

## **Self-Management: Lesson Plan**

Level: ESL High Intermediate

Topic: Organizing Class Materials

*Note: Lesson materials drawn in part from [http://hubbs.spps.org/document\\_organizing.html](http://hubbs.spps.org/document_organizing.html)  
(Bridge Project Grant 2010, Hubbs Center, Elizabeth Andress)*

# Table of Contents

---

TIF Self-Management Snapshot .....	2
TIF-ing a Lesson: Pre & Post A-C-E-S Side-by-Side .....	3
TIF-ing a Lesson Grid .....	5
Pre A-C-E-S Lesson Plan .....	6
Pre A-C-E-S Lesson Materials .....	7
Post A-C-E-S Lesson Plan .....	12
Post A-C-E-S Lesson Materials .....	14

## Transitions Integration Framework (TIF) Snapshot

**Self-Management (SM):** Self-management refers to steps, strategies, and skills that individuals can use toward the achievement of goals. Some examples include organizing study materials, setting goals, and monitoring progress. Teaching self-management will prepare learners to succeed in environments where there is little guidance, structure and monitoring.

**Skill 1:**

**SWBAT...** Set realistic goals and work independently to achieve them

**Sub Skills:**

- € a. Identify steps to achieve a goal
- € b. Identify potential obstacles
- € c. Use strategies and resources to overcome obstacles
- € d. Monitor progress in achieving one's goal and make adjustments as needed
- € e. Persevere and stick with a task until completion
- € f. Evaluate the quality of the outcome or product of a task

**Skill 2:**

**SWBAT...** Manage information and materials for one's own learning and goals

**Sub Skills:**

- € a. Identify tools and organizational method (e.g., chronologically, categorically) for the organization of information and/or materials (academic binder with dividers, post-it notes)
- € b. Select and use appropriate organizational tool for given task (personal planner, online calendar)
- € c. Evaluate effectiveness of organization strategy

**Skill 3:**

**SWBAT...** Manage time effectively to complete tasks

**Sub Skills:**

- € a. Identify time demands
- € b. Utilize tools for time management (planner, calendar)
- € c. Prioritize tasks using criteria (negotiable vs. non-negotiable, proximity of deadline, importance) to build efficiency and competence
- € d. Estimate time needed to complete tasks
- € e. Set deadlines
- € f. Evaluate progress and adjust accordingly

## TIF-ing a Lesson: Pre & Post A-C-E-S Side-by-Side

Pre A-C-E-S	Post A-C-E-S
<p><b>Warm-up:</b></p> <ul style="list-style-type: none"> <li>• Ask students (Ss) – “How well are your class materials organized?” Elicit several responses in large group</li> </ul>	<p><b>Warm-up:</b></p> <ul style="list-style-type: none"> <li>• Think-pair-share – Why/what/how questions about organizing documents in Ss’ lives</li> </ul>
<p><b>Introduction:</b></p> <ul style="list-style-type: none"> <li>• Introduce key vocabulary re methods and tools for organizing documents</li> <li>• Show organizing tools – binder, pocket folder, dividers, tabs, etc.</li> <li>• Show well-organized binder of class materials that meets teacher expectations</li> </ul>	<p><b>Introduction:</b></p> <ul style="list-style-type: none"> <li>• Full group discussion – organizing class materials – why, what</li> <li>• Introduce key vocabulary re methods and tools for organizing documents</li> <li>• Show organizing tools</li> <li>• Show example of well-organized binder of class materials</li> <li>• Invite Ss who have organized materials to “show and tell”</li> </ul>
<p><b>Guided Practice:</b></p> <ul style="list-style-type: none"> <li>• Ss read Document Organization Guidelines to themselves</li> <li>• Ss circle target vocabulary in article</li> <li>• Ask comprehension questions, what they need explained</li> <li>• Read guidelines to Ss, pausing to explain as necessary</li> <li>• Hand out and preview document organizing rubric</li> </ul>	<p><b>Guided Practice:</b></p> <ul style="list-style-type: none"> <li>• Ss read Document Organization Guidelines to themselves</li> <li>• Ss highlight target vocabulary in article</li> <li>• S triads discuss comprehension of guidelines and target vocabulary, help each other, identify common difficulties in understanding to ask instructor</li> <li>• Ask each triad to tell one key point they understood from the article, and one thing they need help with for comprehension</li> <li>• Read guidelines to Ss, pausing to explain as necessary</li> <li>• Ss sort student-record cards using various organizing methods</li> <li>• Full group discussion – choosing best method for organizing documents</li> <li>• Hand out and preview document organizing rubric</li> </ul>
<p><b>Independent Practice:</b></p> <ul style="list-style-type: none"> <li>• Ss complete vocabulary worksheet independently, check with partner, check as class</li> <li>• Ss organize class materials in binder per rubric standards; get help from classmates, volunteer, teacher as needed; submit to teacher</li> </ul>	<p><b>Independent Practice:</b></p> <ul style="list-style-type: none"> <li>• Ss complete vocabulary worksheet independently, check with partner, check as class</li> <li>• Ss write about their own current organizing practice/methods/quality</li> <li>• Ss interview two classmates about their current organizing practice, using interview grid</li> <li>• Ss decide on the tools and other strategies they want to use to get and stay organized with class materials, using worksheet</li> <li>• Ss organize class materials in binder per rubric standards, by due date; request help from classmates, volunteer, teacher as needed</li> </ul>
<p><b>Extension:</b></p> <p>NA</p> <p><i>(continued)</i></p>	<p><b>Extension:</b></p> <ul style="list-style-type: none"> <li>• S teams each choose a type of workplace to investigate re documents and how they are organized</li> <li>• Teams make plan for tasks and timeline, per project due date, using plan grid</li> <li>• Teams complete grid re workplace documents; attach document examples</li> <li>• Team member types up table in Word (optional)</li> <li>• S teams present their findings to class, including projecting their completed table on the board</li> </ul>

