Activities/Resources for Outcomes
Activities/ Resources for Outcome #1
Contextualized Writing Module Outcome #1 Activity 1

To provide students an overview, students examine several workplace documents such as listed in Outcome #1 in the Contextualized Writing Module for purpose and audience.

Students complete the chart the teacher puts on the board. Students orally share completed chart.

<table>
<thead>
<tr>
<th>Document</th>
<th>Purpose</th>
<th>Audience</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
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<tr>
<td>3.</td>
<td></td>
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<tr>
<td>4.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
# Chart

<table>
<thead>
<tr>
<th>Document</th>
<th>Purpose</th>
<th>Audience</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
<td></td>
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<tr>
<td>4.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Contextualized Writing Module Outcome #1 Activity 2

Students use website:  http://writesite.cuny.edu/work/index.html to review principles of writing for work and formats such as e-mails and memos.  Students practice writing business communications.
Contextualized Writing Module Outcome #1 Activity 3

Each student maintains a log of class-related activities during the week. A teacher-created log form can be used, such as the one shown on the following page.
### Activity Log Form

<table>
<thead>
<tr>
<th>Date</th>
<th>Time Spent</th>
<th>Activity</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
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<td></td>
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<td></td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

**Total Time Spent**
Contextualized Writing Module Outcome #1 Activity 4

Students read and discuss the following workplace scenarios from Michigan Adult Education Preparing Workers for 21st Century Employment from the website: https://lincs.ed.gov/professional-development/resource-collections/profile-594

Scroll down to Preparing Workers Writing. Go to Teacher Guide. Click on Workbook PDF.

1.1 Writing in the Workplace
1.4 It’s Not Quite Complete
2.2 Writing with a Purpose in Mind
2.3 What Form Do I Use?
2.6 Where Did It Go?
2.7 Where Did It Go? Not to the Boss
4.5 Keeping a Written Log
Activities/
Resources
for
Outcome #2
Contextualized Writing Module Outcome #2 Activity 5

Students complete a survey about writing.

Writing in the Workplace

How much do you know? Is the statement True or False?

1. Good writing usually has big words and long sentences.

2. Experienced writers always make an outline before they begin to write.

3. Revising a document primarily means checking for spelling and punctuation errors.

4. Experienced writers rarely revise. Inexperienced writers revise a lot.

5. Writing is usually easy for experienced writers.

6. Learning the rules of grammar is the best way to improve your writing.

7. It is important to get most of your thoughts down on paper before you start rereading and revising.

8. Unclear wording and poor organization are two common problems in workplace writing.

9. Errors in spelling, punctuation, and grammatical usage can change the meaning of the writing.

10. Good writing style includes clear and concise sentences and a readable format.

To check class answers, each student holds up either a TRUE or FALSE card.
Writing in the Workplace

How much do you know? Is the statement True or False?

____ 1. Good writing usually has big words and long sentences.

____ 2. Experienced writers always make an outline before they begin to write.

____ 3. Revising a document primarily means checking for spelling and punctuation errors.

____ 4. Experienced writers rarely revise. Inexperienced writers revise a lot.

____ 5. Writing is usually easy for experienced writers.

____ 6. Learning the rules of grammar is the best way to improve your writing.

____ 7. It is important to get most of your thoughts down on paper before you start rereading and revising.

____ 8. Unclear wording and poor organization are two common problems in workplace writing.

____ 9. Errors in spelling, punctuation, and grammatical usage can change the meaning of the writing.

____10. Good writing style includes clear and concise sentences and a readable format.
TRUE

FALSE
Students engage in a paired writing activity.

1. Pair up with a classmate.

2. Your teacher will write three topics related to manufacturing on the board. Choose one.

3. Brainstorm ideas for writing on this topic with your partner.

4. Individually write three sentences about the topic.

5. Peer edit each other’s writing using the Writing Mechanics Checklist handout (on the following page).

6. Working together, combine your sentences to write a paragraph about your topic.

7. Share your paragraph with another pair of classmates.
Writing Mechanics Checklist

Check your own or your classmate’s writing to see if it demonstrates the following.

