

Public Speaking Lesson Plan: From Goals to Execution

- ▶ Design speaking training that moves from clear goals to observable execution
- ▶ Preview: needs analysis, objectives, delivery, feedback, and assessment
- ▶ Built for instructors seeking practical, repeatable lesson design
- ▶ Apply backward design to prioritize learning outcomes over content



Why Goal-First Design Matters



Backward design starts with desired learner outcomes, not content



Vague goals ("be more confident") lead to low transfer and disengaged learners



Clear goals justify timing, materials, activity choice, and assessment



Goal-first design helps learners see the purpose of each speaking task



Diagnosing Learner Needs and Context



- Common needs: speech anxiety, structure, delivery mechanics, persuasion, executive presence



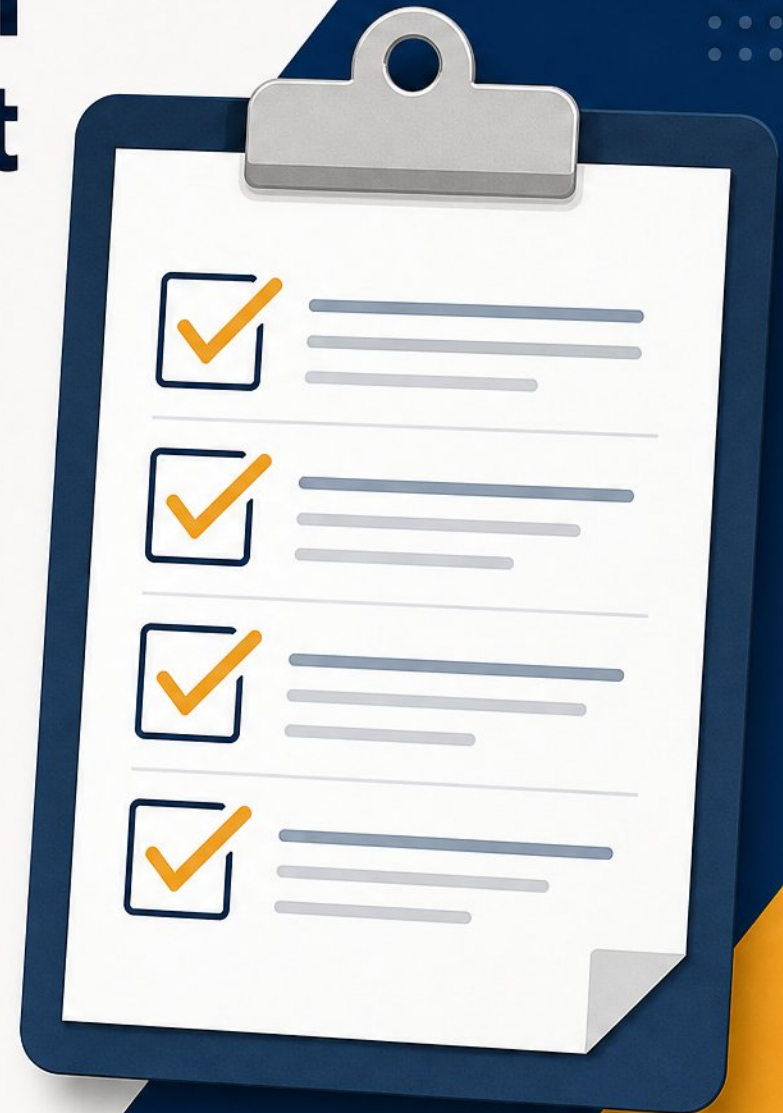
- Context matters: classroom, workplace briefing, conference, or leadership talk



- Lightweight needs analysis: surveys, baseline speech samples, self-assessments



- Separate skill gaps from confidence gaps and knowledge gaps



Writing Goals That Support Execution

- Turn vague goals into coachable, observable behaviors
- Use specific language: “state a thesis” not “understand structure”
- Link each goal to practice and assessment criteria
- Align with competency domains like message creation, delivery, and self-efficacy

BEFORE: VAGUE

“understand structure”



AFTER: SPECIFIC & OBSERVABLE

“state a thesis that previews the main points”



From Objectives to Lesson Structure



Choosing Execution-First Activities

- Match activity type to goal type
- Structure exercises build organization skills
- Simulated Q&A strengthens persuasive readiness
- Impromptu prompts develop thinking on your feet
- Formats: impromptu, prepared delivery, role-play, peer coaching
- Keep the activity-to-outcome link visible to learners
- Group size, time, and setting shape activity choice