**Assessment:**

- Teacher (T) or volunteer evaluates each S binder using rubric; returns binder and rubric to S
- Ss review evaluation, make recommended improvements

**Assessment:**

- Ss self-evaluate class document organization using rubric
- Ss evaluate peer's document organization
- Ss show binder to teacher/volunteer, explain organizing method, discuss successes and difficulties; teacher/volunteer completes evaluation rubric
- Repeat student/peer/teacher evaluation with rubric monthly / periodically

**TIF-ed Lesson**

1. The first column describes the lesson components. Normal font represents the original lesson. *Italicized* font represents the TIF complements or additions to the lesson.
2. **Assess** the original lesson to identify where TIF skills are addressed. TIF skills in the original lesson are written in the “Assess” column.
3. **Complement** the lesson by adding elements to the lesson that address additional TIF skills. Additional lesson components are added and the TIF skills addressed in those are written in the “Complement” column.
4. **Evaluate** the outcomes of the lesson, using student evidence, *after* you deliver instruction to your students.
5. **Study** and reflect about what else your students need as well as what you need.

<b>Lesson/Materials Components</b>	<b>Assess</b> (Category, skill, sub skill)	<b>Complement</b> (Category, skill, sub skill)	<b>Evaluate</b> (Student evidence)	<b>Study &amp; Reflect</b>
<u><b>Warm-up:</b></u>	NA	2c		
<u><b>Introduction:</b></u>	2a	2a		
<u><b>Guided Practice:</b></u>	1a	1a 2a, b, c		
<u><b>Independent Practice:</b></u>	1e	1a, b, c, e 2b		
<u><b>Extension:</b></u>	NA	1a 3a, b, d, e, f		
<u><b>Assessment:</b></u>	1d	1d, f 2c		

## **Pre A-C-E-S Lesson Plan**

### **Objectives (General) – Students will be able to:**

1. Identify reasons, methods and tools for organizing class materials.
2. Demonstrate knowledge of vocabulary related to organizing materials.
3. Organize own class materials based on guidelines provided.

### **TIF Objectives:**

- 1.a. Identify steps to achieve a goal
- 1.d. Monitor progress in achieving one's goal and make adjustments as needed
- 1.e. Persevere and stick with a task until completion
- 2.a. Identify tools and organizational method for the organization of information and/or materials

### **Warm up:**

- Ask students (Ss) – “How well are your class materials organized?” Elicit several responses in large group

### **Introduction:**

- Introduce key vocabulary re methods and tools for organizing documents (from Document Organization Guidelines)
- Show organizing tools – binder, pocket folder, dividers, tabs, etc.
- Show well-organized binder of class materials that meets teacher expectations

