

IMPROMPTU

WORKSHOP AND LESSON PLANS

OCTOBER 2020

This unit plan is based on my former unit plans I used at Danville HS with my Speech 2 class, a class not exactly linked to my speech team as there were kids in the class who were not on the team, but I did base many of the curricular units on the parameters of competition events so they would easily transfer over for kids who wanted to take their classroom exercises to tournaments.

I taught Impromptu in conjunction with Oratory as it was easy to insert into the Oratory unit after they'd turned in drafts (and I needed time to spend marking their drafts before we did anything else in Oratory). It's not really for beginning speakers as they need to be over stage fright to be able to think on their feet. So I'd use it after first quarter or for kids who've competed in at least one other event for a bit.

Competition note for coaches: This unit is for getting kids started in class. You can certainly get contest kids up to a good level with this plan. However, if they get really competent here, you'll need to push them forward with more work akin to what this unit does on Day 8. I'd seek out Iain Lampert's master class and watch it with your speaker for ideas of what to do next:

WWW.SPEECHANDDEBATE.ORG/IMPROMPTU-SPEAKING-MASTER-CLASS

CONTENTS

Workshop:

To run a team workshop with a few individuals interested in this event, simply borrow from the lesson plans within as you see fit – perhaps over a series of practices.

Lesson Plans:

DAY 1: INTRO TO IMPROMPTU

**DAY 2: PRACTICE WRITING OUTLINES
 AND A SPEECH**

DAYS 3-4: GET ON YOUR FEET

DAY 5: WHOLE CLASS OUTLINES

DAYS 6-7: GROUP PRACTICE DAYS

DAY 8: THE NEXT STEP

DAY 9: LAST GROUP PRACTICE DAY

DAYS 10-11: PERFORMANCE DAYS

DAY 12: PAY IT FORWARD

*Kentucky Academic Standards and
 Common Core Standards addressed in
 unit listed at end of unit plan.*

[KHSSL BALLOTS click here.](#)

**Note that this unit can be stopped
 and started as needed between
 Oratory drafts. See schedules at end.**



One more thought: In my AP English class one year, I taught a young woman who'd been on my speech team all four years as an interper. She had trouble organizing her thoughts quickly and never finished

timed essays (or got close). In November, I made her pick up Impromptu as a second event, much against her will. While she never won a trophy, she practiced for it and competed in it all year; miraculously, she also developed faster thinking skills and was able to write essays in the AP timeframes by the time the test came. Score one for speech team.

DAY ONE: **INTRODUCTION TO IMPROMPTU SPEAKING**

MATERIALS: Computer with speaker.

KHSSL ballots.

Sample Impromptu Speech www.youtube.com/watch?v=Wrb6c5gyRIw

Spencer Schumacher, North Oldham HS, 4th Place NSDA Nats 2017

KHSSL Description of Impromptu Speaking from Handbook.

INSIGHT: This is a get-started day. Students need to learn the basics of Impromptu – what it is.

DO:

- Distribute the KHSSL Description of Impromptu Speaking from Handbook to each student and divide or self-divide the students into three groups:
 - a. Speaker
 - b. Speech
 - c. Rule differences from other events / what's unique?
- Have each group read the rules and come up with lists summarizing what they see about the event based on their group's observation category.
- Have a representative from each group share the group's findings with the class.
- Distribute the KHSSL Ballot for Impromptu Speaking to each student. Have the students, in the same groups, look for anything they might have missed from what they presented (that judges will be noting). Report out to class.
- Show the sample speech from a Kentucky kid at Nationals (above) to the class. Have students fill out the ballots (do it with them) and share your findings using the language of the ballots.
- PS He's not getting my job. 😊

DAY TWO: **PRACTICE WRITING OUTLINES AND A SPEECH**

MATERIALS: [Halloween Impromptu packet](#)

INSIGHT: I wrote this assignment many moons ago, back when Impromptu Speaking required a different type of prompt each round (Famous Name, Title, Quotation, Object). I gave the kids those options in class as well, even though competition rules are now only Quotations (preliminary rounds and break rounds) and Objects (finals). I also put this assignment together initially for a day when I would be absent to take students to see a production of DRACULA, so that may have influenced my thinking. But it's a good day when you're not necessary – they have plenty to do without you. You're welcome.