1. Correct word forms
2. Correct word order
3. Correct verb tense usage
4. Complete sentences
5. Correct spelling
6. Correct punctuation
7. Correct capitalization
8. Correct vocabulary
Activities/Resources for Outcome #3
Contextualized Writing Module Outcome #3 Activity 7

Students engage in a writing activity related to the *Trelleborg Sealing Solutions Streamwood Employee Handbook*.

**Use PDF file: Trelleborghandbook.PDF**

Students peer edit using the Writing Mechanics Checklist.
Employee Handbook Writing Assignment

Why is it important to review a company’s Employee Handbook?

__________________________________________________________________

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Contextualized Writing Module Outcome #3 Activity 8

Students use various sections of J. J. Keller’s *OSHA Safety Training Handbook* to read about these topics. The following serve as writing prompts for student writing practice.

1. Describe how to prevent an eye injury at work.

2. How can you avoid being injured by a tool when performing a work task?

3. What are some protective methods to prevent electrical accidents?

4. List contributing factors related to ergonomic hazards.

Students use Editing Checklist.
Editing Checklist

Meaning and Sentence Structure

I read the document for meaning and correct vocabulary usage.

I checked the document for clear and complete sentences.

Verb Tense Usage

I checked the document for correct verb tenses.

Word Forms and Word Order

I read the document for correct word forms and word order.

Spelling

I checked the spelling.

Capitalization

All sentences start with a capital letter.

Proper nouns that name a specific person, place or thing are capitalized.

The title has capital letters where needed.

Punctuation

Each sentence ends with a punctuation mark.

Commas are used correctly.

Adapted from Louisiana INTECH, a Project of the Louisiana Center for Educational Technology
http://www.lcet.doe.state.la.us/laintech
Contextualized Writing Module Outcome #3 Activity 9

Students read and discuss the following workplace scenarios from Michigan Adult Education Preparing Workers for 21st Century Employment from the website: http://www.maepd.org/lib-preparingworkers.html#

Scroll down to Preparing Workers Writing. Go to Teacher Guide. Click on Workbook PDF.

1.6 Informal Writing Doesn’t Belong in the Workplace
2.10 Email Etiquette
2.11 Email Etiquette
3.2 Don’t Forget the Five W’s
4.4 Writing Clearly
Activities/ Resources for Outcome #4
Contextualized Writing Module Outcome #4 Activity 10

Students complete an authentic work form such as Township High School District 214 Incident Report to practice reporting an incident.

Students complete an authentic work form such as Report of an Accident sample form to practice reporting an accident.

(Both forms are on the following pages.)

TOWNSHIP HIGH SCHOOL DISTRICT 214 INCIDENT REPORT
Complete this form and return it to the school nurse or your supervisor within 24 hours.

1. Name __________________________________________ ID# or SS# ______________________

2. Address ____________________________ ____________________________ ________
   (street) (city) (state) (zip)

3. Parent/Guardian Name __________________________________________

4. Home phone # ____________________________

5. Date of birth ______ / ______ / ______ 6. Sex: M [ ] F [ ]

7. Building where incident occurred:
   BGHS [ ] EGHS [ ] JHHS [ ] PHS [ ]
   RMHS [ ] WHS [ ] FVEC [ ] OTHER [ ]

8. Date of incident ______ / ______ Time ______ am [ ] pm [ ]

9. Date reported ______ / ______ Time ______ am [ ] pm [ ]

10. Describe area/incident __________________________________________

   [i.e. finger, ankle, left or right, front, back, blow, jam, twist, length of cut, size of discoloration]

11. a. How the incident occurred

   b. Where (specific location) ____________________________ Reported by: Injured [ ] Witness [ ]

   c. Specific activity involved: Classroom [ ] PE [ ] Sport [ ] Other [ ]