### **Guided Practice:**

- Ss read Document Organization Guidelines to themselves
- Ss circle target vocabulary in article
- Ask comprehension questions, what they need explained
- Read guidelines to Ss, pausing to explain as necessary
- Hand out and preview document organizing rubric

### **Independent Practice:**

- Ss complete vocabulary worksheet independently, check with partner, check as class
- Ss organize class materials in binder per rubric standards; get help from classmates, volunteer, teacher as needed; submit to teacher

### **Extension:** NA

### **Assessment:**

- Teacher (T) or volunteer evaluates each S binder using rubric; returns binder and rubric to S
- Ss review evaluation, make recommended improvements

**Pre A-C-E-S Lesson Materials:****Warm-up:**

Talk together as a class: How well are your class materials organized?

**Introduction:**

Study these vocabulary:

<i>Word</i>	<i>Part of speech</i>	<i>Meaning</i>
assignment		
chronological		
divider		
document		
due date		
functional		
lined paper		
organized		
pocket folder		
reference		
separate		
spiral notebook		
submit		
syllabus		
tab		
three-ring binder		

## **Guided Practice:**

- A. Read *Document Organization Guidelines* silently.
- B. Circle all the vocabulary words you can find in the article. Read the words in context to help you understand the meaning.
- C. Talk about the article as a class. Ask the teacher any questions you have.
- D. Listen to the teacher read the article.
- E. Do you understand most of the ideas in the article?

## **Document Organization Guidelines**

1. WHY is it important to keep class materials organized? You can:
  - keep track of all assignments so they're completed and turned in on time
  - find materials quickly in class
  - find materials at home when completing assignments or preparing for tests
  - use class material for reference in future classes and jobs
  - develop important skills for work and life – there are many documents at home and in the workplace
2. HOW should I organize my class materials? Choose a method and order that works for you.
  - *Chronological* = in order by date: Put each new document in the *back* of your binder. OR Put each new document in the *front* of your binder.
  - *Functional* = in order by type or use: Make a *section* in your binder for each type of document in class; put each new document in the correct section. Sections may be:
    - Homework to do
    - Homework to submit
    - Current unit materials – readings, vocabulary lists, etc.
    - Class notes
    - Reference documents – syllabus, grammar, spelling, vocabulary, computer-use instructions, etc.
  - *Other*: Any method is OK as long as it works for you!
  - *NOTE*: Make a *separate* binder or folder for each class you have.



3. WHAT tools will help me stay organized?

- 3-ring binder or pocket folders
- spiral notebook or lined paper in binder
- dividers or tabs with labels and/or colors
- backpack/other bag to carry everything in

4. WHEN do I get organized?

- You can
  - organize papers when you receive them in class
  - take 5 minutes to get organized after each class
  - put things in order as soon as you get home OR
  - organize papers when you begin your homework time
- mark the due date on top of each assignment when received
- always bring all class papers to school each day
- at the end of each unit or class, take out materials you do not need and toss or file elsewhere

5. WHO can help?

- if organizing is difficult for you, ask for help from the teacher, a classmate, a family member, a volunteer or a tutor

### Document Organization – Evaluation

*Keeping personal and work documents organized is a key to school and job success.  
Self-evaluation helps you take responsibility for your own actions and reflect on them.*

Evaluation score:

5=very good      4=good      3=so-so      2=not so good      1=not at all

Standards	Score
1. Class papers are organized in a binder or folder.	
2. Materials <i>only from this class</i> are in the binder or folder; other classes are separate.	
3. The student has lined paper or a spiral notebook to take class notes in chronological order.	
4. The student can describe and demonstrate the methods and tools used to organize.	
5. The student can find homework assignments, syllabus and reference documents quickly.	
6. The student brings all documents to class each day.	
TOTAL (total possible = 30)	

#### SUGGESTIONS FOR IMPROVEMENT

---



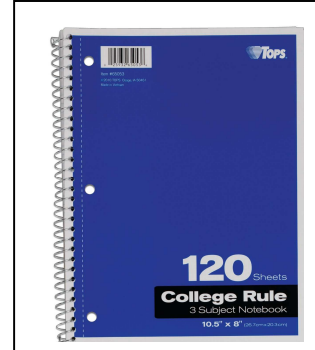
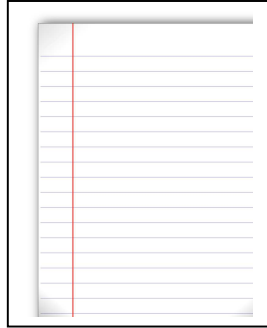
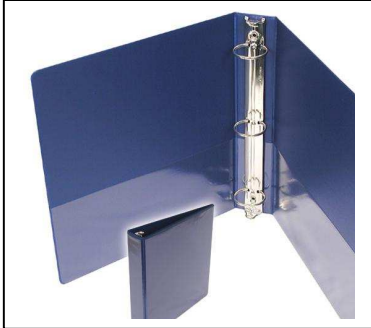
---



