

Table 1 - Correlation with Curriculum Standards

The skills targeted by the activities in this book are contained within grade level curriculum standards developed by individual states. The following list of standards from the McREL Compendium of Standards (<http://www.mcrel.org/compendium/browse.asp>) provides a general idea of the types of standards that align with the activities.

Skills	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	W	X	Y	Z	
Life Work Standards																											
Makes general preparation for entering the work force			
Makes effective use of basic life skills
Displays reliability and a basic work ethic						
Operates effectively within organizations
Thinking and Reasoning Standards																											
Understands and applies the basic principles of presenting an argument			
Understands and applies basic principles of logic and reasoning
Effectively uses mental processes that are based on identifying similarities and differences
Applies basic trouble-shooting and problem-solving techniques
Applies decision-making techniques
Working With Others Standards																											
Contributes to the overall effort of a group		
Uses conflict-resolution techniques
Works well with diverse individuals and in diverse situations
Displays effective interpersonal communication skills
Demonstrates leadership skills
Language Arts Standards: Listening and Speaking																											
Uses listening and speaking strategies for different purposes
Language Arts Topics																											
Applying technology			.				.									.											
Conversation and group discussion
Creating support
Critical listening
Critically evaluating written/spoken texts and visual media
Decoding/Word identification																						
Grammar and usage				
Informational genres						
Language in daily use
Literary genres															
Locating sources/gathering information					
Mass media format		
Media and society		
Oral composition and presentation
Organizing information and ideas
Personal response to written/spoken texts and visual media
Style, diction, and voice
Verbal and nonverbal communication

Instructional Goals

- A- Accept Graciously.** Students will accept niceties with grace.
- B- Be Tactful.** Students will display tactful reactions in a variety of situations.
- C- Clarify Vague Statements.** Students will clarify vague statements by assuring that necessary details are understood.
- D- Disagree with Style.** Students will express disagreement in a respectful way when discussing topics of common interest.
- E- Enunciate Clearly.** Students will practice enunciating clearly in a variety of situations.
- F- Focus Your Questions.** Students will ask focused, meaningful questions relating to a variety of given topics.
- G- Give Orders.** Students will give clear orders in a variety of situations.
- H- Help Others with Directions.** Students will work together to deliver meaningful directions in a variety of situations.
- I- Introduce Someone.** Students will introduce people in a variety of situations.
- J- Juggle Greetings and Salutations.** Students will use verbal greetings and salutations appropriately in a variety of situations.
- K- Know Correct Pronouns.** Students will use correct pronouns in a variety of situations.
- L- Link Questions to Answers.** Students will ask questions based on answers others give to questions.
- M- Minimize Irrelevant Comments.** Students will minimize irrelevant comments in a variety of situations.
- N- Notice Correct Verb Tenses.** Students will notice when correct verb tenses are used— both by themselves and by others.
- O- Offer a Compliment.** Students will offer compliments to others in a variety of situations.
- P- Paraphrase Long Directions.** Students will use precise vocabulary to restate long directions.
- Q- Question Over the Telephone.** Students will ask questions over the telephone to clarify received information.
- R- Restate Others' Comments.** Students will restate others' comments to clarify meaning and facilitate communication.
- S- Seek Help in an Emergency.** Students will indicate who to call for help and what to say in a variety of situations.
- T- Talk Assertively.** Students will talk assertively in a variety of appropriate situations.
- U- Use Commonly Confused Words Correctly.** Students will correctly use sets of commonly confused words.
- V- Voice Opinions.** Students will state their opinions about a variety of topics and/or situations.
- W- Work Out Subject-Verb Agreement.** Students will use singular and plural subjects appropriately in combination with verbs.
- X- Explain Common Phrases.** Students will explain a variety of common phrases.
- Y- Yack After You Think.** Students will practice thinking before talking in a variety of situations.
- Z- Zoom In On Information You Need.** Students will search for the information they need in a variety of social situations.

Focus Your Questions

Objective: Students will ask focused, meaningful questions relating to a variety of given topics.

Introduction: Asking focused questions means to ask meaningful, pertinent questions. In other words, ask questions that show you are both paying attention and interested.

When you ask focused questions, people sense that you care about the conversation. Also, asking such questions helps you engage in a meaningful and interesting conversation.

Activity Descriptions

Focus Your Questions #1

Focus your questions in a conversation about interesting places to visit.

Situation

Three students are making an effort to maintain a conversation by asking meaningful questions.

Sample Responses

- What is there to do in San Antonio?
- What's the weather like at this time of year?
- Isn't there a really pretty river walk there?

Focus Your Questions #2

Focus your questions when asked to provide a service.

Situation

A worker for a volunteer organization is answering questions from a person who wants to volunteer.

Sample Responses

- How much time would be involved?
- What type of support could I expect from the club members?

Focus Your Questions #3

Focus your questions in response to a personal statement.

Situation

Two people are discussing their personal interests.

Sample Responses

- What exactly is a state quarter?
- Where did you get all the quarters?
- How long did it take you to collect them?

Focus Your Questions #4

Focus your questions about a friend's impending success.

Situation

Two people are asking questions relating to the activities and accomplishments of another individual.

Sample Responses

- Will you get your permit then?
- When do you turn 16?
- Did you think the classes were hard?

Focus Your Questions #5

Focus your questions in a confusing and potentially sensitive situation.

Situation

Four friends are having a serious discussion when another person walks into the room and asks questions.

Sample Responses

- What's wrong?
- Who is going to tell me what is going on?
- We are all friends, aren't we? Let's talk.

