

Bus Com I - Following Directions

Summary

Student learn how to follow written and verbal instructions

Main Core Tie

Business Communication 1

[Strand 2](#)

Time Frame

1 class periods of 70 minutes each

Instructional Procedures

The "Follow Directions" document has three short activities to see if students can read and follow directions.

The "Oral Instructions" document teaches students what is important when giving instructions or directions.

Give students a copy of the first two pages-Giving Effective Oral Instructions. There are three short activities (from Communicating for Success) highlighted in yellow to complete with students as you go through this material together.

Next, talk about how to write commands. Handout is included.

Next, discuss the content of instructions and use the peanut butter and jelly sandwich example. I start this example by asking students to write instructions for something simple like making a peanut butter and jelly sandwich. Then collect their directions and try a few. I provide the bread, peanut butter, and jelly. (Often students have participated in this activity previously).

You can have them edit previously written instructions using the handout given, and then have students construct a map. Pick a location familiar to all students. Be sure their finished map includes all items on the handout. They usually have to draw the map twice to get it right.

Assessment Plan

I don't use a specific assessment for this other than the activities that students will participate in and complete. You may want to emphasize the three D's of giving directions: distance, destination, and direction. Students could practice this technique with each other. I include questions from the information giving during these activities on my test given at the end of the Standard.

Authors

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