---

## Vocabulary Practice

*Instructions: Write the correct vocabulary word under each box.*

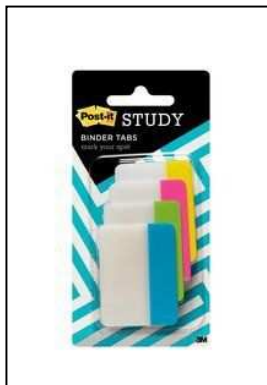


Please submit homework  
by 9/17/14

Not mixed  
together

### **Tabs:**

September 2014  
October 2014  
November 2014  
December 2014



A piece of paper that  
has information on it



### **Tabs:**

Homework due  
Unit materials  
Reference materials  
Notes

A plan for what students  
will learn in a class

Which vocabulary words  
are *not* on this page?

## **Post A-C-E-S Lesson Plan**

### **Objectives (General) – Students will be able to:**

1. Demonstrate critical thinking about reasons, methods and tools for organizing class materials.
2. Demonstrate knowledge of vocabulary related to organizing materials.
3. Gather ideas for organizing from a variety of sources, including peers.
4. Organize items in four different ways – chronological, etc.
5. Choose organizing tools and methods that they prefer.
6. Organize own class materials based on guidelines provided.
7. Evaluate own and peer's organization of class materials per established standards.
8. Make a task and timeline plan with a team to complete a project by a given due date.
9. Organize and present information about document organization in a particular kind of workplace.

### **TIF Objectives:**

- 1.a. Identify steps to achieve a goal
- 1.b. Identify potential obstacles
- 1.c. Use strategies and resources to overcome obstacles
- 1.d. Monitor progress in achieving one's goal and make adjustments as needed
- 1.e. Persevere and stick with a task until completion
- 1.f. Evaluate the quality of the outcome or product of a task
- 2.a. Identify tools and organizational method for the organization of information and/or materials
- 2.b. Select and use appropriate organizational tool for given task
- 2.c. Evaluate effectiveness of organization strategy
- 3.a. Identify time demands
- 3.b. Utilize tools for time management
- 3.d. Estimate time needed to complete tasks
- 3.e. Set deadlines
- 3.f. Evaluate progress and adjust accordingly

### **Warm up:**

- Think-pair-share – Why/what/how questions about organizing documents in Ss' lives

### **Introduction:**

- Full group discussion – organizing class materials – why, what
- Introduce key vocabulary re methods and tools for organizing documents
- Show organizing tools
- Show example of well-organized binder of class materials
- Invite Ss who have organized materials to "show and tell"

### **Guided Practice:**

- Ss read Document Organization Guidelines to themselves
- Ss highlight target vocabulary in article
- S triads discuss comprehension of guidelines and target vocabulary, help each other, identify common difficulties in understanding to ask instructor

- Ask each triad to tell one key point they understood from the article, and one thing they need help with for comprehension
- Read guidelines to Ss, pausing to explain as necessary
- Ss sort student-record cards using various organizing methods
- Full group discussion – choosing best method for organizing documents
- Hand out and preview document organizing rubric

**Independent Practice:**

- Ss complete vocabulary worksheet independently, check with partner, check as class
- Ss write about their own current organizing practice/methods/quality
- Ss interview two classmates about their current organizing practice, using interview grid
- Ss decide on the tools and other strategies they want to use to get and stay organized with class materials, using worksheet
- Ss organize class materials in binder per rubric standards, by due date; request help from classmates, volunteer, teacher as needed

**Extension:**

- S teams each choose a type of workplace to investigate re documents and how they are organized
- Teams make plan for tasks and timeline, per project due date, using plan grid
- Teams complete grid re workplace documents; attach document examples
- Team member types up table in Word (optional)
- S teams present their findings to class, including projecting their completed table on the board

