REFERENCE MATERIALS LESSON PLAN
(IDENTIFYING & ACCESSING VA LAWS, REGULATIONS, AND PROCEDURAL DIRECTIVES)

PREREQUISITE TRAINING

Prior to this training the trainees must have completed the *Tour of the C&P Website* lesson.

PURPOSE OF LESSON

Introduce trainees to VSR reference materials (including VA laws, regulations, manuals, and directives), as well as the tools for accessing those references (including *WARMS* and the Intranet), so that by the end of this lesson they will be able to:

PP#2-4

- Competently discuss the importance of developing a good working knowledge of the manuals and CFRs.

- Correctly list the main topics found in M21-1, Parts 1 through 7, and the Manual Rewrite.

- Properly cite a reference under 38 CFR, M21-1, and M21-1MR.

- Demonstrate *WARMS* system skills, including opening the application, selecting an index, performing a subject search, and retrieving reference documents.

- Demonstrate reference retrieval skills using both *WARMS* and the *Publications* page on the *C&P Intranet* to successfully complete the practical exercises in their student handouts.

TIME REQUIRED

8 hours

INSTRUCTIONAL METHOD

Lecture, participatory discussion, instructor demonstration, and group practical exercise

MATERIALS/ TRAINING AIDS

- Computers with Intranet access for all students.

- *Reference Materials Trainee Handouts*

- *Reference Materials PowerPoint Presentation*

INSTRUCTOR

Print trainee handouts (from the website) prior to class.

October 2008

PREPARATION

Instructor's note: A working knowledge of *WARMS* and the *Publications* page of the *C&P Intranet* site is essential, as practical application exercises and demonstrations are interspersed throughout the duration of the lesson. Both the *WARMS* and *Intranet User Guides* are available online if you need refresher training prior to teaching this topic. These user guides may also be a useful resource for trainees who take longer to exhibit mastery of the technical tools introduced in this lesson.

Be sure to allow enough time for the trainees to complete the review exercises at the end of this training session.

Important: Be sure to allow time for sufficient breaks. Generally, 10 minutes of break time for every 50 minutes of lesson time will maximize student learning and participation. Because this lesson is broken into hour and a half long sections, it may work best to allow for a 15 minute break between each topic as well as offering stand-up-and-stretch breaks as needed.

INTRODUCTION

Introduce yourself and inform participants of the lesson topic.

The purpose of this lesson is to introduce the trainees to the content of relevant reference sources, as well as to the tools for accessing those references.

MOTIVATION

Use the scenario of baking a wedding cake or building a porch without any prior experience, knowledge or instructions to follow. Explain that even with all the materials available, these activities would be very difficult and prone to errors and possible failure if you didn't have proper guidelines or instructions. Ask the trainees, *Then why do we believe we can complete complex functions in our jobs without a good knowledge of our resources for information?*

TOPIC ONE: LEARNING ABOUT VA REFERENCES

TOPIC OBJECTIVES

The trainee will:

- Competently discuss the importance of developing a good working knowledge of the manuals and CFRs.

- Correctly list the main topics found in M21-1, parts 1 through 7 and the Manual Rewrite.

- Correctly cite a 38 CFR regulation.

- Correctly cite a M21-1 reference.

- Correctly cite a M21-1MR reference

TIME REQUIRED	1 hour 45 minutes (Breakdown: 1 hour lecture and group review; 45 minutes individual review exercise)

REFERENCES

- Title 38 U.S. Code

- 38 Code of Federal Regulations

- M21-1, all parts

- M21-1MR, all parts

- C&P Fast Letters

- VSR Handbook

- TL 05-03, Manual Rewrite

TEACHING POINTS

- Why References Are Important

- Precedence of VBA Laws, Regulations, and Directives

- VA Directives Overview: 38 CFR, M21-1 and M21-1MR All Parts, and Fast Letters

- Citing 38 CFR Regulations, M21-1 and M21-1MR References

- Other Reference Resources

Why References are Important

Ask trainees: *Why is it important to you to develop a good working knowledge of VA references?*

On the easel or dry erase board, list and discuss reasons given. Solicit additional reasons why understanding how to locate information will benefit the trainees on their jobs. Possible answers:

- Improves quality

PP#5

- Increases timeliness

PP#6
- Helps veterans

- Job Satisfaction/Enjoyment

- Stress Reduction

- Promotion potential (VSR Certification Test)

Reveal the list on the slide and encourage discussion.

