

Identifying Audience

60 minutes

ICT Specialism 2: The Presentation of ideas

Outcome M2.U1.3

WHAT THIS LESSON DOES

This lesson helps you profile the VET interview audience by identifying examiner and teacher needs, distinguishing them from peer needs, and writing a tailored profile for your presentation.

CURRICULUM OUTCOMES

Outcome	What the specification asks for
M2.U1.3	Create and understand logical formulas using standard functions.

WHAT STUDENTS SHOULD BE ABLE TO DO

- Profile the VET interview audience (examiner and teacher) and their needs
- Distinguish peer audience needs from assessor audience needs
- Write a short Audience Profile for the VET interview

BEFORE THE BELL

- Prepare physical cards for the audience sort activity if the interactive tool cannot be used.
- Have one teacher-approved starter project ready for students still uncommitted to a Something Real project.
- Plan to keep the compact sample Audience Profile visible (board or printout) during the portfolio build, reveal it section by section; do not dump the full sample on the student page.
- Have the VET interview audience (SEC examiner + teacher) clear in your own words. Have one starter project ready for uncommitted students. Students may need their earlier VET presentation plan open later.
- Be ready to display the slim concepts table and reveal the sample Audience Profile section by section from your notes or a board panel (not as a long student silent-read). Print or pin the compact sample for the portfolio build.
- Run drag-sort in challenge mode: max 4 min talk-first, max 8 min place and Check. Projector helpful. Have printed card set ready as fallback if interactive unavailable.
- Be ready to walk the three Common issues rows aloud in about 4 minutes before students open a document.
- Students need cloud access to Project_Portfolio/09_specialism/sm2/ and Word Online or Google Docs. Plan a 3-minute shared write modelling Need to see + What will lose them. Have starter project prompts ready. Bank the minimum viable six-heading profile in class.
- No prep needed. Run 60-second think then pair share.
- Quick filename and folder check as students pack up.

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HOW THE LESSON RUNS

5 min	introduction	Introduction
8 min	content	Key concepts
13 min	activity	Peer audience or VET interview audience?
4 min	content	Common issues
20 min	activity	Portfolio build: Audience Profile
5 min	content	Reflection
5 min	summary	Lesson summary

TEACHING MOVES

- Teach the slim key concepts table orally; reveal the full sample profile section by section from your notes or board panel rather than as a long silent student read.
- Walk the class through each card in the sort activity before they begin dragging. Hard-cap talk-through at 4 minutes and place/Check at 8 minutes so writing time is protected.
- Before independent writing, walk the Common issues table (about 4 minutes), then fill two short contrasting bullets live on the board (Need to see + What will lose them) using a volunteer or starter project.
- Circulate during the portfolio build; push vague lines into concrete examiner-facing detail.
- Bank a minimum viable profile with all six required headings (Who is in the room; What they already know; What they need to see; What will convince them; What will lose them; Not for classmates) in class. Extension detail may be homework; the core artefact is not homework-only.
- End with a brief pair share on one key reflection point. Do not collect written reflections.

WHAT TO WATCH FOR

- Assuming the examiner knows project details from class, rewrite the 'what they already know' section for a competent stranger.
- Placing statements in the wrong bucket during sort, revisit the key concepts table for clarification.
- Including too much class-specific context in the profile, focus only on VET interview requirements.
- Listing who is in the room without Need to see / Convince / Lose lines.

DIFFERENTIATION

- Support: Sentence starters are on the student portfolio card; offer paired discussion before writing if needed.
- Extension: Format 2 audience section in the lesson summary; note how the profile will influence presentation format choice.
- Support: Allow paired work on the sort activity for discussion.