12. Name of school authority supervising ____________________________

13. Care given: ____________________________________________
   (i.e. cleaned, bandaged, ice, ice crutches)

14. Disposition: Resume activity or class [ ] Released to parent [ ]

   To doctor with parents [ ] Medical follow-up advised [ ] 911 called [ ]

15. Parent notified: Yes [ ] No [ ] Time of notification ______ am [ ] pm [ ] By ____________________________

   Comments ____________________________________________

16. Additional pertinent information

17. Possible witnesses ____________________________________________

18. Photos taken

Involved person's signature

Signature ____________________________________________ Title ____________________________

[Signature (school representative or employee)]

White: Nurse ______ Caury: Assoc Principal/Admin ______ Risk: Athletic Trainer ______
Goldend: Supervisor on site ______ Form 423, revised 01/96
Report of an Accident
Sample Form (Each workplace has its own format that is followed.)

Please use this form to record any accident or injury that occurs on the job. If you need to visit a doctor at a later date, this will help serve as documentation.

Supervisor’s Name: ______________________________________________________

Date of injury: __________  Date & time reported to employer: ________________

Injured employee’s name: ________________________________________________

Who reported it? _______________________________________________________

Names of witnesses: ____________________________________________________

Describe the accident: _________________________________________________

Was first aid required? _________________________________________________

Did the accident require a doctor’s treatment? _____________________________
(If “yes” please complete the required forms in addition to this one.)

What was the cause of accident? ________________________________________

Was any part of the body injured? Please be specific: _______________________

Other details of the accident: ____________________________________________
Contextualized Writing Module Outcome #4 Activity 11

Students pair up.
One student receives Form A of the Vacation Request form, and the other receives Form B of the Vacation Request form, for this information gap activity.
Each student asks his/her partner questions to fill in the missing information.
To check information, student pairs compare their forms.
**Vacation Request Form**

**Form A**

<table>
<thead>
<tr>
<th>Company Code: ST</th>
<th>First Possible Vacation Date: _______</th>
</tr>
</thead>
<tbody>
<tr>
<td>Company Name: ScheduleTech</td>
<td>Last Possible Vacation Date: 12/31/11</td>
</tr>
<tr>
<td>Employee Number: ___________</td>
<td>Maximum Vacation Days: 15.00</td>
</tr>
<tr>
<td>Name: Accosta, Jose</td>
<td>Days Scheduled: 15.00</td>
</tr>
<tr>
<td>Department: ______________</td>
<td>Days Left to Schedule: 0.00</td>
</tr>
<tr>
<td>Work Center: Flexo</td>
<td>Seniority Date: __________</td>
</tr>
</tbody>
</table>

The Begin Date is the first day of your vacation. The End Date is the last day of your vacation. Begin and End Dates must fall on or between 1/1/2011 and ____________.

<table>
<thead>
<tr>
<th>Vacation Period: 1</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Choice 1</strong></td>
<td>Begin Date: <em><strong>/</strong>__/</em>___</td>
</tr>
<tr>
<td><strong>Choice 2</strong></td>
<td>Begin Date: <em><strong>/</strong>__/</em>___</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Vacation Period: 2</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Choice 1</strong></td>
<td>Begin Date: <em><strong>/</strong>__/</em>___</td>
</tr>
<tr>
<td><strong>Choice 2</strong></td>
<td>Begin Date: <em><strong>/</strong>__/</em>___</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Vacation Period: 3</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Choice 1</strong></td>
<td>Begin Date: <strong>8</strong>/<strong>8</strong>/__11</td>
</tr>
<tr>
<td><strong>Choice 2</strong></td>
<td>Begin Date: <strong>9</strong>/<strong>12</strong>/__11</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Vacation Period: 4</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Choice 1</strong></td>
<td>Begin Date: <strong>12</strong>/<strong>19</strong>/__11</td>
</tr>
<tr>
<td><strong>Choice 2</strong></td>
<td>Begin Date: <strong>12</strong>/<strong>26</strong>/__11</td>
</tr>
</tbody>
</table>