Discuss the importance of developing a good working knowledge of the manuals and CFRs early in the trainees' career. Emphasize that developing effective research practices now will affect their ability to succeed in *all* phases of their career.

Remind trainees that they are not required to memorize manual references, but they do have to know where to go when information is needed.

Precedence of VBA Laws, Regulations, and Procedures

Review the source of VA laws, regulations, and procedural directives. Note the precedence of VBA References with trainees.

PP#7

Refer trainees to the *Precedence Chart of VBA References Trainee Handout,* and review for comprehension.

Explain that all actions taken in processing VA claims have some basis in the law.

Emphasize to trainees that *Article I, Section I* of the *Constitution* established the Congress. It reads:

"All legislative Powers herein granted shall be vested in a Congress of the United States, which shall consist of a Senate and House of Representatives."

Congress passes laws and legislation about veterans which are signed into law by The President. These are codified as *Title 38 United States Code (U.S.C.),* which is interpreted by VA in *38 Code of Federal Regulations* (C.F.R.) from which policy & procedural instructions are given in Manuals and VBA Fast Letters. Manuals and Fast Letters are a system of listing adjustments to current procedures. They also introduce new laws before they become regulations.

With trainees, discuss the difference between regulations and manuals: the 38 CFR tells us "why" while the M21-1 and Fast Letters tell us "how." Both come from the U.S. Code.

Note to trainees that the Constitution considers veteran's benefits to be property rights. Therefore, this right cannot be denied or taken away without proper due process (or notice). Due process requirements were established by the 5th and 14th Amendments.

VA and Title 38 United States Code (USC): 38 Code of Federal Regulations (CFR)	Refer trainees to page 5 of 18, *VA and Title 38 United States Code (USC): The Regulations*, and discuss with the trainees.

Instructor Idea: To give students practice in finding information on the Publications page, go through this activity with them. Have them use their own computers as you demonstrate:

Locate the USC on the Publications Page by clicking on the third link titled "U.S.C. Cornell" in the upper left hand corner, under "U.S.C. & Public Laws." That will bring up Title 38, Veterans Benefits. By then going to "Part II: General Benefits", Chapter 11: Service Connected Disability or Death", Subchapter II, Wartime Disability Compensation, §1110.Basic Entitlement, the student can see what the code actually states. Other examples can also be used |
| *Focus: 38 CFR*

PP#8-9 | Explain that VSRs will primarily use Part 3 of 38 CFR, also known as "the regulations." The Rating Board utilizes Part 4, and VSRs probably will not have a personal copy of Part 4. However, Part 4 can be accessed on the C&P Homepage under Publications.

Emphasize that every law change is issued with a "transmittal sheet" that describes the change and how it impacts the regulations. These transmittal sheets (historical and current) provide very useful information in learning the evolution of law and procedural changes.

Discuss the regulation numbering system. Illustrate that 38 CFR is organized in numerical order from 3.1 to 3.2600. Therefore, 3.159 is the 159th regulation in Part 3. So, if you were looking for 3.159, it would come after 3.57 (the 57th regulation) but before 3.557 (the 557th regulation). |
| *Citing a 38 CFR Regulation* | Display the powerpoint slide demonstrating the appropriate way to cite a 38 CFR reference (i.e., 38 CFR 3.159 (b)(2)). Using the easel or dry erase board, do two or three additional examples of reference citations. You may choose to ask trainees to read out loud a complete citation you write, and or you might ask trainees to write |

out a citation based on information you provide.

PP# 10-11

Remember, the skill being practiced here is merely learning how to properly cite a CFR reference, not find the regulation itself.

Check for comprehension (i.e., ask for questions, have students summarize key points, review handouts outloud, etc.).

Focus: M21-1

PP#12-19

Refer trainees to page 6 of 18, the discussion of the M21-1, Procedural guide of adjudication. Discuss the organization of the M21-1 Manuals.

Illustrate that M21-1 is organized into parts, chapters, and sections.

Review the contents of each part of the M21-1 using the corresponding slide.

Emphasize to trainees that the *Appendices* in Part I are particularly helpful because they contain rate tables and codes, including entitlement codes, dependency codes, reason codes, and special law codes. Note to trainees that they will need to refer to these codes when deciphering information in *SHARE* and when they begin processing awards.

