Lesson Plan

Extemporaneous Public Speaking

Created: 01/2024 by the National FFA Organization

Prepared public speaking is a challenge for many students, but speaking extemporaneously can be even more intimidating. This lesson will introduce students to the FFA Extemporaneous Public Speaking LDE and give them practice preparing to speak extemporaneously.

Student Learning Objectives:

After completing these activities, students will …

1. Research, write and prepare a speech in 30 minutes or less.
2. Deliver a four- to six-minute extemporaneous speech.

Suggested Grade Level:

Grades 9 and 10 (This lesson is written so instructors can scale up or down based on class needs.)

Suggested Time:

90 minutes (*Time requirements may vary based upon student understanding and class schedule.)

Resources/References:

1. Website: Extemporaneous Public Speaking, FFA.org/participate/ldes/extemporaneous-public-speaking/

Related Resources:

1. Communication Skills, https://FFA.box.com/s/si30wgbncntqmefkf2222yittysvvdmn

Equipment and Supplies Needed:

1. A copy of the "Extemporaneous Public Speaking" worksheet for each student
   Rubric (Word, PDF, Google)
2. A bucket/bag of random items
3. The topics cut into strips
   Quotes as Topics (Word, PDF, Google)
   Agricultural Topics (Word, PDF, Google)

Vocabulary:

1. Extemporaneous

Cross-Curricular Connections:

English/Language Arts
Develop impromptu writing and speaking skills. Deliver an extemporaneous speech.

Virtual Instruction Ideas:

This lesson can be taught virtually. All student handouts can be sent or posted electronically. All links can be posted onto the preferred learning management system.

Student Activity Sheets:

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Direct access to student activity sheets without lesson plan or answer key for easy upload to a learning management system or printing for classwork.

https://ffa.box.com/s/rwquwem3k92wzszcbtk24r2tte0jq33q (Word)
https://ffa.box.com/s/fz62d4dajs3xy3xb4h15mkg1adnbjv5i (PDF)
https://docs.google.com/document/d/1hpxCja42zJgQcVQU6YqogFDmnJ1szKGwv3PDctOs1Nw/copy (Google)

These Activities Are Aligned to the Following Standards:

FFA Precept

- FFA.PL-A.Action: Assume responsibility and take the necessary steps to achieve the desired results, no matter what the goal or task at hand.
- FFA.PL-B.Relationship: Build relationships, work as a team player and appreciate the talents of others.
- FFA.PL-C.Vision: Visualize the future and how to get there.
- FFA.PL-E.Awareness: Understand personal vision, mission and goals.
- FFA.PL-F.Continuous Improvement: Accept responsibility for learning and personal growth.
- FFA.PG-H.Social Growth: Successfully interact with others and adapt to various social situations.
- FFA.PG-I.Professional Growth: Assume responsibility for attaining and improving upon the skills needed for career success.
- FFA.PG-J.Mental Growth: Embrace cognitive and intellectual development relative to reasoning, thinking and coping.
- FFA.CS-M.Communication: Effectively interact with others in personal and professional settings.
- FFA.CS-N.Decision Making: Analyze a situation and execute an appropriate course of action.
- FFA.CS-O.Flexibility/Adaptability: Be flexible in various situations and adapt to change.

Common Core – Writing

- CCSS.ELA-LITERACY.W.9-10.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
- CCSS.ELA-LITERACY.W.9-10.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
- CCSS.ELA-LITERACY.W.9-10.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- CCSS.ELA-LITERACY.W.9-10.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
- CCSS.ELA-LITERACY.W.9-10.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
- CCSS.ELA-LITERACY.W.9-10.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
- CCSS.ELA-LITERACY.W.9-12.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

Common Core – Speaking and Listening

- CCSS.ELA-LITERACY.SL.9-10.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
- CCSS.ELA-LITERACY.SL.9-10.2 Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
- 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.

AFNR Career Ready Practices

- CRP.01. Act as a responsible and contributing citizen and employee. Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others.

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- CRP.02. Apply appropriate academic and technical skills. Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive.
- CRP.04. Communicate clearly, effectively, and with reason. Career-ready individuals communicate thoughts, ideas and action plans with clarity, whether using written, verbal and/or visual methods.
- CRP.06. Demonstrate creativity and innovation. Career-ready individuals regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization.
- CRP.09. Model integrity, ethical leadership and effective management. Career-ready individuals readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem.

