

PROCEDURE WRITING

The purpose is to inform and to direct on how to do something, or how to achieve a goal.

PROCEDURE

(This is an example procedure as format & terms differ between subjects)

- Goal/Aim** -what is to be done?
- Requirements** -what is needed to complete this task?
 (a) tools, instruments, utensils etc.
 (b) data, ingredients, parts etc.
- Steps** -first step to last step
 (a) what is to be done?
 (b) how it is to be done?
- Safety Considerations** -specific safety to be adhered to
- Evaluation/ Testing** -was the goal achieved?
 -Could the goal be achieved better?

STEPS FOR TEACHING PROCEDURES

POSSIBLE STRATEGIES TO USE

1 GATHERING INFORMATION

The first stage where information required is determined and gaps in students' knowledge are filled.

Brain Storming/Mind Map

1. Students brainstorm the steps of a task using a mind map.
2. Students then sequence the steps.

Research

Research relevant information

2 SEQUENCING

The second stage where information gathered is ordered or sequenced in a logical manner.

Think-Pair-Share

1. **Think** – Individual students develop and sequence steps.
2. **Pair** – In pairs discuss each student's ideas, modify where appropriate.
3. **Share**/discuss responses with the whole class, modify where appropriate.

Text Reconstruction – small group or class activity

1. Students are given one step from a sequence of steps on a slip of paper.
 2. Students arrange the steps in sequential order. Debate on the order is encouraged.
- Or
1. Students are given the steps of a task out of sequence.

3 CHECKING

The final stage where sequenced information is checked for accurate order.

Hot Potato

1. Each group is given a sheet of paper and write the first step of a simple task.
2. The sheet is then passed onto another group & the second step is added, this is repeated until all the steps are completed.
3. Groups evaluate the best sequence and discuss results.

Compare & Contrast

Different sequences to establish the best possible sequence.

	Sequence 1	Sequence 2
Plus		
Minus		
Interesting		

PMI

Students evaluate each others work using the PMI strategy.

SAMPLE ONE – Manual Arts... Procedure to construct a ...

Title

Diagram

A photo, sketch or drawing of the completed article

Aims, goals

To construct a ...

Page 1 – Cover

Materials, requirements, equipment

Eg. Subtitles

Materials

Hand Tools

Machines

All items are to be listed under the appropriate subtitle, eg:

Hand Tools

- Try Square
- Steel Rule
- 12mm Chisel
- Wooden Mallet

Page 2

Procedure, method

Step 1.

...

...

...

...

...

Step. 16....

Each step is written in point form and begin with an action verb, eg:

Step 8. Remove the waste material from the housing joint using a 12mm chisel and wooden mallet.

Page 3

Safety Considerations

A list of safety considerations to be aware of, eg:

Either hold the chisel with two hands or hold the chisel in one hand and a wooden mallet in the other to avoid injury.

Evaluation

Students evaluate their project and progress, eg:

- What difficulties did I encounter?
- What should I do differently next time & why?
- What are the good points about my project?
- What did I do well?

Page 4

SAMPLE TWO – English... "How to..." page for a magazine

- Eg.
- "How to play softball..."
- "How to plan a romantic picnic"
- "How to create a superhero"
1. Show finished model of written procedures to students
 2. Gathering information:
 - **brainstorming/mind-map** what students know about softball/picnics/ superheroes, then ask "What information is still missing?" to identify gaps in knowledge
 - **research** to gather additional information/to clarify understanding
 3. Sequencing Information:
 - use **listen think pair share** with students to begin the process of placing information in a logical order – eg. romantic picnic – place tablecloth on ground before arranging food on tablecloth
 - use **hot potato** with whole class divided into small groups of students – each group writes first step for playing softball, eg. divide participants into two teams of even numbers, then pass their piece of paper in a clockwise direction to the next group; each group writes second step and so on.
 - Students write a draft of their own procedures for the task
 - Nb. Most procedures rely heavily on action verbs at the beginning of each sentence. Eg. "Divide participants", "spread the tablecloth", "arm your superhero with dual lasers". Have students incorporate this use of verbs.
 4. Checking Procedures:
 - **compare and contrast** two sets of procedures eg. using procedures for how to play softball, provide each student with a sheet containing two sets of instructions. Students apply a **PMI** to each set of procedures to determine which set of procedures works best and is most appropriate.
 - students to check their own set of procedures, including the use of action verbs
 - an additional useful (and quick) activity to reinforce the importance of trialling sets of procedures is to have students in pairs sitting back to back – Student A has a simple diagram, Student B has a blank piece of paper; Student A has to provide verbal instructions to enable Student B to reproduce the diagram on the blank paper. At no point is Student B allowed to see the original diagram. Success can be judged by how closely Student B's diagram resembles Student A's.