Emphasize to trainees that *Part II* contained clerical procedures to include instructions for establishing claims, folder establishment, etc. Most of this part has been rescinded and they should now refer to the Manual Rewrite version for this information.

Emphasize to trainees that *Part III* was the *Development Guide* where they would have found guidance on development criteria for requesting federal and non-federal records. Most of this part has been rescinded as well and they should now refer to the Manual Rewrite version for this information.

Emphasize to trainees that *Part IV* was sometimes called the "VSR Pot of Gold" or the "VSR Bible" because it contained instructions on how to process awards and adjudicate nearly every type of claim VSRs will encounter. There are still several chapters that are current in this part.

Emphasize to trainees that *Part V*, though called *Computer Processing*, only has how-to information for BDN. Indicate to trainees that if they have questions regarding technical aspects of

MAP-D, COVERS, PIES, SHARE, or other systems, they must refer to that program's particular user manual.

Emphasize to trainess that *Part VI* used to deal with the Rating Board procedures, and is available for historical purposes only.

Emphasize to trainees that *Part VII*, **Direct Services Activities,** contains information on public contact and outreach services.

Part VIII is **Fiduciary and Field Activities**. It has been completely rescinded and is available for historical purposes only.

Remind trainees that when they are searching for a manual reference, the most relevant "hits" will usually come from either *Part III* or *Part IV*. Indicate to trainees that this point will become important later in the *WARMS* section of this lesson.

Citing an M21-1 manual reference **PP#20-21**	Display the PowerPoint slide demonstrating the appropriate way to cite a manual reference (i.e., M21-1MR, Part I, Subpart ii, A). Using the easel or dry erase board, do two or three additional examples of reference citations. You may choose to ask trainees to read out loud a complete citation you write, and or you might ask trainees to write out a citation based on information you provide. Remember, the skill being practiced here is merely learning how to properly cite a manual reference, not find the reference itself. Check for comprehension.
Focus: M21-1MR *Refer trainees to TL 05-03 on the C&P Publications Page* **PP# 22-26**	Refer trainees to Page 7, 8 and 9 of Trainee Handouts. Discuss the background of the M21-1MR and the organization. Illustrate that M21-1MR is organized into parts, subparts, chapters, sections, topics and blocks. Explain that the M21-1MR is organized by benefit type (i.e., Compensation, Pension, DIC, etc.) unlike the M21-1, which is organized by type of action (i.e. development, authorization, rating, etc.). Review the contents of each part of the M21-1MR using the corresponding slides. **NOTE: You should provide a copy of slides # 23-26 to your**

PP#26-42

trainees since these may be difficult to read on the overhead projector.

Explain the Manual Rewrite project, and review with trainees which sections have been rewritten so far.

Citing an M21-1MR manual reference

Inform trainees that rewritten sections of the M21-1 have been marked "historical" and grayed out on the Publications page of the C&P Intranet website (review slide #28).

Display the PowerPoint slide demonstrating the appropriate way to cite a manual reference (i.e., M21-1MR, Part I, Subpart ii, A). Using the easel or dry erase board, do two or three additional examples of reference citations. You may choose to ask trainees to read out loud a complete citation you write, and or you might ask trainees to write out a citation based on information you provide.

PP#43

Remember, the skill being practiced here is merely learning how to properly cite a manual reference, not find the reference itself. Check for comprehension.

Focus: VBA Circulars and Fast Letters

Explain the purpose of Fast Letters are to issue adjustments to VA's current procedures.

PP# 44-46

Explain that previous VBA Circulars are no longer issued. The last issuance of a VBA Circular was in 1998. The circulars were replaced by Fast Letters which now serve the same purpose as the circulars.

The Fast Letter numbering system shows the year and the number of the letter. Therefore, FL 04-17 is the 17th letter of 2004.

Discuss the use of Fast Letters to issue "real time" procedural directives to respond to CAVC decisions, law changes, etc. Indicate to trainees that procedures outlined in Fast Letters are usually written into the M21-1. Fast Letters can be self rescinding, can rescind each other, or can be rescinded by a manual change.

Discuss other references that are available such as the VSR Handbook, VSR Assistant, Advisor, etc, and show the trainees

where these references are located on the C&P Publications Page.

Citing VA References Group Review Exercise

Explain that it is essential for the VSR to be thoroughly familiar with how various materials are designed, and the appropriate way to refer to each source.