Note – this assignment assumes students understand basic speech outlining already – AGD leading into topic introduction and thesis; three points; conclusion; tie-back (the Handy method of Introduction). If they don't know that, you should teach them this before you start this lesson.

DO:

Have the students complete the packets on their own.

DAYS THREE AND FOUR: **GET ON YOUR FEET (stand up and make it happen . . .)**

MATERIALS: Halloween packets completed day prior

INSIGHT: Time to see what it's like. This isn't exactly Impromptu as the kids had time the day before to complete the thinking/planning, but it's scaffolding to get there.

DO:

Have students choose one of their speech outlines they've completed or the full text speech about the vampire in the classroom, which is their default if they can't decide. They should spend 5-10 minutes on their feet practicing it aloud.

Then take turns presenting the speeches to the class. After each performance, solicit two glows and a grow for each kid from the class – focusing on speechwriting/organization.

DAY FIVE:

WHOLE CLASS OUTLINING DAY

MATERIALS:

Impromptu topics. You can find quotations anywhere and simply make up objects in your head or do what Mr. Meadows often did in desperation or lack of planning – look around the room you're in and give a speech on what you see first (can't tell you how many speeches I've heard about staplers and coffee cups). For the quotations, I find it helps wall the waves to use a theme (*quotations about hunger*) or an individual (*quotations from Kermit the Frog* or *Winston Churchill*). Also, if you're in a physical setting (although you could do a virtual vault too), the last day of this unit involves the students creating your next classroom set or a collection you can add to your running collection, so never fear – you only have to start from scratch once. Additionally, you can also use old KHSSL tournament prompts by [browsing here.](#)

INSIGHT:

This is your day you're ensuring students understand the process plus can actually create basic outlines on the fly. You could easily do this for two days if students need the extra work.

DO:

Have the students create outlines from a variety of topics you present to the class, one at a time. Simply say a quotation or show them an object/picture of an object and then start the timer. Give them a set amount of time – maybe five minutes to start and work your way down to three or two if you can. After each prep period, spotlight share (select a couple of students – no volunteers – to share what they came up with – AGD and three main points plus what the thesis tying them all together was). Rinse and repeat. If they all seem to get the hang of it, after a while you can have them practice delivering the speeches to each other in pairs once you've called time. **HINT: When in doubt on quotations, agree or disagree with the quotation and write a speech that backs up your argument. For objects, see Day Eight.**

DAYS SIX AND SEVEN: GROUP PRACTICE DAYS

MATERIALS:

Topics for impromptu speeches

INSIGHT:

These are days the students work together to rehearse without you in small groups. This method gives all the students multiple timed practice opportunities to write outlines plus a few chances at speaking, the opportunity to see what their peers are doing (for ideas and do's and don'ts), and a safe place to practice. I always asked for their outlines at the end of each day with notations made (star at the top) for any they delivered as speeches plus the speaking time (for grading purposes – completion = full points, no matter what the times were).

DO:

Divide or have students self-divide into groups. They should go through several rounds of practice each day. One person serves as the manager for a speech – gives the students a topic, times them for whatever prep time you're using (three minutes?), and then chooses one of the students to deliver his/her speech to the rest with time signals. Afterward, students give a glow and a grow to the speaker, and any with a particularly good outline they want to share can tell the others about it. The management then goes to the person who just spoke, and the students repeat the process. You can give the students the topics or give them the burden of coming up with them.

