

# 9

## Get the Most Information From a Guest Speaker

### TRANSITION OBJECTIVE

Students will prepare questions and practice effective listening behaviors to maximize the amount of information they will learn from a guest speaker.

### RELEVANCE TO SUCCESSFUL TRANSITION

Students can learn a great deal from adults who are available to talk about an area of interest, such as specific careers, education and training, health and fitness and hobbies. To make the best use of a guest speaker, students need to prepare for the event before it happens.

## INSTRUCTIONAL SEQUENCE

### ❑ STEP 1: Update Journal

One new thing I learned yesterday was . . .

### ❑ STEP 2: Convene Roundtable

"When I need to speak aloud in a group I feel \_\_\_\_\_."

### ❑ STEP 3: Advance Organizer

"Today, we will practice how to behave and ask questions that will help us get the most information from the guest speaker presentation."

### ❑ STEP 4: Activity - 10 Minutes

Starting one day before the speaker is scheduled to visit, discuss the topic that will be presented. Help students determine what they already know about the topic by asking questions, such as: "Does anyone know about (name the topic)? What do you know about (topic)? Have any of you been involved with (topic)? How have you been involved?" Continue class discussion, giving students specific information to create interest and curiosity.

### ❑ STEP 5: Activity - 20 Minutes

Tell students that they will prepare three questions to ask the speaker. Model by verbalizing a question and then write it on the board. Encourage use of higher order thinking skills by asking students to suggest

other possible questions and help reinforce or modify them while writing on the board. In groups of three, students will have 10 minutes to develop three questions using the **Question Worksheet**. Call on several students to ask their questions to prepare for the guest speaker. Finally have all groups share their questions with the class. Students will use their questions to ask and record answers from the guest speaker on the day of the presentation.



PREPARATION UNIT
LESSON 8

### QUESTION WORKSHEET FOR GUEST SPEAKERS

What questions will you ask the guest speaker? Write three questions.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

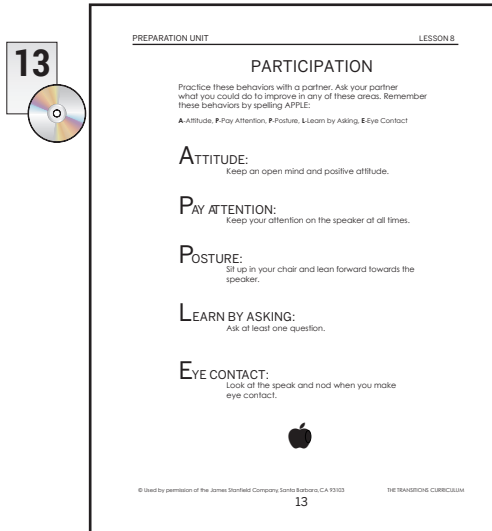
© Used by permission of the James Stanfield Company, Santa Barbara, CA 93103
THE TRANSITION CURRICULUM

12

### ❑ STEP 6: Activity - 15 Minutes

Tell students they will assess their own behavior during the speaker presentation. Review the behaviors on a screen image of

the handout **Participation**. Ask students to locate the acronym APPLE and work with a partner to practice the APPLE behaviors. Drill the students by having them demonstrate the APPLE behaviors by saying APPLE randomly during class as a signal to students to pay attention to those behaviors.



### ❑ STEP 7: Evaluate Outcomes

When I ask my question tomorrow I will “\_\_\_\_\_.”

### ❑ STEP 8: Connecting Activity

Instruct students to practice asking the three questions they developed for the speaker with friends or family. Also encourage students to dress appropriately, as if the guest speaker is a possible employer. Remind students that they will use the **Question Worksheet** to record answers from the guest speaker.

## KEY WORDS

attend

polite

eye contact

listen

posture

## MATERIALS AND PREPARATION

- Student Handouts: **Question Worksheet**, page 12; **Participation**, page 13.
- Prepare to talk about the speaker topic. Have ideas for questions ready.
- Prepare examples for the **Question Worksheet**.
- Prepare a screen image of the **Participation** handout. Prepare to talk about appropriate behavior and dress for the speaker presentation.

## SCANS FOUNDATION SKILLS

- Basic Academic Skills: Writing, Listening, Speaking
- Thinking Skills: Creative Thinking, Knowing How to Learn, Decision Making
- Personal Qualities: Responsibility, Self-Management, Sociability