**FIVE STEPS TO A SUCCESSFUL JV IMPROMPTU SPEECH**

**1. Understand the subject.**

For JV Impromptu, the student will be given a concrete noun (hope, books, etc.), a question (What is your favorite Christmas tradition? or What kind of candy would you like to be and why?) or a common proverb (Don’t count your chickens before they hatch or Practice what you preach). A student should practice each one of these categories. For the proverb category, they may need to talk about what it means.

The parent should pick from one of the categories and ask the student to talk about it. The parent should vary the category. This activity should not take more than 5-10 minutes and should be done several times a week. Once the student is proficient at this step, they are ready to move on to the next step.
Resource: I have a list of proverbs and questions you could use.

**2. Prepare the details**

The parent should pick from one of the categories and the student should come up with 2-3 points that they can make about the item. For example, they may:

* cover the negative aspects and the positive aspects
* show 2-3 different ways of looking at the item
* make 2-3 points
* disagree with the item

At first this activity should not be timed, but once they are comfortable, then you should limit them to one minute. This activity should take less than 5 minutes and should be done several times a week. Now they are ready to move onto the next step.

**3. Tell a good story**

A student should support at least one of their points. They can use the same support for different categories. For example, a favorite family Christmas story could be used in a speech about the Christmas holiday, hope, or not counting our chickens before they hatch. The important thing is to practice telling a story that has a clear beginning, middle and end and lots of interesting details. This provides an excellent basis for success at the varsity level. The following can be used as support:

* personal story
* scene from a movie
* scene or story from a book
* historical event
* historical person/life story
* Bible story
* song lyrics
* poem

The student should pick one of these examples and practice telling it with lots of details and a clear beginning, middle and end. The student could come up with a story for each of the first six supports and practice telling them. They should also think through what issues each story could be used to illustrate.
As a practice activity at home, the student should pick a story and practice telling it until they can do it proficiently. They may focus on one story a week until they have worked through most of the categories. This activity needs to be done orally and practiced several times a week, including more details each time. (The story should be app. 30 sec. in length) Once the student has mastered several stories and decided what each story could be used to represent, illustrate or support, they are ready to move onto the next step.

**4. Put it all together**

This activity should be untimed at first, then timed with a limit that the student is comfortable with and then timed using competition timing requirements. Timing should always take into account the comfort level of the student while challenging them to move forward to competition level timing. (3 minutes of prep time for a not more than 3 minute speech) At first the student can just walk through the steps without actually giving the speech. When they are comfortable with the steps, then they can give the speech at home.
The student should be given an item and then follow these steps:

* 1. Decide on the 2-3 points you will make about the item
* 2. Decide what support you will use for each point
* 3. Decide what you will do for an introduction (attention getter)
* 4. Decide what you will do for a conclusion (wrap it all up)

**5. Practice, practice, practice**

Remember that in a good speech you tell them what you are going to tell them (introduction), then you tell them (body/2-3 points) and then you tell them what you told them (conclusion).