Read the following references out loud and have trainees guide the instructor in writing down each citation on the easel or dry erase board:

- Part 3 chapter 5 of the M21-1 section 14, issue b, point 2 (M21-1 III 5.14 b (2))

- Part 6 chapter 4 of the M21-1, section 3, issue d, point 1 (M21-1 VI 4.03 d (1))

- M21-1MR, Part III, Subpart ii, Chapter 3, Section A, Topic 1, Block c (M21-1MR Part III.ii3.A.1.c)

- Section d, point 4, of the 12th regulation in the 38 CFR (38 CFR 3.12 (d)(4))

- The 92nd fast letter issued in 2000 (FL 00-92)

Review the types of information available in each reference. Review that 38 CFR tells us why, M21-1 tells us how, and fast letters provide real time procedural directives in response to law changes, CAVC decisions, etc. Remind trainees that all regulations and directives stem from the U.S. Code.

Check for comprehension.

REVIEW EXERCISE

REVIEW

Refer trainees to the *Learning About VA References Review Exercise Trainee Handout* and have trainees complete the exercise individually.

Review and discuss answers to reinforce trainee understanding. Answers to the exercise are located separately.

TOPIC 2: ACCESSING WARMS

OBJECTIVES   The purpose of this lesson is to introduce trainees to *WARMS* as a VSR reference resource and allow them to practice their reference retrieval skills so that by the end of this lesson the trainee will:

- Correctly define *WARMS*.

- Successfully find the *WARMS* website.

- Cooperatively list pros and cons of using the *WARMS* reference retrieval system.

TIME REQUIRED   2 hour 30 minutes (Breakdown: 15 minutes lecture; 30 minutes demonstration; 30 minutes individual practice; 15 minutes group discussion and review; 1 hour practice).

TEACHING POINTS
- What is WARMS?

- Searching in WARMS

- Individual practice

- Inform students that online VA references are updated daily. Indicate to students that this makes the WARMS references the most up-to-date versions available.

What is WARMS?   Ask trainees to guess what *WARMS* stands for (Answer: *Web Automated Reference Material System).*   Explain that *WARMS* is an online version for reference materials retrieval.   A benefit of *WARMS* is that anyone, including veterans and out-based employees, can access it – you do not have to be logged on within the VA firewall to view these materials.

PP#48-49

Reveal slide with the *WARMS* address:

http://www.warms.vba.va.gov

Instructor note: Very Important: At this point, the slide show section of this lesson has been completed except for the summary.   It is now time for instructor demonstration. While you are reviewing the following W*ARMS* access points, you should be demonstrating each one on the projection screen using W*ARMS* on the instructor computer.

WARMS Query   Type in the selected subject you want to search.

Selecting an index   Inform trainees that prior to searching in W*ARMS*, they must first select at least one index from which the computer will retrieve the

search results.

To select an index, go to Select the *WARMS* Document Database to Search.   Select Index (it would most commonly be the Compensation and Pension (Admin 21)) and select what you databases to be searched.

Remind trainees that the entire *WARMS* database can be searched.

Take a minute to ask trainees to brainstorm positives and negatives associated with searching more than one index for information at the same time.

Possible answers:

Positive:

- more data available in one shot

- does not limit the search to C&P materials – can search any business line's manuals and regs

- doing a subject search in multiple indexes is useful if you have no idea where to start

Negative:

- so much information could be confusing

- there is a minimum knowledge requirement – you still have to know where to look to get the correct answer

Instructor Search Demonstration: "Agent Orange"	Demonstrate three searches to the trainees. First, perform a search for *agent orange*. Note the number of hits received on this search and the quality of the references retrieved. Next, search for *agent* only. Note the number of hits received on this search and the quality of the references retrieved. Finally, search for *orange* only. Note the number of hits received on this search and the quality of the references retrieved. Illustrate to trainees the comparative success of search results of using *agent* versus *agent orange* versus *orange*. Show trainees that *orang*e was the most successful search, providing the most manageable amount of relevant references.

Instructor note: If the class appears to have difficulty understanding the search functions in *WARMS*, you may wish to do another demonstration example before allowing them to start practicing on their own.

Individual practice time: WARMS

Allow trainees to locate *WARMS* on their own computers and practice retrieving references using search criteria of their own choosing. While trainees are searching, you may want to walk around the room and observe their progress and answer any questions.