DAY EIGHT: **THE NEXT STEP: ANALYSIS (LISTENING AND IN SPEECHES)****MATERIALS:** Impromptu topics

KHSSL Ballot

<https://youtu.be/a9fsScOzfvq> Christian Butterfield Impromptu speech from KHSSL 2020

INSIGHT: This is a lesson to help Impromptu Speakers grow their thinking. So many impromptu speakers just do cookie-cutter speeches where they give three examples of whatever the quotation says. While this sample speech has some room for improvement, it's an admirable effort with good delivery by a good mind and a likeable speaker. I like it for what it tries to do. My thought is that it will inspire speakers to try similar analysis without intimidating them as being unreachable precisely because it does not fully succeed.

DO: Give each student a KHSSL Impromptu ballot and show them the speech. Have them be the judges and take notes. Group share their comments however you like, but come up with a class overall picture of the speech. Then go to the Comments section of the video where I've posted the young man's scores and several of the judges' comments from Semis and Finals (he gave me permission for this, btw). See how you and the judges saw the speeches.

Now it's time to give the students some time to practice these. Use objects to have students practice outlining with the idea of creating bigger ideas / creating analytical arguments from the objects themselves. For the sharing with the rest of the class, take volunteers for this one as some kids just won't be far enough along in their analytical development to do much with this assignment, but those who are will find it challenging and like it. Try the same with a quotation or two if you have time.

DAY NINE: **PERFORMANCE EVE: LAST GROUP PRACTICE DAY****MATERIALS:** Impromptu Topics

KHSSL Ballots

INSIGHT: This is a chance for kids to add in their new thoughts from the day before about how to frame speeches at a more sophisticated level with their same group they've been working with (safe space). Note that I never had students stand up and give the speeches in the prior group days – they simply gave the speeches from their desks. This day they give the speeches on their feet to have that experience, so if you can get in two speeches per kid today in practice, that's good since they're trying to up their speaking analysis and deal with movement at the same time. This all assumes they know the basics of speech movement (gestures and walking). If not, you'll need to teach them that sometime somewhere beforehand. 😊

DO: Have students get together with their groups from prior days. Ask them to each give one speech to their group, and each kid in the group should write a ballot for each kid each time. Share the ballots with the speakers, but no need to stop and talk about them (nor will you have much time).

DAYS TEN AND ELEVEN: **PERFORMANCE DAYS**

MATERIALS: Impromptu topics

INSIGHT: It's the day of the show, y'all. It's the day of the show.

DO: Have students prep and perform for class one at a time. Note: in practice days, I always had kids have no choice of topics – they drew one and dealt with it. However, for performance days, I gave students two to choose from just like in rounds – except they got to choose whatever combination they wanted (two quotations, two objects, one of each, etc.). See next page for rubric I used. I never made these worth much and always made each practice day or class workday worth half this final grade. The time pressure is really hard on some kids, and I was more interested in seeing them go through the process than in having them be trophy winners for this unit.

DAY TWELVE: PAY IT FORWARD

MATERIALS: [Impromptu Pay It Forward Day assignment](#)

INSIGHT: Good day to catch any missed speakers plus have students prepare for the next batch. You can file these into a digital file of some sort or do what I did – put them in four envelopes (Titles, Quotations, etc.) to use in practices and with the next class.

DO: Give the students the assignment. They should get to work.

May the words be with you.

IMPROMPTU EVALUATION SHEET**SPEECH CLASS****NAME** _____**TOPIC** _____**TIME USED TO SPEAK** _____ **POINTS EARNED** _____ **of 4****POISE:****TOTAL SCORE** _____
of 20 points

A. Professional Appearance 2 1 0

B. Vocal Projection & Clarity 2 1 0

C. Confidence 2 1 0

D. Eye Contact 2 1 0

ORGANIZATION:

A. Attention Getter & Intro 2 1 0

B. Points & Examples 2 1 0

C. Conclusion and Summary 2 1 0

D. The "Makes Sense" Factor 2 1 0

SCORING GUIDE:**TIME:**

4 = minimum time met; not over

3 = up to 30 seconds over or under

2 = 31-60 seconds over or under

1 = more than a minute over / under

SCORING GUIDE:

2 = IN GOOD SHAPE; GLOWS

1 = GROWTH AREA

0 = NONE

COMMENTS:

M	8/17	View these speeches and rank them: 2013 National Champion, 2014 National Champion, 1999 National Champion, 2006 National Champion; discuss rankings and each speech.
W	8/19	Types of introductions (humor, anecdote, common ground, shock, suspense); types of support (facts, examples, narratives, statistics, testimony, comparisons); outlining exercise; read three speeches and do three Analysis of a Persuasive Speech in Style and Support sheets; topic brainstorming
F/M	8/21-24	Research days
W	8/26	Workday in class to prepare outlines; do outline worksheet; get outlines approved
F	8/28	Workday in class; discuss central metaphors and climax ordering
M	8/31	Outlines due including 4 source citations; write rough rough drafts in class
W	9/2	Peer edit rough rough drafts in class
F	9/4	Impromptu introduction; Halloween exercise
W	9/9	Rough drafts of speeches due; time and mark support in class; Halloween exercise aloud
F	9/11	Whole-class practice outlines and delivery
M	9/14	Group rehearsal – impromptu
W	9/16	Group rehearsal – impromptu
F	9/18	Last group rehearsal day; draw speaker order
M	9/21	Impromptu speakers
W	9/23	Rough drafts back – work in class
F	9/25	Computer Lab Workday on Final Drafts
M	9/28	Final drafts of speeches due (2 copies, typed); time in class; prepare notecards
W	9/30	Rehearsal day
F	10/2	Speakers

This was a day pattern I loved where we had some classes M/W and some T/TH with all classes meeting F.

In this day pattern, we met every day on a six-period day. This year, the students could do Oratory OR POI.

SPEECH 2 LESSON PLAN CALENDAR 2018-2019

ORATORY, PROGRAM ORAL INTERPRETATION, AND IMPROMPTU SPEAKING

Th	8/23	Read three speeches and do three Analysis of a Persuasive Speech in Style and Support sheets
F	8/24	Discuss six speeches from previous day; watch 2016 National Runner-Up ("The Quantum Society") plus 2017 National Champ ("Let's Dance") and discuss; brainstorm
M	8/27	Go through POI Getting Started Guide. View "Don't Stand By, Stand Up" POI from 2016 and take online survey about it. Go through observations. HW: Read "Mirrors" POI and evaluate its effectiveness in theme, interest level, and use of pathos / ethos / logos.
T	8/28	Talk about "Mirrors" and do topic brainstorming as a class.
W/TH	8/29-30	Assign topic / OO or POI; conferences; Impromptu intro; Halloween exercise
F	8/31	Halloween exercise aloud; discuss delivery (and Smeadows' guide)
T	9/4	OO: Starter Guide distributed. POI: Getting Started guide distributed. Read through and begin work. Research day
W	9/5	Impromptu: whole class outlines
Th	9/6	OO & POI: Research day
F	9/7	Impromptu: whole class outlines and whole class delivery
M	9/10	OO & POI: outline due by end of class with thesis, main points/selections
T	9/11	OO & POI draft workday
W	9/12	Watch three Oratories, rank, discuss; 2017 ONE PAGE AT A TIME; 2015 IT'S THE THOUGHT THAT COUNTS; 2016 NOT SO ORIGINAL ORATORY; discuss and analyze.
Th	9/13	Impromptu group rehearsal
F	9/14	Watch three POI performances, rank, discuss; 2018 "Smile While You Suffer" "Tipping the Scale" "Leadership We Need"
M	9/17	Works Cited pages due for Oratories and POIs; workday in class.
T	9/18	Draft due. Peer edit rough rough drafts in class.
W	9/19	Workday on speech drafts
Th	9/20	Group rehearsal – Impromptu
F	9/21	Rough drafts of speeches due; time and mark support in class
M-T	9/24-25	Group rehearsal – impromptu
W	9/26	Last group rehearsal day for Impromptu
Th	9/27-8	Impromptu Performance Days
M	10/1	Rough drafts back – work in class
T	10/2	Workday on Final Drafts
W	10/3	Final drafts of speeches due (2 copies, typed); time in class; use checklist. POI script must be prepped, marked, in black book. Will work through checklist.
Th	10/4	Final final drafts due. Prepare notecards for speeches; practice day.
F	10/5	Peer Practice Day.
FALL BREAK		
M-W	10/15-17	Guest Speakers plus conferences over graded drafts – what's your next step?
Th	10/18	Hunt day/Research Day
F	10/19	OO/POI Part 2 Workday
M	10/22	OO/POI Part 2 Workday
T	10/23	Prep for W/Th/F
W	10/24	Peer coaching
Th/F	10/25-6	In-class coaching days
T-Th	10/30-11/1	Speakers
F	11/2	Watch OO/POI videos and write self-evaluations.

