

# 9

## Hear Speakers Talk about Specific Agencies

### TRANSITION OBJECTIVE

Students will learn about the services provided by specific community agencies.

### RELEVANCE TO SUCCESSFUL TRANSITION

In order to determine the most appropriate resources for each student, a wide range of information about what is available must be provided. It is best to get this information first hand from guest speakers or by visiting the agency.

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## INSTRUCTIONAL SEQUENCE

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### ☐ **STEP 1: Update Journal**

I will find the resources I need to reach my goal by . . .

### ☐ **STEP 2: Convene Roundtable**

"The best way to get information about something is \_\_\_\_."

### ☐ **STEP 3: Advance Organizer**

"Today you will learn first hand about the agencies in our community that can provide a service to you."

### ☐ **STEP 4: Activity - One Class Period**

Over a period of several classes, arrange for speakers to come from the following agencies: the Department of Vocational Rehabilitation, Employment Development Department, Motor Vehicles Department, Library, Volunteer Programs, Teen Hire, Health Service, Mental Health Services, City or County Personnel Department and/or Public and Social Services. You may want to schedule more than one in a class period; however, one per class period is most effective. Students take notes, using the Speaker Notes sheet and asking at least one question during the presentation.

### ☐ **STEP 5: Activity - One Class Period**

Before each presentation, students work in small groups to develop two questions each to ask the speaker. Have students also practice asking the questions. These

questions are recorded on the **Speaker Notes** sheet in preparation for the presentation. Go over the Notes sheet with the students, reviewing the note-taking technique they will use during the presentation.

Have students work in groups of four to make a list of the rules students should follow during the presentation. Have each group present its rules in a creative role-play to the rest of the class. After all presentations, take a class vote to determine the four major class rules. Next, have each group discuss consequences for those who do not follow the rules. Put the rules and consequences on the board. Review them immediately before the presentation begins.

### ☐ **STEP 6: Activity - One Class Period**

After the presentation show students the notes you took using a screen image from your **Speaker Notes** sheet. Discuss other information with the class and add to your **Speaker Notes** sheet. Give students time to copy the additional information on their Notes sheets. In groups of four, have students write a thank you letter using the format included in the "Speaker" lesson in the Introduction section of this volume. After letters have been edited, have groups write a final version, address the envelope to the speaker and take it to the school office mailbox.

179



PERSONAL MANAGEMENT: Unit 4		LESSON 9	
<b>Speaker Notes</b>			
Name of Speaker: _____			
Agency: _____			
Address/phone: _____			
Questions to Ask:			
1. _____			
2. _____			
<b>Main Points</b>		<b>Information</b>	
What is this agency?			
Who is the contact?			
What are the services this agency could provide for me?			
What do I need to do to get the services?			
Other information			
<b>Key Words and Facts</b>		<b>Summary</b>	
<small>© Used by permission of the James Stewart Company Santa Barbara, CA 93103</small> 179 <span style="float: right;"><small>THE TRANSITIONS CURRICULUM</small></span>			

### ❑ STEP 7: Evaluate Outcomes

One way this presentation helped me is "\_\_\_\_\_."

### ❑ STEP 8: Connecting Activity

Have students 1) go online to download/view information about the agency/organization; or 2) visit the agency in small groups or as a class. If possible, set this activity up as a class field trip. Assist students to set up appointments to talk with an individual at the agency.

## KEY WORDS

**Use words related to the agency and speaker presentations.  
Have the class help generate vocabulary words from their key words  
and facts sections of the Speaker Notes sheet.**

### MATERIALS AND PREPARATION

- Student Handout: **Speaker Notes**, page 179.
- Call potential speakers several weeks in advance.
- Prepare a screen image of the handout.
- Provide note cards or paper and envelopes for thank you notes.

### SCANS FOUNDATION SKILLS

- Basic Academic Skills: Listening, Speaking
- Thinking Skills: Creative Thinking
- Personal Qualities: Responsibility, Sociability, Self-Management