Giving Clear Directions for a Task Resource Bundle

I. Giving Clear Directions for a Task Resource

II. References
## A Step-by-Step Guide for Giving Clear Directions

<table>
<thead>
<tr>
<th>Step</th>
<th>Instruction</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Use an attention-getting signal.</strong></td>
<td>Don’t begin giving directions until you have all students' attention. Attention-getting signals may include things like: “clap once if you hear me,” countdown (“3…2…1…eyes on me”), call and response (“class, class” / “yes, yes”), raising hand, ringing a bell, etc.</td>
</tr>
</tbody>
</table>
| **Explain the WHAT.** | Tell students what they are going to be doing.  
  - *Ex:* “For the next 15 minutes, we’re going to be having a class discussion.” |
| **Explain the WHY.** | Using student-friendly language, explain the purpose of the task or activity.  
  - *Ex:* “We have discussions so we can learn from one another and come to new understandings of a topic that we couldn’t get to on our own.” |
| **Explain the HOW.** | Explain how you want students to do it. State the steps and/or behavioral expectations.  
  - *Ex:* “Here are the directions for the discussion:  
    - Raise your hand to share a comment or ask a question.  
    - Give each speaker your full attention.  
    - Don’t interrupt others.  
    - Use [hand signal] to agree with a comment that’s been made and [hand signal] to show disagreement or uncertainty.”  
  Post the directions in a place that will be visible throughout the task or activity. If the directions involve multiple steps, “chunk” them by only giving a few at a time. |
| **Model or have students model.** | Particularly if this is a new activity, it may be helpful to demonstrate or act out exactly what it is that students will be doing. |
| **Ask for students’ questions.** | Allow students to ask questions, and re-model if necessary. A good way to prompt students’ questions might be to say: “I might not have explained these directions perfectly. Help me know what I did not explain well” (Shindler, 2010). |
| **Check for understanding.** | Call on students to identify specific steps and behavioral expectations (e.g. expected noise level). |
| **Cue to begin.** | Give students an explicit cue to begin (e.g. “When I say ‘Go,’ you’re going to…”). |