Partnership for 21st Century Skills

- Collaboration
- Communication
- Flexibility and Adaptability
- Information Literacy
- Information, Communications, and Technology Literacy
- Leadership and Responsibility
- Productivity and Accountability
- Think Creatively
- Work Creatively with Others

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Lesson Plan:

1. **Bell Ringer:** What are two things you learned from Lesson 4 about writing a speech that would be useful if you were asked to write a speech with less than 30 minutes of prep time?

2. **Introduction:** Before this class, take a bucket or bag and place enough random items inside so each student can select one item. Examples of items that could be used include a dry-erase marker, a stress reliever, a Post-it notepad, a gavel, a pack of crayons, an award pin, etc. After students complete their bell ringer, explain the instructions to them:

   To kick off our lesson, we are going to practice a simple form of extemporaneous public speaking. As I walk around with my bucket/bag of random items, you will reach in and blindly pick one item. Then, you have 10 minutes to jot down a one-minute or shorter speech about that item. Your speech can be informative about the item with real or made-up facts, imaginative by giving the item a new use or a fun story if the item sparks a memory you'd like to share. This is for fun and a great way to get you thinking quickly and talking off the book.

   Walk around the room and let students pick one item. Give them 10 minutes to jot down a short speech, less than a minute is great. Then give each student time to stand up, show the item and deliver the speech.

   Today, we are going to learn about extemporaneous public speaking. Extemporaneous public speaking is when someone gives a speech with little time to prepare, typically less than 30 minutes. These speeches are still researched and well thought out, even with little time to prepare. In FFA, there is an extemporaneous public speaking LDE that challenges a student's public speaking skills. During this LDE, students draw from 18 agricultural topics and select three of interest. From those three topics, students select the topic of their speech and have 30 minutes to prepare it using only five resources they bring. Students then deliver a four- to six-minute speech on their topic to a panel of judges and are asked questions after their delivery.

   Now, let's buckle down and really work on our extemporaneous public speaking skills! Forming and delivering your extemporaneous speech will be very similar to what you learned about prepared speeches. You will just have less time to research and write. You are encouraged to write out short notes or bullet points rather than whole sentences and paragraphs. But remember, you still need an introduction, body and conclusion.

3. **Activity:** Each student needs a copy of the worksheet "Extemporaneous Public Speaking."
   a. **Part 1:** Students will draw a quote from a bag (a list of quotes is provided and will need to be cut out into strips prior to this activity). The quotes are meant to be light but also meant to encourage deep thinking and creativity. Give students 30 minutes to compose a four- to six-minute speech based on the quote they chose. An outline template is provided for them to use. At the end of the 30 minutes, choose one method of speech delivery below:

      1) Pair students up and let them deliver their speeches to each other. They will score each other's speeches using the rubric from the FFA Extemporaneous Public Speaking LDE.

      2) Split students into small groups. They will take turns delivering their speeches. As one student presents, the other students in the group will collectively score that speech using the rubric from the FFA Extemporaneous Public Speaking LDE.

      3) Allow each student to deliver their speech in front of the whole class. Give all students rubrics from the FFA Extemporaneous Public Speaking LDE to score each speech. (This choice may require speech deliveries to happen the next day or the next class session.)

4. **Follow-up:** Have the class make a circle together, standing. Tell the class: *We are going to practice thinking on the spot by making up a group story. I will start by saying a few sentences, then the person to my right will continue the story for a few sentences. Then the story will pass to the next person and so on, until we make it around the circle back to me.* Choose a setting that involves the students themselves yet leaves lots of room for imagination. Try to relate it to agriculture or FFA, if possible. Encourage students to listen to each other and build on the story. When the story makes it back to you, create an ending. After the story is concluded, discuss the following: What is the most challenging part of this activity? Share a tip that helped you think quickly during this activity. How does this activity strengthen your extemporaneous public speaking skills?

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5. **Optional – Extended Learning Opportunities (Not factored into time requirement):**
    a. Host a mock extemporaneous public speaking LDE in class with topics that are more closely aligned with the real contest. You can choose to use these topics instead of the quote topics in Part 1. Follow the same steps for that activity or host the event in your chapter rather than in class. A list of agricultural topics is provided.

6. **Exit Ticket:** Explain your strategy if you are ever asked to give an extemporaneous speech.