Kentucky Academic Standards Addressed in Impromptu Unit

RI 9-10: Reading Standards for Literature:

RL.9-10.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone.

RI 9-10: Reading Standards for Informational Text

RI.9-10.6 Determine an author's point of view, perspective and purpose in a text, and analyze how an author uses rhetoric to advance that point of view or purpose.

RI.9-10.8 Evaluate the argument, specific claims and evidence in a text, assessing the validity, reasoning, relevancy and sufficiency of the evidence; identify false statements and fallacious reasoning.

C. 9-10: Composition

C.9-10.1 Compose arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

C.9-10.2 Compose informative and/or explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization and analysis of content.

C.9-10.3 Use narratives strategically in other modes of writing, utilizing effective technique, well-chosen details and well-structured sequences for an intended purpose, including but not limited to introducing an idea and/or supporting a claim

C.9-10.7 Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes and audiences.

L. 9-10: Language

L.9-10.1 In both written and oral expression:

L.9-10.1a Demonstrate appropriate use of parallel structure.

L.9-10.1b Demonstrate appropriate use of various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

L.9-10.3a Write and edit work so that it conforms to the guidelines in a style manual appropriate for the discipline and writing type.

L.9-10.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from an array of strategies.

L.9-10.5 Demonstrate understanding of figurative language, word relationships and nuances in word meanings.

KENTUCKY ESSENTIAL SKILLS HIGH SCHOOL - GRADES 9-12

ADAPTABILITY

ES.H.1 Use a decision-making process to develop solutions to real world problems.

ES.H.2 Model flexibility and willingness to try new things (e.g., critical thinking, problem solving).

DILIGENCE

ES.H.3 Demonstrate resilience and perseverance by showing willingness to complete a task.

INITIATIVE

ES.H.5 Evaluate failure as a learning opportunity.

ES.H.6 Model on-task behavior

RELIABILITY

ES.H.14 Model self-control in all situations

COMMUNICATION

ES.H.17

b. Speak clearly at an understandable pace using appropriate facts and relevant, descriptive details and complete sentences when appropriate.

e. Present information, findings and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience and a range of formal and informal tasks.

f. Adapt speech, using both verbal and nonverbal skills, to a variety of situations,

COMMON CORE STANDARDS FOR ENGLISH LANGUAGE ARTS (SPEAKING AND LISTENING)

GRADE 9-10 STANDARDS FOR UNIT:

CCSS.ELA-LITERACY.SL.9-10.3

Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

CCSS.ELA-LITERACY.SL.9-10.4

Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

CCSS.ELA-LITERACY.SL.9-10.6

Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9-10 Language standards 1 and 3 here for specific expectations.)

demonstrating command of formal English when appropriate.