Possible searches to suggest to students who need inspiration might include ionizing radiation, personal trauma, combat, wartime, income exclusions, other than honorable, presumptive conditions, and flying tigers.

Allow 10-15 minutes individual practice time.

Group Discussion and Review

Once trainees have practiced using *WARMS* to retrieve references, instruct them to break into small groups (3 or 4 students to a group, depending on class size). Have groups discuss their experiences using the *WARMS* system for looking up references, making sure they bring up what worked well and what was difficult to understand. Instruct trainees to give specific examples of both positive and negative aspects of this reference retrieval system.

Allow 10 minutes for this discussion.

Bring groups back together as a class and discuss answers as a class. You may wish to utilize the easel or dry erase board to facilitate discussion.

Emphasize to students that *WARMS* is a tool that helps the VSR negotiate the myriad of references necessary for completing our daily workload. It is important to know how to use the system, as well as their limitations.

Check for comprehension.

TOPIC THREE: THE PUBLICATIONS PAGE AS A REFERENCE RESOURCE

OBJECTIVES

The trainee will:

- Successfully find online versions of the 38 CFR, M21-1, M21-1MR, Fast Letters, and other reference resources through links on the *Publications* page of the C&P Intranet.

- Accurately list at least six different reference resources found on the Publications page.

- Successfully complete individual review exercise by using the Publications page of the C&P Intranet to retrieve references in the 38 CFR, M21-1, M21-1MR, and Fast Letters.

- Cooperatively list pros and cons of using the *Publications* page reference retrieval system.

TIME REQUIRED   1 hour 30 minutes (Breakdown: 30 minutes instructor demonstration; 1 hour practice).

REFERENCES   ▪ Intranet user guide.

TEACHING POINTS   ▪ Accessing the *Publications* Page

▪ Available online reference materials

▪ Searching online using *Fast Find*

▪ Searching online using *Advanced Intranet Search*

▪ Searching online using the *Table of Contents*

Accessing the Publications Page

Demonstrate to students how to open the *Publications* page of the C&P intranet by opening Internet explorer, going to the C&P homepage, and selecting *Publications*.

Students may wish to follow along on their own computers as you navigate the Publications page; it is the instructors preference whether they follow as you demonstrate or wait until the demonstration is completed before they begin using their own computers.

Inform students that the *Publications* page of the C&P website may be accessed at the following web address:

http://vbaw.vba.va.gov/bl/21/publicat/index.htm

Available online reference materials

Inform students that all VA references are available online. Review the content of the Publications page with students by quickly reading the available links down the page.

Have trainees verbally list resources found on the Publications page that they may use as a VSR. Make sure the list includes the 38 U.S.C, the 38 CFR, the M21-1, the M21-1MR, the M21-4, *Fast Letters, CAVC Decision Assessment Documents, General Counsel Precedent Opinions (Precedent GCOP), Forms, User Guides, WARMS, Rate tables, Directory* (under Goodies), and *Zip Codes,* research and reference links (under Research Tools).

Emphasize to students that the reference materials on the Publications page were recently updated with easier and more user friendly links. Note to students that this new organization may help them decipher what type of reference they are opening if they get confused.

Searching online using the Fast Find

Inform trainees that the *Fast Find* feature is the quickest way to pull up a 38 CFR and M21-1 manual reference if they already know the citation of the reference they are seeking.

Demonstrate the different tools found in the "*M21-1MR User Tools*", to search references found in the Manual Rewrite.

Demonstrate which link leads to the 38 CFR *Fast Find*. Type in an example citation (for example, 3.159) and show students how

quickly the reference is retrieved.

Demonstrate which link leads to the Manuals *Fast Find*. Type in an example citation (for example, M21-1, Part III, Chapter 11.09 and show students how quickly the reference is retrieved.

Generate discussion with students by asking, *What circumstances can you think of where you might already know the reference citation?* (Possible answers might include if the citation is in your notes or on a job aid, if you are "N'd" on an award, if you ask someone and they give you the reference but not the answer.)