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Extemporaneous Public Speaking

Aligned to the following standards:
FFA.PL-A; FFA.PL-B; FFA.PL-C; FFA.PL-E; FFA.PL-F; FFA.PG-H; FFA.PG-I; FFA.PG-J; FFA.CS-M; FFA.CS-N; FFA.CS-O; CCSS.W.9-10.2; CCSS.W.9-10.3; CCSS.W.9-10.4; CCSS.W.9-10.5; CCSS.W.9-10.7; CCSS.W.9-10.8; CCSS.W.9-10.9; CCSS.SL.9-10.1; CCSS.SL.9-10.2; CCSS.SL.9-10.4; CCSS.SL.9-10.6; CRP.01; CRP.02; CRP.04; CRP.06; CRP.09

Part 1

Directions:

Use this outline to help develop your extemporaneous speech. There are tips provided also to help with this activity.

Tips for Extemporaneous Public Speaking

- Typical resources include newspapers, magazines and books.
- Check the sources for their reputation, expertise on the topic and credible author.
- Use shorthand when jotting down your speech; do NOT write it word for word.
- Split your 30-minute time window into two parts: 15 minutes to research and 15 minutes to form your thoughts on paper.
- Your speech should have an introduction, a body and a conclusion.
- Don't forget an attention-getter (hook) in the introduction.
- One way to organize your body is to develop three points out of a cause, its effect and a solution related to your topic.
- Another way to organize your body is to develop three points out of a misconception, the reality and the impact related to your topic.
- In your conclusion, you can restate your topic and briefly summarize your answer.

Outline Template

Introduction
Attention-getter:

Question/topic given:

A brief overview of what you will discuss:

Body
Point 1:

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Name: _____

Point 2:

Point 3:

Conclusion

Restate question/topic:

Restate the answer briefly:

Closing comments:

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Name: _____

List of Quotes as Topics for Part 1

“Hitch your wagon to a star.” —Ralph Waldo Emerson

“Education is the most powerful weapon which you can use to change the world.” —Nelson Mandela

“Do or do not. There is no try.” —Yoda, from the movie *The Empire Strikes Back*

“All our dreams can come true — if we have the courage to pursue them.” —Walt Disney

“Sometimes our strengths lie beneath the surface.” —Moana, from the movie *Moana*

“I have learned over the years that when one’s mind is made up, this diminishes fear; knowing what must be done does away with fear.” —Rosa Parks

“Be who you are and say what you feel, because those who mind don’t matter and those who matter don’t mind.” —Dr. Seuss

“Just because someone stumbles and loses their path, doesn’t mean they’re lost forever.” —Professor X, from the movie *X-Men: Days of Future Past*

“Success is never final. Failure is never fatal. It is courage that counts.” —Winston Churchill

“They can’t order me to stop dreaming.” —Cinderella, from the movie *Cinderella*

“Every time you state what you want or believe, you’re the first to hear it. It’s a message to both you and others about what you think is possible. Don’t put a ceiling on yourself.” —Oprah Winfrey

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“The future belongs to those who believe in the beauty of their dreams.” —Eleanor Roosevelt

“Life is not the amount of breaths you take. It’s the moments that take your breath away.” —Alex Hitchens, from the movie *Hitch*

“What lies behind us and what lies before us are tiny matters compared to what lies within us.” —Oliver Wendell Holmes

“If you walk the footsteps of a stranger, you’ll learn things you never knew.” —Pocahontas, from the movie *Pocahontas*

“There are only two ways to live your life. One is as though nothing is a miracle. The other is as though everything is a miracle.” —Albert Einstein

“Life moves pretty fast. If you don’t stop and look around once in a while, you could miss it.” —Ferris Bueller, from the movie *Ferris Bueller’s Day Off*

“Many of life’s failures are people who did not realize how close they were to success when they gave up.” —Thomas Edison

“The past shouldn’t be feared, for it guides our future.” —Moana, from the movie *Moana*

“History has shown us that courage can be contagious, and hope can take on a life of its own.” —Michelle Obama

“Storms make trees take deeper roots.” —Dolly Parton

“Be humble, hungry and always be the hardest worker in the room.” —Dwayne ‘The Rock’ Johnson

“There are no regrets in life. Just lessons.” —Jennifer Aniston

“If you risk nothing, then you risk everything.” —Geena Davis

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“A lot of people give up just before they’re about to make it. You know you never know when that next obstacle is going to be the last one.” —Chuck Norris

“Your imperfections make you beautiful, they make you who you are. So just be yourself, love yourself for who you are and just keep going.” —Demi Lovato

“I strongly believe if you work hard, whatever you want, it will come to you. I know that’s easier said than done but keep trying.” —Beyonce Knowles

“I’ve learned it’s important not to limit yourself. You can do whatever you really love to do, no matter what it is.” —Ryan Gosling

“I’m continually trying to make choices that put me against my own comfort zone. As long as you’re uncomfortable, it means you’re growing.” —Ashton Kutcher

“There’s no time like the present.”