**Assessment:**

- Ss self-evaluate class document organization using rubric
- Ss evaluate peer's document organization
- Ss show binder to teacher/volunteer, explain organizing method, discuss successes and difficulties; teacher/volunteer completes evaluation rubric
- Repeat student/peer/teacher evaluation with rubric monthly / periodically

## **Post A-C-E-S: Lesson Materials**

### **Warm-up:**

*THINK – PAIR – SHARE:*

- A. Think about these questions. Make a few short notes about your ideas.*
- B. Share your ideas with a partner.*
- C. Talk together as a class about your ideas.*

1. What documents do you have to keep organized in your life?
    - At home?
    - At work?
    - Other?
  2. How do you organize them?
  3. Is it easy or difficult for you to organize things and keep them organized?
  4. Do you think it is important to keep documents organized? If so, why? If not, why not?
- 

### **Introduction:**

Talk together as a class:

- What kinds of materials do we have in this class?
- Why is it important to organize your materials for this class?
- If you go to college or other training in the future, do you think it will be important to organize your materials?

## Vocabulary

Study these vocabulary. Add any other words that you need about organizing materials.

<i>Word</i>	<i>Part of speech</i>	<i>Meaning</i>
<b>Tools for organizing</b>		
pocket folder		
spiral notebook		
three-ring binder		
lined paper		
divider		
tab		
<b>Types of documents</b>		
document		
syllabus		
assignment		
reference		
<b>Ways to organize</b>		
chronological		
functional		
<b>Other key terms</b>		
organized		
separate		
due date		
submit		

**Guided Practice:**

- A. Read *Document Organization Guidelines* silently.
- B. Use a highlighter to mark all the vocabulary words you can find in the article. Read the words in context to help you understand the meaning.
- C. Make a group of three students. Talk together about what you understand in the article. Help each other understand. Decide what you need to ask the teacher – what *don't* you understand?
- D. Talk about the article as a class. Ask the teacher any questions you have.
- E. Listen to the teacher read the article.
- F. Do you understand most of the ideas in the article?

**Document Organization Guidelines**

1. WHY is it important to keep class materials organized? You can:
  - a. keep track of all assignments so they're completed and turned in on time
  - b. find materials quickly in class
  - c. find materials at home when completing assignments or preparing for tests
  - d. use class material for reference in future classes and jobs
  - e. develop important skills for work and life – there are many documents at home and in the workplace
2. HOW should I organize my class materials? Choose a method and order that works for you.
  - a. *Chronological* = in order by date: Put each new document in the *back* of your binder. OR Put each new document in the *front* of your binder.
  - b. *Functional* = in order by type or use: Make a *section* in your binder for each type of document in class; put each new document in the correct section. Sections may be:
    - i. Homework to do
    - ii. Homework to submit
    - iii. Current unit materials – readings, vocabulary lists, etc.
    - iv. Class notes
    - v. Reference documents – syllabus, grammar, spelling, vocabulary, computer-use instructions, etc.
  - c. *Other*: Any method is OK as long as it works for you!
  - d. *NOTE*: Make a *separate* binder or folder for each class you have.



3. WHAT tools will help me stay organized?
  - a. 3-ring binder or pocket folders
  - b. spiral notebook or lined paper in binder
  - c. dividers or tabs with labels and/or colors
  - d. backpack/other bag to carry everything in
4. WHEN do I get organized?
  - a. You can
    - i. organize papers when you receive them in class
    - ii. take 5 minutes to get organized after each class
    - iii. put things in order as soon as you get home OR
    - iv. organize papers when you begin your homework time
  - b. mark the due date on top of each assignment when received
  - c. always bring all class papers to school each day
  - d. at the end of each unit or class, take out materials you do not need and toss or file elsewhere
5. WHO can help?
  - a. if organizing is difficult for you, ask for help from the teacher, a classmate, a family member, a volunteer or a tutor

## Organizing Information and Documents

There are many ways to organize information and documents. Think of an example where each organizing method is used. Are there other methods? Add them to the chart, with examples.

Method	Definition	Example
alphabetical	in a-to-z order	
numerical	in number order	
chronological	in order by date	
functional	in order by type or use	

### PRACTICE:

Practice each of these ways of organizing. Cut out the student information cards on the next page. The teacher will tell you an organizing method and you arrange the cards on the table in that order. Then switch to another method, until you have tried all the methods.

