



AGRICULTURE, FOOD AND NATURAL RESOURCES CLUSTER

LESSON 7

Lesson Plan Title: Extemporaneous Public Speaking		Instructor:
Suggested Total Time for Lesson (minutes): 90 minutes (2 days)		
Content Focus - What will Students Learn? (Content Skill Sets)		
0972.AG.0146.12 Demonstrate skills and techniques used by public speakers 0972.AG.0146.19 Deliver an extemporaneous speech.		
Materials and Resources- What do you need to assemble and prepare before the lesson?		
Materials: Various Items from around the classroom, 1 item per student: <ul style="list-style-type: none"> Examples: chalk, markers, paper, eraser, books, scissors, décor, anything you have available. 	Resources: Components of a Speech Handout, 1 per student	
Lesson Outline: What learning activities will your students do?		
Time	Sequence/Description of Learning Activity	
5 minutes	Get Started/Explain: Gather the items to be used and randomly arrange them on a table at the front of the classroom. You will want to have one random item per student, at least. Instruct the students to come forward and choose one of the items.	
10 minutes	Discover/Engage/Practice: “An important part of agriculture education is leadership. An effective leader, must know how to communicate. Ask the question to the class: “When you have to pay attention and listen to a speaker, what makes them interesting to you?” -Topic, time span, voice, enthusiasm, organization. Discuss these factors based on responses. Discuss the components of a well-rounded speech. Introduction, body, and conclusion.	
5 minutes	You are wondering why I asked you to select a random item. We will use the speech outline worksheet to write an extemporaneous speech. You will have 5 minutes to compose a 1-minute speech about your item that you have selected. At the conclusion of this 5 minutes, everyone will present their speech, without the use of the worksheet. Be mindful of your time and allow yourself enough time to rehearse independently.	
50 minutes	Allow each student the choice of standing at their desk or coming forward to the front of the class to present. Provide feedback as needed. Allow peers to ask questions to each speaker after their speech concludes.	
20 minutes	Check for Understanding/Summarize/Close: Access ffa.org or YouTube to find examples of FFA Extemporaneous Speakers and view one of the examples. Students will discuss their reaction to the challenge of “thinking on your feet.” What was your biggest challenge? If you had known you were writing a speech about the item, would you have chosen differently? Reflect on what improvements you would make to your next presentation.	

Modifications, Support, and Extensions (for those students with IEP)

Reflection- Did the students learn the content outlined in the lesson focus? Why or why not?