Transition	Tell trainees that although the *Fast Find* is useful, most of the time when we are looking for references, we don't already know the citation. There are two main ways to find a reference online when the citation is not known to us: the C&P Intranet *Fast Find*, and the *Table of Contents*.
Searching online using the Table of Contents	Inform trainees that because the manuals and CFR were originally written in book format, using the Table of Contents remain one of the best ways to find materials in these references. For some trainees, this may seem counterintuitive. Emphasize to trainees that in the *Table of Contents*, the chapter and sub-chapter headings are written out and clearly indicate what type of material is available in each section. This makes the *Table of Contents* easier to use because, unlike the *Intranet Search*, the section heading title matches the content in each section. For trainees just learning the manuals, this means less frustration and an overall quicker search time because they will spend less time searching through inappropriate document texts.

Emphasize that the benefits of using the *Table of Contents* online versus paper copies include faster navigation and faster updates as laws are changed.

Remind trainees that the reference retrieval system they choose to use, whether it is *WARMS*, or the intranet, is up to them. Remind trainees that none of the reference tools currently available can be used effectively without at least a baseline knowledge of the organization and content of VBA references.

Demonstrate to trainees how to open the *Full Table of Contents* for part 3 of the 38 CFR (open 38 CFR Part 3 and click on "Full Table of Contents" at the top of the page). Demonstrate to trainees that each part of the M21-1 has its own *Table of Contents*. Scroll through each

reference and demonstrate how to open a specific section.

Instructor Demonstration: TOC Search in 38 CFR

Inform trainees that the search subject is *Informal Claims*.

Open the 38 CFR and access the full table of contents. Demonstrate how to scroll down the page to locate 3.155, the section on informal claims.

Highlight for trainees how the online regulations are linked together by clicking on the referenced 3.151 link at the bottom of the page.

Tell trainees about the "ctrl F" function, which allows you to find words or phrases each time they appear in the text. Tell trainees that this is a search tip that can greatly reduce search times. However, caution trainees that ctrl-F does not always work (for example, incarceration) and they will need to brainstorm and think of synonyms for searches that fail (for example, penal institutions).

Remind trainees that if ctrl-F does not work, they can always manually scroll through the document to find their reference.

Instructor Demonstration: TOC Search in M21-1MR

Inform trainees that the search subject is "developing requests for non-federal records". Recall with trainees, where the Duty to Assist section can be found in the M21-1MR.

Assist trainees in recognizing Part I as the appropriate section for the search subject. Open the M21-1MR Part I. Scroll through chapter headings, asking trainees which section sounds like it would be applicable to the search subject.

Assist trainees in recognizing Chapter 1 as the appropriate section for the search subject. Demonstrate to trainees how to view the sub-chapter headings by clicking on the sub-chapter folder icons.

Assist trainees in recognizing section 1.C.6. as the appropriate reference.

Highlight for trainees how the online references are linked together by clicking on the referenced VA Form 21-4142 link in the middle of the page.

Give trainees a few minutes to review the Tables of Contents for the M21-1 parts 1-6 and MR. Ask if there are questions.

Practice

Have trainees complete the *Publications Practice Exercise* available in their *Trainee Handouts* on Page 14. Allow 30 minutes for individual practice and 15 minutes for group review of the answers.

Review

Review content of *Publications* page with trainees, including the types of references available and how to search through the *Table of Contents* for topics from the 38 CFR , M21-1 and M21-1MR. As a group, have trainees generate a list of positive and negative aspects of using the *Publications* page of the Intranet to search for reference resources.

You may wish to write down the class list on the dry erase board or easel.

SUMMARY

PP#44

Summarize the lesson plan before beginning the Scavenger Hunt Review Exercise. Emphasis these important points:

- Precedence of references, laws and directives
- 38 CFR, M21-1 and M21-1MR
- VA Directives
- Other references
- WARMS

REVIEW EXERCISE: SCAVENGER HUNT

REVIEW EXERCISE

Have trainees turn to the *Scavenger Hunt Review Exercise* in their student handouts starting on Page 15. Read instructions aloud.

Instructor's discretion

Suggestion: Break trainees into teams of 3 or 4, depending on class size.

Instruct trainees that they have 1 hour (add more time, if allowable) to complete the review exercise individually or as a team.

Ensure they understand that to receive credit for their answers, they must be able to explain the path they took to find the answer to the question.

Ensure they understand that for questions 1-8, they must use the C&P Intranet Publications page; questions 9-14, they must use *WARMS* to find the answers, and questions 15-20 they can use the reference

resource of their choice.

Once they have completed the scavenger hunt, take 30 minutes to review the answers as a class.

You may wish to collect the students' exercises to get an idea of what types of material they need more practice with. Be sure to return collected exercises to students to take home.