____________________________________________  ______________________
Employee Signature  Date

Note: Be sure your vacation request dates are correct. The data on this page will be used to create a vacation schedule. Please be sure your information such as Seniority Date, Maximum Vacation Days, Employee Number, Employee Name, Company, and Department are correct. Let your Human Resource Department know if there is an error.
Vacation Request Form

Form B

<table>
<thead>
<tr>
<th>Company Code: ST</th>
<th>First Possible Vacation Date: 1/1/11</th>
</tr>
</thead>
<tbody>
<tr>
<td>Company Name: ___________</td>
<td>Last Possible Vacation Date: _________</td>
</tr>
<tr>
<td>Employee Number: 7532</td>
<td>Maximum Vacation Days: _____________</td>
</tr>
<tr>
<td>Name: __________________________</td>
<td>Days Scheduled: 15.00</td>
</tr>
<tr>
<td>Department: Production</td>
<td>Days Left to Schedule: 0.00</td>
</tr>
<tr>
<td>Work Center: Flexo</td>
<td>Seniority Date: 9/11/98</td>
</tr>
</tbody>
</table>

The Begin Date is the first day of your vacation. The End Date is the last day of your vacation. Begin and End Dates must fall on or between _____________ and 12/31/2011.

<table>
<thead>
<tr>
<th>Vacation Period: 1</th>
<th>Begin Date: <strong><strong>/</strong></strong>/____</th>
<th>End Date: <strong><strong>/</strong></strong>/____</th>
</tr>
</thead>
<tbody>
<tr>
<td>Choice 1</td>
<td>Begin Date: <strong><strong>/</strong></strong>/____</td>
<td>End Date: <strong><strong>/</strong></strong>/____</td>
</tr>
<tr>
<td>Choice 2</td>
<td>Begin Date: <strong><strong>/</strong></strong>/____</td>
<td>End Date: <strong><strong>/</strong></strong>/____</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Vacation Period: 2</th>
<th>Begin Date: <strong>6</strong>/<strong>6</strong>/__11</th>
<th>End Date: <strong>6</strong>/<strong>10</strong>/__11</th>
</tr>
</thead>
<tbody>
<tr>
<td>Choice 1</td>
<td>Begin Date: <strong>6</strong>/<strong>13</strong>/__11</td>
<td>End Date: <strong>6</strong>/<strong>17</strong>/__11</td>
</tr>
<tr>
<td>Choice 2</td>
<td>Begin Date: <strong>6</strong>/<strong>13</strong>/__11</td>
<td>End Date: <strong>6</strong>/<strong>17</strong>/__11</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Vacation Period: 3</th>
<th>Begin Date: <strong>8</strong>/<strong>8</strong>/__11</th>
<th>End Date: <strong>8</strong>/<strong>12</strong>/__11</th>
</tr>
</thead>
<tbody>
<tr>
<td>Choice 1</td>
<td>Begin Date: <strong>9</strong>/<strong>12</strong>/__11</td>
<td>End Date: <strong>9</strong>/<strong>16</strong>/__11</td>
</tr>
<tr>
<td>Choice 2</td>
<td>Begin Date: <strong>9</strong>/<strong>12</strong>/__11</td>
<td>End Date: <strong>9</strong>/<strong>16</strong>/__11</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Vacation Period: 4</th>
<th>Begin Date: <strong><strong>/</strong></strong>/____</th>
<th>End Date: <strong><strong>/</strong></strong>/____</th>
</tr>
</thead>
<tbody>
<tr>
<td>Choice 1</td>
<td>Begin Date: <strong><strong>/</strong></strong>/____</td>
<td>End Date: <strong><strong>/</strong></strong>/____</td>
</tr>
<tr>
<td>Choice 2</td>
<td>Begin Date: <strong><strong>/</strong></strong>/____</td>
<td>End Date: <strong><strong>/</strong></strong>/____</td>
</tr>
</tbody>
</table>

______________________________________
Employee Signature

_____________________
Date

Note: Be sure your vacation request dates are correct. The data on this page will be used to create a vacation schedule. Please be sure your information such as Seniority Date, Maximum Vacation Days, Employee Number, Employee Name, Company, and Department are correct. Let your Human Resource Department know if there is an error.
Contextualized Writing Module Outcome #4 Activity 12

Students engage in a forklift safety sequencing activity on picking up a load from J. J. Keller's OSHA Safety Training Handbook. Students form a group of three. They work together to order the sentence strips (handout page 34 of Resources). They check their accuracy by using page 88 of the Handbook, on Load Handling.

