

# **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.

### Chart

Document	Purpose	Audience
1.		
2.		
3.		
4.		

Student Name: \_\_\_\_\_

### Chart

Document	Purpose	Audience
1.		
2.		
3.		
4.		

## **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.



## Contextualized Writing Module Outcome #1 Activity 4

Students read and discuss the following workplace scenarios from *Michigan Adult Education Preparing Workers for 21<sup>st</sup> 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.**

Student Name: \_\_\_\_\_

## Writing in the Workplace

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

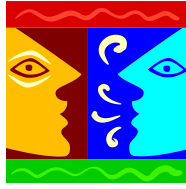
- \_\_\_\_ 1. Good writing usually has big words and long sentences.
- \_\_\_\_ 2. Experienced writers always make an outline before they begin to write.
- \_\_\_\_ 3. Revising a document primarily means checking for spelling and punctuation errors.
- \_\_\_\_ 4. Experienced writers rarely revise. Inexperienced 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**

## Contextualized Writing Module Outcome #2 Activity 6



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.





## **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 21<sup>st</sup> 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.)

**Use file: Incident Report.pdf and Report of Accident.pdf.**

## TOWNSHIP HIGH SCHOOL DISTRICT 214 INCIDENT REPORT

Complete this form and return it to the school nurse or your supervisor within 24 hours.

Student       Employee       Visitor

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

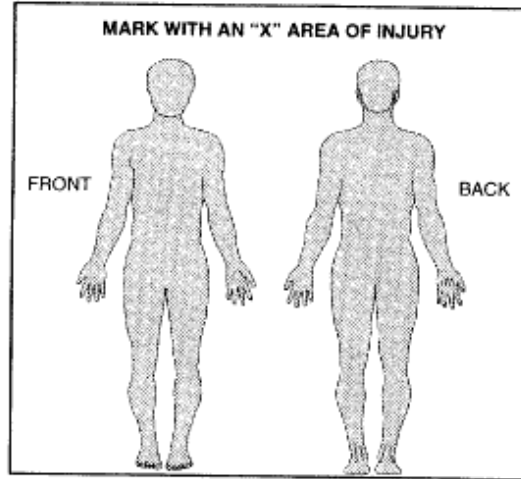
7. Building where incident occurred:

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. cleansed, bandaged, ace, ice, crutches)

14. Disposition: Resume activity or class  Released to parent  Discipline   
 To doctor with parents  Medical follow-up advised  911 called

15. Parent notified: Yes  No  Time of notification \_\_\_\_ am  pm  By \_\_\_\_\_  
(name/title)  
 Comments \_\_\_\_\_

16. Additional pertinent information \_\_\_\_\_

17. Possible witnesses \_\_\_\_\_ 18. Photo(s) taken \_\_\_\_\_

Involved person's signature \_\_\_\_\_

Signature \_\_\_\_\_ Title \_\_\_\_\_  
(school representative or employee)

White: Nurse    Canary: Assoc Principal/Admin    Pink: Athletic Trainer    Goldenrod: Supervisor on line 12    Form 423, revised 01/06



**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

**Company Code:** ST  
**Company Name:** ScheduleTech  
**Employee Number:** \_\_\_\_\_  
**Name:** Accosta, Jose  
**Department:** \_\_\_\_\_  
**Work Center:** Flexo

**First Possible Vacation Date:** \_\_\_\_\_  
**Last Possible Vacation Date:** 12/31/11  
**Maximum Vacation Days:** 15.00  
**Days Scheduled:** 15.00  
**Days Left to Schedule:** 0.00  
**Seniority Date:** \_\_\_\_\_

**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 \_\_\_\_\_.**

Vacation Period: 1

Choice 1    Begin Date: \_\_\_\_/\_\_\_\_/\_\_\_\_    End Date: \_\_\_\_/\_\_\_\_/\_\_\_\_  
 Choice 2    Begin Date: \_\_\_\_/\_\_\_\_/\_\_\_\_    End Date: \_\_\_\_/\_\_\_\_/\_\_\_\_

Vacation Period: 2

Choice 1    Begin Date: \_\_\_\_/\_\_\_\_/\_\_\_\_    End Date: \_\_\_\_/\_\_\_\_/\_\_\_\_  
 Choice 2    Begin Date: \_\_\_\_/\_\_\_\_/\_\_\_\_    End Date: \_\_\_\_/\_\_\_\_/\_\_\_\_

Vacation Period: 3

Choice 1    Begin Date:   8  /  8  / 11     End Date:   8  / 12 / 11   
 Choice 2    Begin Date:   9  / 12 / 11     End Date:   9  / 16 / 11 

Vacation Period: 4

Choice 1    Begin Date:  12 / 19 / 11     End Date:  12 / 23 / 11   
 Choice 2    Begin Date:  12 / 26 / 11     End Date:  12 / 30 / 11 

\_\_\_\_\_

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

**Company Code:** ST  
**Company Name:** \_\_\_\_\_  
**Employee Number:** 7532  
**Name:** \_\_\_\_\_  
**Department:** Production  
**Work Center:** Flexo

**First Possible Vacation Date:** 1/1/11  
**Last Possible Vacation Date:** \_\_\_\_\_  
**Maximum Vacation Days:** \_\_\_\_\_  
**Days Scheduled:** 15.00  
**Days Left to Schedule:** 0.00  
**Seniority Date:** 9/11/98

**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.**

Vacation Period: 1

Choice 1    Begin Date: \_\_\_\_/\_\_\_\_/\_\_\_\_    End Date: \_\_\_\_/\_\_\_\_/\_\_\_\_  
Choice 2    Begin Date: \_\_\_\_/\_\_\_\_/\_\_\_\_    End Date: \_\_\_\_/\_\_\_\_/\_\_\_\_

Vacation Period: 2

Choice 1    Begin Date:   6  /  6  / 11     End Date:   6  / 10 / 11   
Choice 2    Begin Date:   6  / 13 / 11     End Date:   6  / 17 / 11 

Vacation Period: 3

Choice 1    Begin Date:   8  /  8  / 11     End Date:   8  / 12 / 11   
Choice 2    Begin Date:   9  / 12 / 11     End Date:   9  / 16 / 11 

Vacation Period: 4

Choice 1    Begin Date: \_\_\_\_/\_\_\_\_/\_\_\_\_    End Date: \_\_\_\_/\_\_\_\_/\_\_\_\_  
Choice 2    Begin Date: \_\_\_\_/\_\_\_\_/\_\_\_\_    End Date: \_\_\_\_/\_\_\_\_/\_\_\_\_

\_\_\_\_\_  
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.

## **Sentence Strips**

**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 21<sup>st</sup> 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.***

1. Keep work areas well-lit. Report burnt-out light bulbs.
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 21<sup>st</sup> 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**