

Do you read instructions? Part 1

Read all of the paper. Write after you read.

1. How many students are in class today?
2. What colour is the floor of the class?
3. Who sits beside you in class?
4. What day is it today?
5. What time does class start?
6. What time does class finish?
7. Where do you live?
8. Where are you from?
9. How long have you lived in Ireland?
10. What is your mother's name?
11. What food do you like?
12. What colour do you like?
13. How old are you?
14. What is your name?

Do not write answers to questions 1-13.

Write the answer to question 14 on the line at the top of the page.

Do not speak. Wait for the other students to finish.

Do You Read Instructions?

Part 2

What did you learn?

Tick(✓) the sentences that are true for you.

I learned that:

- a) The teacher is crazy. _____
- b) I read instructions. _____
- c) I don't read instructions. _____
- d) I see all of my paper. _____
- e) I don't see all of my paper. _____
- f) School work is easy for me
because I read instructions. _____
- g) School work is difficult for me
because I don't read instructions. _____
- h) Instructions can help me. _____
- i) When I read instructions, I can help myself. _____
- j) The teacher is tired. _____

Do You Read Instructions? – Teacher's notes

Time: 20-25 minutes	Focus: improving learner autonomy by following worksheet instructions
Class organisation: individual, whole class feedback	Type of activity: reading awareness
Can be adapted to: any level	Prerequisites: none

For this activity you need...

Class set of :

- Do you read instructions? Part 1 worksheet
- Do you read instructions? Part 2 worksheet
- A scarf
- An example of a correct Part 1 worksheet
- A red marker or pen
- A watch with a second hand

In Class Procedure in Detail

Preparation

- (See Comments section.)
- If you decide to use another teacher to present the activity, brief him the day before the class.

Worksheet Part 1

- Explain and give examples from the students' earlier worksheets of the meaning of "instructions".
- Ask students if they read instructions on their worksheets. (Most will likely answer yes.)
- Tell students you are going to test if they actually do read instructions. Repeat that it is a test. There is to be no speaking or asking you questions. The teacher can say nothing during the test.
- Tell them they will only need **5 minutes** to do the test and you are going to time it on your watch.
- If students complete the test sooner, collect it immediately from them.
- After 5 minutes, collect all the papers whether they are finished or not.

Correction Phase of Activity

Students who have done the activity correctly will have only written their name on the top right corner of the page, as per the instructions on the top and bottom of the paper!

- Place any correct papers on the top of the pile. Tell the guest teacher outside the classroom how many papers are correct and their placement on the pile.
- If you decide to use a guest teacher to correct the test, bring in and introduce the visitor now. Or present this phase yourself.
- The guest's "spiel" could go something like this:

Hello! My name is _____ and I've been a teacher for a long time. I've got _____ years experience teaching. I've been asked to come as a special favour to correct your tests.

How many students are there in this class? (Students answer.)

Ok, there are _____ students.

And how many questions were on the test? (Students answer.)

There were _____ questions. So that's _____ students multiplied by _____ questions; that's _____ questions I am going to correct for you now.

How long do you think it will take for me to correct? 10 minutes, 5 minutes? (Students answer.)

I'll bet you I can answer all these papers in 10 seconds!! (Students exclaim their disbelief.)

Who has a watch to check my time in seconds? (Offer yours to a student if nobody has one.)

Everybody count with (student's name) when he says Go!

Practice now! – 1!-2!-3!-4!...(whole class counts with teacher)

Are you ready? (Place papers on desk, have red marker in hand.)

Wait! Not only am I going to correct these papers in 10 seconds – I'm so experienced, I'm going to do it blindfolded!

(Tie scarf over guest teacher's eyes. Or get a student to do it.)

I can't see anything now. (Guide teacher back to pile of papers.)

OK, _____ tell me when to start.

(Guest teacher slashes an X through every incorrect paper as quickly as possible while whole class counts the seconds it takes. Let papers fall where they may.)

(Teacher removes scarf) How many seconds was that?

(Students answer. Everybody claps. Students are confused.)

You were all wrong! How did I know? It's magic! READ the INSTRUCTIONS!! READ the INSTRUCTIONS!!

- Thank guest teacher for their visit.
- Return papers to students to reread the instructions at the top and bottom of the page.
- Show the example of a correct paper. Put a red tick mark on it. (It will have a name in the top right corner with nothing else written.)
 - Say, " Why is this correct? Read the instructions!!!"
 - Make sure all students understand the point of the activity before handing out the second worksheet.

Worksheet Part 2

- Explain that this second paper is for thinking about the first paper they just did.
- Answer Key: a) ✓ (or x – it's just for laughs!) f) x
b) x g) ✓
c) ✓ h) ✓
d) x I) ✓
e) ✓ j) ✓
- Whole class feedback.

Variations / Comments / Supplementary Activities

Comments

Teacher Correction Stage of Worksheet Part 1

This activity is most engaging for students if you have a flair for the dramatic. Should this not suit your particular style, consider "borrowing" another teacher to perform, while you act as the assistant. An unfamiliar and entertaining teacher in the class compounds the impact of the activity, making a truly magical impression.

Huge thanks to my own in-house "magician", Cormac Kelleher, for his many memorable performances in my class!

Whole class Feedback for Worksheet Part 2

- a) The teacher may or may not be crazy. Driven to desperate measures to get students to read instructions, certainly.

- j) Explain that the teacher is only 1. The students are many. When students don't read instructions the teacher has to run around the class explaining and helping. (Demonstrate by running past their desks around the class as you explain...)

After this lesson, students have commented, "I will never forget this for the rest of my life!"

Supplementary Activities

"Do you read instructions?" worksheets enable students to accurately complete Question 1 of the Reading section in the self-assessment worksheets: "Thinking about my Classes".

Reading

1. I read instructions.

<u>A</u>	<u>U</u>	<u>S</u>	<u>R</u>	<u>N</u>
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