Students read Fire Checklist on page 53 in the OSHA Handbook. They write multi-step directions on using a typical fire extinguisher. They complete the Sequence graphic organizer following the PASS method of extinguisher operation.

Using the OSHA resource, half the class reads one of the following topics, and the other half reads the other topic. Topics are:

- “Basics of Safe Lifting” on pages 125-126
- “A Few Words About Ladders” on pages 180-181

Students complete the Sequence graphic organizer with information on these topics. They pair up to share their writing.
Raise the forks to the proper height.

Back out, stop completely, then lower the load.

Make sure the load does not exceed the capacity of your forklift.

Check for overhead obstructions.

Make sure forks are positioned properly.

Bring the forks all the way into a pallet and tilt the mast back to stabilize the load before moving.

Make sure the load is balanced and secure.
Sequence:

First...

Next...

Third...

Then...
Contextualized Writing Module Outcome #4 Activity 13

Students read and discuss the following workplace scenarios from *Michigan Adult Education Preparing Workers for 21st Century Employment* from the website: http://www.maepd.org/lib-preparingworkers.html#

Scroll down to Preparing Workers Writing. Go to Teacher Guide. Click on Workbook PDF.

1.5 Writing Directions
4.3 Filling Out Forms

Students complete Classroom Worksheets for these scenarios.
Activities/Resources for Outcome #5
Contextualized Writing Module Outcome #5 Activity 14

Students use this website: http://owl.english.purdue.edu/ to practice writing mechanics such as:

- Grammar exercises
- Punctuation exercises
- Spelling exercises
- Sentence structure
- Sentence style
- Paraphrasing
- Writing numbers

Students print out scores.
Contextualized Writing Module Outcome #5 Activity 15

Students engage in a paired dictation activity adapted from the “Slips, Trips and Falls” section of J. J. Keller’s OSHA Safety Training Handbook. They use Partner A and Partner B handouts (as shown on the following pages). The teacher models fluency to direct students in their dictation.
Paired Dictation

Partner A
Read these sentences to your partner. Your partner will write them. You can repeat each sentence a few times. Be sure to read slowly, clearly, and with fluency.

1. What happens when you trip? Remember these rules to avoid tripping.
2. Make sure you can see where you’re going. Carry only loads that you can see over.
3. Don’t run up or down stairs or jump from landing to landing. Use the handrails.

When your partner has written all of the sentences, you can look at this paper together and make the corrections. Be sure that capitalization and punctuation are correct.
Paired Dictation

Partner B
*Read these sentences to your partner. Your partner will write them. You can repeat each sentence a few times. Be sure to read slowly, clearly, and with fluency.*


2. Keep your work area clean, and don’t clutter aisles or stairs. Store materials and tools properly.

3. Arrange furniture so that it doesn’t interfere with walkways or pedestrian traffic in your area.

*When your partner has written all of the sentences, you can look at this paper together and make the corrections. Be sure that capitalization and punctuation are correct.*
Contextualized Writing Module Outcome #5 Activity 16

Students read and discuss the following workplace scenarios from *Michigan Adult Education Preparing Workers for 21st Century Employment* from the website:

https://lincs.ed.gov/professional-development/resource-collections/profile-594

Scroll down to Preparing Workers Writing. Go to Teacher Guide. Click on Workbook PDF.

1.2 Writing Workplace Notes: The Beginning and the End
1.3 Is That What They Really Wanted?
3.1 Writing Complete Ideas That Don’t Go On Forever!

Use file: 21 Century Writing Workbook.pdf