Lesson Overview

This lesson focuses on how to present an effective impromptu speech. Although these speeches are unprepared and spontaneous, this lesson relates how students can organize their thoughts quickly, prepare a mental outline of their speech, and deliver their speech effectively using organization, content structure, verbal and non-verbal cues.

The mediated lesson presentation will take from 20 to 30 minutes to complete. The time used for evaluation and assessment are not incorporated into the presentation time.

This lesson, accompanied with classroom discussion and the Presentation and Professor Evaluation, could occupy a full class period of 50 minutes. The student assessment (Impromptu Quiz) should be announced in class after giving the lesson, and administered on the following class day.

Audience

The lesson presentation is planned for (but not limited to) a class of 30 undergraduate college students who are taking a Public Speaking course. Prior knowledge of speech features and prior speech presentation is optional but preferred before giving the lesson.

High school students and teachers would also benefit from participating in this lesson.

The lesson is intended to help prepare students for giving an impromptu speech during the latter part of the academic semester. Knowledge of basic speech terminology, types of speech, and general speech knowledge is preferred, but not compulsory.

Goals

After viewing the face-to-face lesson, students will be able to:

- Define impromptu
- Discuss other ways of saying impromptu
- Identify specific features of impromptu speeches
- List ways to overcome “butterflies in the stomach”
- Classify the 3 main parts of impromptu speeches and their specific features
- Organize the body of a speech using the PREP formula
- Explain and distinguish between the 3 main purposes of speeches
- Critique a video presentation of an impromptu speech
- Determine effective verbal and non-verbal delivery techniques for giving an impromptu speech
Methods, Media, Materials, and Activities  
(Please refer to the Impromptu Story Board for more detailed information)

- PowerPoint – The lesson is presented on 26 PowerPoint slides with embedded media.
- Video – Four video clips will be presented during the course of the lesson. The videos contain a student’s impromptu speech, and separate components of the speech. The first clip is 1:45 seconds, the second is 23 seconds, the third is 1 minute, and the last is 20 seconds. Each of the videos is enabled directly from the corresponding PowerPoint slide. A sample outline of the speech can be accessed at: [http://www.jasonlind.com/121dogs.html](http://www.jasonlind.com/121dogs.html)
- Images, Graphics, Animations, and Sound – The PowerPoint presentation also includes a number of images, graphics, animations, and sounds to emphasize certain concepts.
- Multi-Media Projector, Screen, and Sound Speakers – The presentation is broadcast using a multi-media projector to project on a large screen viewable by all the students. External speakers are necessary for the audio.
- Presentation script – For the instructor’s convenience, a verbatim script is provided in the Impromptu Story Board. The instructor may choose to use it in its entirety, or selectively.
- Discussion – Throughout the presentation, the instructor will generate discussion by asking students direct questions, and promoting feedback and responses.
- Paper Hand-outs – Students will receive the following paper hand-outs:
  - An outline of the presentation before the instructor presents the presentation
  - A Presentation and Professor Evaluation to assess the quality of the instruction and the media
  - An Impromptu Quiz to assess student’s knowledge to be administered on the following day of class

Assessment

Students will be given an Impromptu Quiz related to the concepts and techniques taught in the presentation and observed in the videos of the impromptu speech. This quiz will be administered on the next class day and will evaluate students in the following areas:

1. The length of impromptu speeches (parts and whole)
2. The definition of impromptu
3. Other ways of saying impromptu
4. Ways to control speaker apprehension
5. The 3 purposes of speeches
6. The 3 parts of a speech and each one’s special characteristics
7. The PREP Formula when developing the body of a speech
8. Verbal and non-verbal delivery techniques

Final project: In addition, as a final project on a later date, students will be asked to choose between three impromptu topics, and provided 5 to 10 minutes to prepare their speeches. Each student will create a rough outline on their topic. Then, they will present a timed impromptu speech of 1 to 2 minutes duration to the class and the instructor. On that later date, all impromptu speeches will be videotaped and evaluated by the instructor for verbal and non-verbal delivery techniques, organization, content, and proper time usage.
Evaluation

Students will anonymously complete a Presentation and Professor Evaluation to assess the quality of the instructor and the presentation.

The evaluation will ask students to rate the instructor and the presentation by responding to 10 statements provided. Eight of the statements will require response following a scale of 1 to 5 where 5 indicates full agreement, and 1 indicates full disagreement with the statement. The last two statements require short written responses related to the presentation and the instruction.

The statements for evaluating the instructor and the presentation are:

1. The goals and objectives of the presentation were fulfilled.
2. The presentation satisfied my expectations.
3. The instructor was prepared for the presentation.
4. The presentation allowed for active participation from the students.
5. Time was managed wisely during the presentation.
6. The topics are relevant, useful, and applicable in my life.
7. The presentation was a positive and constructive experience.
8. The presentation was well prepared and organized.
9. What I most liked of the presentation and/or the instruction was:
10. What I least liked of the presentation and/or the instruction was:
References


