinator Standards

Standard III: Career development coordinators understand and facilitate the implementation of a comprehensive career development program.

North Carolina Essential Standards Grades 9-12, Information and Technology Essential Standards

HS.TT.1.1 Use appropriate technology tools and other resources to access information (multi-database search engines, online primary resources, virtual interviews with content experts).

NC Community College System College and Career Readiness Adult Content Standards

R.3 The student will develop and demonstrate knowledge of a variety of comprehension strategies to derive meaning from literary, functional and informational text.

S.1 The student will develop and apply skills to demonstrate comprehension and collaboration of oral and aural information.

Workforce Development Standards

20 CFR Parts 676, 677, and 678: Workforce Innovation and Opportunity Act is designed to help job seekers access employment, education, training, and support services to succeed in the labor market and to match employers with the skilled workers they need to compete in the global economy. Programs are based on eligibility.

Student Objectives

At the close of the lesson, learners will be able to say...

I can

- Consider different ways that directions can be offered and how they can be received
- Appreciate the importance of understanding directions before beginning a task
- Understand the importance of good communication skills in the workplace

Materials Needed

- Handout for each participant

Delivery Suggestions

The suggested *time* for the following lesson is 15-30 minutes depending on group size and amount of discussion.

The following lesson is appropriate for

- ✓ middle school students.
- ✓ high school students.
- ✓ adult learners.

Instructions

1. State purpose of session and post within the room for reference. (above)
2. Share the “I can” statements and post within the room for reference. (above)

You may wish to share the steps below in printed format with job seekers, as you walk them through the following.

3. Pass out handouts face down. Instruct participants not to look until told.
4. Tell participants that when you say “go” they will have 3 minutes to follow the directions exactly to do what is asked of them on the paper.
5. Say “Ready, Set, Go”
6. Monitor time for three minutes. Say “STOP.”
7. Discuss with the group how they felt about this activity? Was it fun, frustrating, easy, or difficult? What aspects of the activity made it so? What is the moral or message of this lesson? How does this message relate to work?
8. Reflect on the “I can” statements, asking learners if they feel the objective was met.

Adapted from: Soft Skills to Pay the Bills — Mastering Soft Skills for Workplace Success

US Department of Labor

Resources

<https://www.dol.gov/odep/topics/youth/softskills/Communication.pdf>

Handout: Three Minute Quiz

1. Read everything before you do anything.
2. Write your name in the upper top left-hand corner of this page.
3. Circle the word "name" in sentence two.
4. Draw five small squares in the upper right-hand corner.
5. Put an X in each square you have just drawn.
6. Put a circle around each square.
7. Sign your name under the title of this page.
8. After the title, write, "yes,yes,yes."
9. Underline sentences number seven and eight.
10. Put an X in the lower left-hand corner of this page.
11. Draw a triangle around the X you have just made.
12. Stand up and (loudly) call out your first name.
13. On the back of this page multiply 5 times 4.
14. Draw a circle around the word "top" in sentence four.
15. On the reverse side of this paper add the numbers 25 and 100.
16. Count out in your normal speaking voice from one to 10.
17. If you are the first person to get this far, say, "ME, ME, ME!"
18. Using your pencil, punch three small holes at the bottom of this paper.
19. If you think you have carefully followed these directions, stand up, turn around and whisper, "I have carefully followed the directions."
20. Now that you have finished reading the directions carefully, do only sentences one and two. Sit quietly until everyone else if finished.