“May hay while the sun shines.”

“Many hands make light work.”

“The early bird catches the worm.”

“You can’t make an omelet without breaking eggs.”

“Dance like nobody’s watching.”

“Don’t bite off more than you can chew.”

“The sky’s the limit.”

“Don’t make a mountain out of a molehill.”

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Extemporaneous Public Speaking Rubric

1,000 POINTS

Name Member Number

Chapter State

Indicators	Very strong evidence of skill 5–4 points	Moderate evidence of skill 3–2 points	Weak evidence of skill 1–0 points	Points Earned	Weight	Total Score
Oral Communication – 300 points						
Examples	• Examples are vivid, precise and clearly explained. • Examples are original, logical and relevant	• Examples are usually concrete, sometimes need clarification. • Examples are effective, but need more originality or thought.	• Examples are abstract or not clearly defined. • Examples are sometimes confusing, leaving the listeners with questions.		X 10	
Speaking without hesitation	• Speaks very articulately without hesitation. • Never has the need for unnecessary pauses or hesitation when speaking.	• Speaks articulately but sometimes hesitates. • Occasionally has the need for a long pause or moderate hesitation when speaking.	• Speaks articulately but frequently hesitates. • Frequently hesitates or has long, awkward pauses while speaking.		X 10	
Tone	• Appropriate tone is consistent. • Speaks at the right pace to be clear. • Pronunciation of words is very clear and intent is apparent.	• Appropriate tone is usually consistent. • Speaks at the right pace most of the time, but shows some nervousness. • Pronunciation of words is usually clear, sometimes vague.	• Has difficulty using an appropriate tone. • Pace is too fast; nervous. • Pronunciation of words is difficult to understand; unclear.		X 10	
Responding to topic selected and articulating facts and issues	• Completely addresses the topic selected, exemplary in connecting facts and issues relating to the topic and articulating how they impact the issue locally and globally. • Possesses a strong knowledge base and effectively shares accurate information regarding related facts and current issues.	• Sufficient in addressing the topic selected, connecting facts and issues relating to the topic and articulating how they impact the issue locally and globally. • Possesses a good knowledge base and for the most part, shares accurate information regarding related facts and current issues.	• Does not completely align speech with topic selected, has difficulty with connecting facts and issues and articulating how they impact the issue locally and globally. • Possesses some knowledge base but is unable to articulate information regarding related facts and current issues.		X 30	
					Oral Communications Total	

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Indicators	Very strong evidence of skill 5–4 points	Moderate evidence of skill 3–2 points	Weak evidence of skill 1–0 points	Points Earned	Weight	Total Score
Non-verbal Communication – 400 points						
Attention (eye contact)	• Eye contact constantly used as an effective connection. • Constantly looks at the entire audience (90–100% of the time).	• Eye contact is mostly effective and consistent. • Mostly looks around the audience (60–80% of the time).	• Eye contact does not always allow connection with the speaker. • Occasionally looks at someone or some groups (less than 50% of the time).		X 20	
Mannerisms	• Does not have distracting mannerisms that affect effectiveness. • No nervous habits.	• Sometimes has distracting mannerisms that pull from the presentation. • Sometimes exhibits nervous habits or ticks.	• Has mannerisms that pull from the effectiveness of the presentation. • Displays some nervous habits — fidgets or anxious ticks.		X 20	
Gestures	• Gestures are purposeful and effective. • Hand motions are expressive and used to emphasize talking points. • Confident posture with positive body language.	• Usually uses purposeful gestures. • Hands are sometimes used to express or emphasize. • Occasionally slumps; sometimes negative body language.	• Occasionally gestures are used effectively. • Hands are not used to emphasize talking points; hand motions are sometimes distracting. • Lacks positive body language; slumps.		X 20	
Well-poised	• Extremely well-poised. • Poised and in control at all times	• Usually well-poised. • Poised and in control most of the time; rarely loses composure	• Isn't always well-poised. • Sometimes seems to lose composure.		X 20	
					Non-verbal Communication Total	
Question Points — 300 points						
Supportive details/facts	• Speaks unrehearsed mostly with comfort and ease. • Speaks quickly with organized thoughts and concise accurate answers.	• Speaks mostly with comfort and ease, but sometimes seems to lack supporting details. • Sometime gets off focus and uses less concise facts and examples.	• Shows nervousness or seems unprepared when speaking unrehearsed. • Seems to ramble or speaks before thinking. • Inaccurate or incomplete details.		X 30	
Being detail-oriented	• Stays fully focused and detail-oriented. • Always provides details that support the issue; is well organized.	• Stays mostly focused and detail-oriented. • Usually provides details that are supportive of the issue; displays good organizational skills.	• Difficulty staying focused and detail-oriented. • Sometimes overlooks details that could be beneficial to the issue; lacks organization.		X 30	
					Questions Points	
					Non-verbal Communication Total Points	
					Oral Communication Total Points (from pg. 1)	
					Time Deduction*	
					NET TOTAL POINTS	