Building a Feedback Loop



- Tie every feedback prompt to the stated learning goal



- Use rubrics and structured peer observation protocols



- Balance encouragement with actionable correction



- Frame next steps as small, specific and observable



Rubrics and Assessment Design



- Rubrics define observable criteria for content, structure, delivery, and audience awareness



- Use analytic rubrics to target feedback and identify strengths and priorities



- Share rubrics before speaking to make expectations transparent



- Combine self-assessment, peer review, and instructor evaluation

Analytic Rubric: Observable Criteria

	Exemplary	Proficient	Developing	Beginning
 Content				
 Structure				
 Delivery				
 Audience Awareness				

Common Execution Bottlenecks



- Over-planning content pushes practice time aside



- Unclear activity instructions derail speaking practice



- Too many goals reduce rehearsal quality and feedback depth

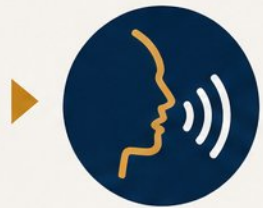


- Running late? Cut examples, never the conclusion



- When execution fails, adjust in-session, keep core objective

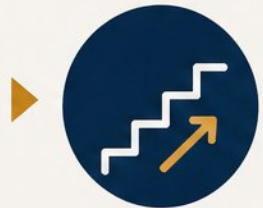
Managing Time and Anxiety



▶ Rehearse out loud to 85–90% of the allotted time



▶ Keep a pre-planned cut list of optional content



▶ Use graded exposure to shrink speech anxiety



▶ Reframe nervous energy as attentive readiness



Building a Reusable Lesson Plan Template



- Compact one-view link between goals, activities, timing, materials, and assessment



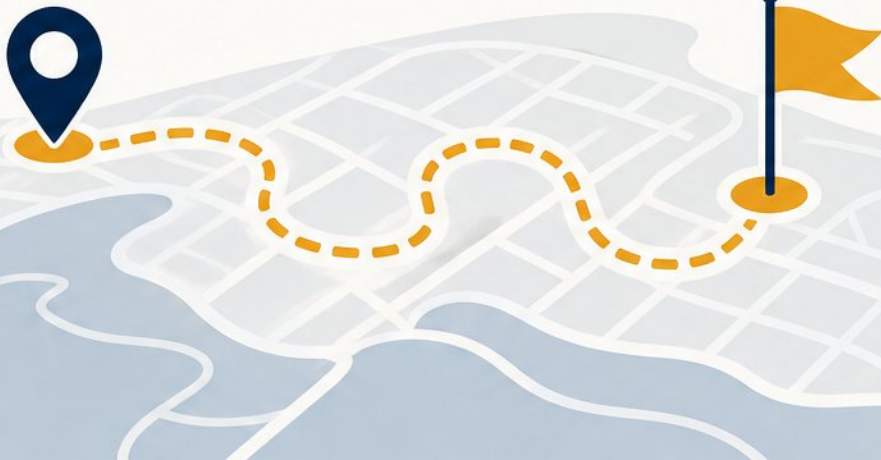
- Core fields: learner needs, lesson objective, practice sequence, and feedback method



- Post-session reflection field built in to support continuous refinement



- Lean by design, so it adapts to any learner level or speaking context



LESSON PLAN TEMPLATE



Learner Needs



Lesson Objective



Practice Sequence



Feedback Method



Materials



Assessment



Post-Session Reflection

Putting the Plan Into Practice



- **Worked example:** one observable goal, one activity sequence, one assessment check



- **Next step:** select one goal, align one activity, pilot this week



- **Core sequence:** diagnose needs, write goals, structure stage, practice, assess



- Strong lessons convert goals into deliberate, measurable execution

Mini-Lesson Plan (Worked Example)



One Observable Goal



One Activity Sequence



One Assessment Check



Practice and Rehearsal Activities



- Use graded exposure: practice with a partner, then a small group, then the full audience.



- Record and review sessions to observe pacing, filler words, and body language.



- Run impromptu drills like “one minute off-the-cuff” to build fluency without scripts.



- Role-play Q&A with assigned adversarial roles to prepare for tough questions.



- Keep activity difficulty rising in steps to ensure steady progress.



Action Plan and Next Steps



- Create a one-page goal-to-execution map for your next lesson



- Pilot one new execution-first activity and collect brief learner feedback



- Reuse and refine the lesson plan template after each session



- Reproducible public speaking training starts with clear goals and deliberate practice

GOAL-TO-EXECUTION MAP



PersonWise.

PersonWise • AI digital-human course platform



Scan the code or click anywhere to watch this course live, with voice Q&A

personwise.ai/t/c7e685c5/public