### DISCUSS:

- a. What do you think is the best way to organize the student cards? Why?
- b. How do you choose the best method for organizing information or documents?

**Practice – Student Information Cards**

ID #: 571294 Name: Parks, Alyssa Start date: 9/7/2010 Primary need: reading	ID #: 197423 Name: Turner, Donna Start date: 9/4/2008 Primary need: science
ID #: 177429 Name: Hassan, Abdi Start date: 12/2/2009 Primary need: writing	ID #: 422522 Name: Clark, Anthony Start date: 4/4/2011 Primary need: writing
ID #: 142998 Name: Johnson, Latesha Start date: 5/27/2010 Primary need: reading	ID #: 111245 Name: Birru, Abayneh Start date: 2/17/2010 Primary need: math
ID #: 227644 Name: Xiong, Mai Start date: 1/6/2011 Primary need: math	ID #: 765419 Name: Nguyen, Julie Start date: 12/2/2010 Primary need: writing
ID #: 176255 Name: Htoo, Soe Start date: 3/4/2011 Primary need: science	ID #: 156444 Name: Jackson, Gary Start date: 6/20/2009 Primary need: reading

**Document Organization – Evaluation**      DUE \_\_\_\_\_

*Keeping personal and work documents organized is a key to school and job success.  
Self-evaluation helps you take responsibility for your own actions and reflect on them.*

- A. Look at your class materials today. Evaluate yourself on the chart below.
- B. Use methods and tools from class to improve your organization per the standards below. Finish organizing your materials by the due date.
- C. Evaluate yourself again. Give yourself scores and one suggestion for more improvement.
- D. Ask a classmate or "peer" to evaluate your organization of materials – scores and a suggestion.
- E. Show and tell about your binder to the teacher or volunteer for evaluation – scores and a suggestion.
- F. Make a plan to evaluate your document organization each month!

Next to each item, give an evaluation score:

5=very good      4=good      3=so-so      2=not so good      1=not at all

Standards	Self	Self	Peer	Tchr.
1. Class papers are organized in a binder or folder.				
2. Materials <i>only from this class</i> are in the binder or folder; other classes are separate.				
3. The student has lined paper or a spiral notebook to take class notes in chronological order.				
4. The student can describe and demonstrate the methods and tools used to organize.				
5. The student can find homework assignments, syllabus and reference documents quickly.				
6. The student brings all documents to class each day.				
TOTAL (total possible = 30)				

**SUGGESTIONS FOR IMPROVEMENT**

Self: \_\_\_\_\_

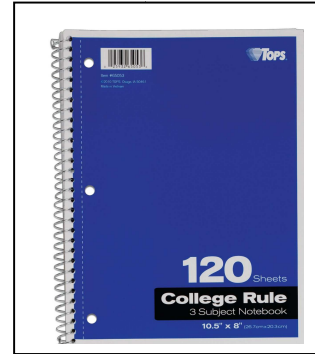
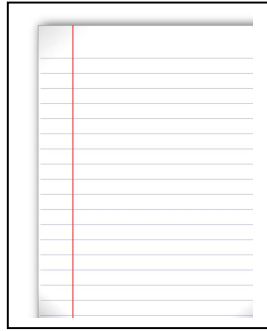
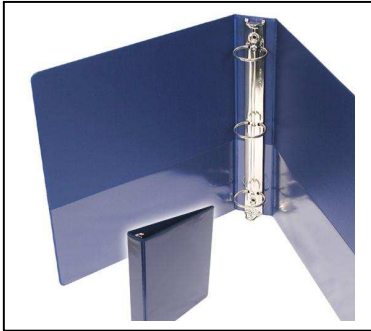
Peer: \_\_\_\_\_

Teacher: \_\_\_\_\_

## Independent Practice:

### Vocabulary Practice

*Instructions: Write the correct vocabulary word under each box.*

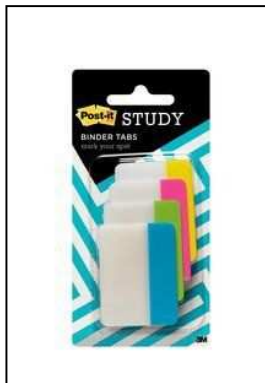


Please submit homework  
by 9/17/14

Not mixed  
together

#### **Tabs:**

September 2014  
October 2014  
November 2014  
December 2014



A piece of paper that  
has information on it



#### **Tabs:**

Homework due  
Unit materials  
Reference materials  
Notes

A plan for what students  
will learn in a class

Which vocabulary words  
are *not* on this page?