Focus Your Questions #6

Focus your questions in an attempt to help a stranger who is in pain.

Situation

A passenger on a bus is sitting next to a person who suddenly experiences severe pain.

Sample Responses

- Include questions such as:
- Where does it hurt?
 - Is there anything I can do to help?
 - Shall I ask the bus driver to stop the bus?

Focus Your Questions #7

Focus your questions about contents of food items in a restaurant.

Situation

A customer is asking questions to a food server at a restaurant.

Sample Responses

• I assume that the cherry pie is safe, but how about the meatloaf, cheese, soup, and mashed potatoes?

Focus Your Questions #8

Focus your questions about a problem with your airline flight connections.

Situation

An airline customer is asking questions to an airline employee because of problems encountered at the airport.

Sample Responses

• When is the next flight to Minnesota? • What are my chances of getting on the next flight?

Focus Your Questions #9

Focus your questions about an intrusion affecting your property at home.

Situation

Four members of a family are discussing a problem relating to the personal property and living space within the home.

Sample Responses

• Were you eating chips on my bed? • How did those chips get on my bed? • Why did you just leave the chips there?

Focus Your Questions #10

Focus your questions about participating in a charity event.

Situation

Two friends in the locker room are talking about a charity event.

Sample Responses

• When is the walk? • Where is the walk being held? • Is there a registration fee?

Focus Your Questions #11

Focus your questions so a salesperson can help you find what you need.

Situation

A customer is asking questions to a salesperson in an office supply store.

Sample Responses

• Do you have some heavy-duty rubber bands that are strong enough to hold books? • Can you please tell me where the rubber bands are located?

Focus Your Questions #12

Focus your questions in response to a phone call asking for donations.

Situation

A telephone solicitor is making phone calls to get donations for a charity. The solicitor calls someone who has questions about the charity.

Sample Responses

• What kinds of things are you looking for? • When do you want it? • Where do I leave the things? • Where does the money go?

Help Others with Directions

Objective: Students will work together to deliver meaningful directions in a variety of situations.

Introduction: **Helping others with directions** refers to collaborating to deliver the best possible directions. When two or more people work together to create directions, they combine their knowledge and have a better chance of creating good directions.

Activity Descriptions

Help Others with Directions #1

Help others with directions between two local buildings.

Situation

A student is giving a neighbor directions to a building from a prominent location in the community (e.g., directions for driving from the police station to a movie theater).

Sample Responses

Have students share their directions with the class.

Help Others with Directions #2

Help others with directions for preparing a food that does not need to be cooked.

Situation

A student is telling and showing a friend how to make a peanut butter and jelly sandwich. (If possible, use an actual knife and real peanut butter, bread, and jelly.)

Sample Responses

• Start by getting two pieces of bread. • Open the jar of peanut butter.

Help Others with Directions #3

Help others with directions for tying shoes.

Situation

Two people are trying to explain how to tie shoes to a young child.

Sample Responses

• Begin with two strings that are about the same size. • Tie a simple knot. • Form a loop with the left string.

Help Others with Directions #4

Help others with directions for putting a name and number in a cell phone.

Situation

Two people are telling a friend how to add a name and number to a cell phone address book. If possible, use an actual cell phone.

Sample Responses

• Push the menu button. • Push select. • Choose "Address Book."

Help Others with Directions #5

Help others with directions so that they can locate used computers in the classified ads.

Situation

Students work together to create a list of written directions explaining how to find used computers in the classified ads of the newspaper.

Sample Responses

• First, let's look in the directory. • Let's search the "office equipment" section.

Help Others with Directions #6

Help others with directions for preparing food that requires cooking.

Situation

Two people are telling a friend how to prepare mashed potatoes. (The two "teachers" each explain the process somewhat differently.)

Sample Responses

• Peel the potatoes. • Cut into quarters.

Help Others with Directions #7

Help others with directions for doing laundry.

Situation

In a three-way telephone conversation, two people are explaining how to do laundry to a friend who has never used a washing machine or dryer.

Sample Responses

- Sort white clothing from clothing with dark colors.
- Turn the knob to “normal wash.”

Help Others with Directions #8

Help others with directions for opening, reading, and replying to an e-mail.

Situation

Students in a class are working together to create a list of directions for creating and sending e-mail. One student records each of the directions on the board.

Sample Responses

- Make sure you are connected to the Internet.
- Click on “send.”

Help Others with Directions #9

Help others with directions for getting around town.

Situation

A student is using a map to show another student how to get to a specific location.

Sample Responses

- We are right here on the map, so you need to go up one block and turn left.
- Go three blocks and turn right onto Pitch Avenue.

Help Others with Directions #10

Help others with directions relating to how to dance.

Situation

Two students are trying to teach a third student how to dance by giving verbal instructions.

Sample Responses

- Let’s begin by moving to the beat of the music.
- Move your shoulders and hands to the beat.

Help Others with Directions #11

Help others with directions for a group activity.

Situation

Two students are creating a plan so that a large group can meet for lunch and then go to a movie.

Sample Responses

- Let’s eat at Little Willie’s.
- Dr. Waggle is on at 7:00 at Pinewood Cinema.
- Let’s go to the 4:15 movie.

Help Others with Directions #12

Help others with directions for finding a job.

Situation

Students are brainstorming to create a list of steps for finding a job. One student writes the directions on the board.

Sample Responses

- Look at newspaper want ads.
- Talk to your friends, relatives, and neighbors.
- Call companies to find out if they are hiring.