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List of Agricultural Topics Similar to Those in the FFA Extemporaneous Public Speaking LDE

What can be done to help agriculture families better plan for succession and transitioning operations to the next generation?

How has farming efficiency changed in the last 50 years, and what will that look like for the next 50 years?

What opportunities for agritourism exist in your state?

With the mental health crisis on the rise in the agriculture industry, what efforts can be expanded to combat the issue and help protect farmers and ranchers?

What effects will Mexico's proposed ban on biotech corn have on the U.S. market if passed?

How does agriculture affect the sustainability of rural communities?

Why is trade important to agriculture, and what trade agreements have been most vital to U.S. agriculture?

What do you think is the most controversial new technology facing agriculture today and in the near future?

What is the livestock industry's role in the carbon cycle?

How can different types of agriculture successfully market without directly attacking/penalizing other agriculture industries?

How do fiber optics play a role in the success of the agriculture industry?

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High-speed internet is something many rural Americans do not have access to. Explain how this disadvantage hinders the advancement of technology in their operations.
Discuss the impacts of artificial intelligence on the agriculture industry in the next decade.

Is in vitro meat good or bad for the industry? What do you think in vitro meats will mean for the future of livestock production?

It has been said that by the next decade, videos will outperform all other means of social media posts on all social media platforms. With this being the trend, in what creative ways can agriculture be at the forefront of advocacy through these means?

If you could correct one common misconception about agriculture, which would you choose? Why would you choose that? Do you think it would help politically? Economically? Socially?

With children being further removed from the farm, how can the agriculture community have more of a profound impact to the students at a young age to broaden their knowledge of our industry?

In a cutthroat world, how can U.S. agriculture maintain a leg up on farmers and ranchers in other countries?

Is sexing semen harming or helping the dairy and beef cattle industry?

Are forest management techniques an effective method to decrease the severity of wildfires?

Are current methods to control invasive species doing enough to protect agricultural crops and native species?

Should commodity groups limit acreage in order to limit supply and demand?

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What responsibility does the media have in understanding agricultural production?

What can FFA members do to help inform the public about misleading food labels?

Extreme weather happens across the country each year. What steps could farmers take to be prepared for emergency situations?

What scientific advancements can be implemented to help increase sustainable food production?

With the average age of a farmer nearing 60, how can the FFA entice the next generation of farmers and ranchers in the U.S.?

If you had the chance to work on the reauthorization of the Farm Bill, what are the three top issues you would seek to address? Why?

Being involved in agriculture can be stressful. What resources exist to help farmers and ranchers deal with the stressors of the industry?

What can FFA members do to promote agricultural literacy and advocacy in the community?

Consumers learn well through hands-on experiences. How would you use this fact to stimulate a program in your chapter to teach the public about agriculture?

Should property owners be allowed to convert prime agricultural land into sites for alternative energy production (solar farms, wind farms, etc.)? Why or why not?

Urban schools do not always have a direct connection to agriculture. How can these schools find unique ways to educate their students about agriculture?

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Name: _____

Key: Extemporaneous Public Speaking

Part 1

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Answers will vary.

Question/topic given:

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Answers will vary.

Body
Point 1:

Answers will vary.

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Name: _____
Point 2:

Answers will vary.

Point 3:

Answers will vary.

Conclusion
Restate question/topic:

Answers will vary.

Restate the answer briefly:

Answers will vary.

Closing comments:

Answers will vary.

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