

# PREPARING IMPROMPTU SPEECHES

#### **OVERVIEW**

This exercise will help students to think quickly and provide a strategy for generating short impromptu speeches. This approach is useful for many tasks in speech, debating and also many writing tasks.

## **TASK**

The facilitator should explain the goal of this session: each student will develop a speech, using the Questions Method.

The facilitator should demonstrate the Questions Method, using an example topic. To use the Questions Method, you write one question about the topic using each of the following question words: Who, how, why, what, where, when. The facilitator should select a topic, and ask the class to help to generate these questions.



## **OBJECTIVES**

- To learn a quick method of generating ideas for speeches
- To feel more comfortable with impromptu speech



#### **RESOURCES**

Display / whiteboard to show the Questions Method

List of prompts, e.g.

Cats; Surfing; Mathematics; Brazil; Olympic Games; Pizza; Cinema; Pirates; Clowns; Football; Aliens;

Elephants; Chocolate etc.

More difficult, or themed prompts, can

be given where appropriate.

Next, you choose one or two of those questions that you find interesting, and form a speech around the answer to that question. The facilitator should take one of the questions the class has given, and give a short (30 second) speech on that topic.

Now, each student should choose a topic of their own and use the Question Method to plan a short (1-3 minute) speech of their own. They should be given around 10 minutes to do this. Students can then take it in turns to deliver their speech. If needed, students can form small groups of around 4-6 to deliver their speeches to one another.

// Optional extra: students form pairs, and give three pieces of feedback about each other's speeches. If students are unused to peer-peer feedback, they can be given sentence starters like "I really enjoyed it when you said..."; "It would have been even better if..."; "A good example there would be..."; "I was a bit confused when you said...", and encouraged to be specific and constructive.

On the basis of this feedback, students can refine their speeches and deliver them again (either in the same small groups or mixed up in new groups).