## Getting Organized

- A. Write your ideas about each question below in the "Self" column.  
 B. Then interview two classmates and make notes about their ideas.  
 C. Ask follow-up questions: Can you tell me more? Can you show me? What do you mean?

Question	Self	Classmate	Classmate
1. Is it easy, so-so or difficult for you to keep your documents organized? What is easy? What is difficult?			
2. How do you organize your class materials now? What methods and tools do you use?			
3. What ideas do you have for improving your document organization? What methods and tools do you want to use?			
4. What help do you need to get organized? Who can help you?			

## Organizing Plan

## Tools and Methods

*Think about the tools and methods you have learned in class. Visit an office supply store or on-line store for more ideas. Choose tools that fit your needs and your budget.*

1. How will you hold all of your documents for this class?

- ☐ Three-ring binder
- ☐ Pocket folder
- ☐ Other: \_\_\_\_\_

2. How will you organize your documents?

- ☐ Chronological – each day put new papers in the *back*
- ☐ Backwards chronological – each day put new papers in the *front*
- ☐ Functional – by type of document
- ☐ By unit
- ☐ Other: \_\_\_\_\_

3. How will you mark or divide sections?

- ☐ Dividers with labels
- ☐ Tabs
- ☐ Color paper
- ☐ Clips
- ☐ Other: \_\_\_\_\_

4. Other tools or methods you will use: \_\_\_\_\_

\_\_\_\_\_

5. What help do you need? Who will you ask for help? When? \_\_\_\_\_

\_\_\_\_\_

## Staying Organized

6. When will you organize your materials?

- ☐ In class as I receive papers
- ☐ Immediately after class, at school
- ☐ When I get home
- ☐ When I do my homework
- ☐ Other \_\_\_\_\_

7. What may be *obstacles* (difficult things) to staying organized?

- ☐ I may forget to organize each day.
- ☐ I may be too busy and don't take the time to organize each day.
- ☐ I don't have a good organizing method.
- ☐ I don't have the tools I need.
- ☐ Other \_\_\_\_\_

8. Any other ideas so you can be successful now and in the future with organizing your \_\_\_\_\_ materials \_\_\_\_\_ for \_\_\_\_\_ this \_\_\_\_\_ class?

---

---

---

NOW: Organize your materials per your plan above. Then you will use the evaluation form to evaluate yourself and get feedback from others. Good luck!



**Extension:****Documents in the Workplace****DUE DATE:** \_\_\_\_\_*Instructions:*

1. *Make a team of 2 to 4 students.*
2. *Choose a type of workplace that interests you – where you work now or where you may want to work in the future. Examples: restaurant, medical clinic, taxi company.*
3. *Your project is to find out what kinds of documents are used in that kind of workplace and how they are organized. Some may be paper files; some may be on computer.*
4. *Think about what you already know from your experience.*
5. *Use the chart on the back to write the information.*
6. *Make a plan with your team about how you will get more information. Options:*
  - *Talk to a friend or family member who has a job in this kind of workplace.*
  - *Ask your supervisor or manager.*
  - *Visit a workplace and talk to an employee or manager.*
  - *Look on the internet. Visit the library. Read books or articles.*

**OUR TEAM PLAN:****DUE DATE --** \_\_\_\_\_

What	Who	By When

<i>Example</i> <i>Ask wife (she works in clinic)</i>	<i>Abdi</i>	<i>9/21</i>
---	-------------	-------------

7. *Write all the information in the chart on the back. Get examples of documents if possible.*
8. *When you finish, you may choose to type the information in Microsoft Word (optional).*
9. *Present your information to the class. Show your chart on the board and teach your classmates about document organization in this kind of workplace.*

*10. Reflect – How was your teamwork? Did you learn some interesting new information?*

## Documents in the Workplace

Type of Workplace: \_\_\_\_\_

Type of document	How it is organized	Why it is important

<i>Example (in a restaurant): Food purchase invoices</i>	<i>Alphabetical by vendor Backwards chronological in each vendor file</i>	<i>In case customers get sick from food, can easily find records of purchases, possible source of illness</i>
--	---	---

