

Considering Audience for Future Presentations

60 minutes

Strand 2.1: Appreciating my Community

Applying

Outcome LCW.M2.S1.CPS.4

WHAT THIS LESSON DOES

This lesson teaches you to plan how the same collaborative presentation can serve different listeners. You sort the beats into stakeholder, interviewer, both or cut categories before selecting three lead points for each audience type and saving the plan in your Digital Portfolio.

CURRICULUM OUTCOMES

Outcome	What the specification asks for
LCW.M2.S1.CPS.4	present an overview of their collaborative response to a real-life community issue.

WHAT STUDENTS SHOULD BE ABLE TO DO

- Plan how to adapt the same presentation for different listeners
- Sort beats into stakeholder, interviewer, both or cut
- Lead with different threes depending on who is listening

KEY TERMS

Term	What it means here	For example
Audience	The people who will actually hear or read what you present: what they already know, what they care about, and what they can do after hearing you.	A local residents' association AGM hearing a proposal is a different audience from an ETB Further Education interview panel hearing a sixty-second introduction
Stakeholder	Someone with a real interest in the issue or the solution: they care about the problem, the cost, the local impact, and the ask.	A Tidy Towns committee chair listening to your group's community proposal
Interviewer	Someone deciding about you: they care what you did, how you think, and whether you would be useful, far more than the issue itself.	A SOLAS apprenticeship panel asking about your role in a collaborative project

BEFORE THE BELL

- Ensure all students have their collaborative presentation document open at the start
- Prepare spare printed lists of the ten shared beats for device issues and for students without the prior document
- Students without Collaborative Task Presentation treat the ten shared beats as their presentation and still complete Presentation Audience Shift
- Students need their Collaborative Task Presentation open. Have a spare printed list of the ten shared beats for anyone whose device fails. Students without the prior document treat the ten shared beats as their presentation and still produce lead threes plus the hardest-card line in Presentation Audience Shift .
- On screen this lesson: card sort.

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HOW THE LESSON RUNS

5 min	introduction	Getting Started
5 min	content	Key Terms
35 min	activity	Sort the Beats, Then Choose Your Leads
10 min	content	Think About It
5 min	summary	What you covered

STEP BY STEP

5 min Getting Started

Ask the class to open their **Collaborative Task Presentation** document before anything else. Anyone without it works from the ten shared beat cards on the interactive, treats those cards as their presentation for the whole lesson, and still completes **Presentation Audience Shift** (lead threes + hardest-card line) from that set.

Preview the insight out loud once: *the stakeholder wants the issue; the interviewer wants you*. That line is the whole lesson.

5 min Key Terms

Keep this to five minutes. The terms only earn their keep when the cards start moving.

35 min Sort the Beats, Then Choose Your Leads

On screen: card sort

SUGGESTED TIMING (LESSON CLOCK)

- Lesson mins 10-15: brief whole-class model on the IWB of two or three borderline cards only (cost for an interviewer; personal reason for a stakeholder; process in Both or Cut). Do not complete the full sort as a class.
- Lesson mins 15-25: pair or individual card sort on the interactive in explore mode so each student builds their own four columns; invite arguments on borderline cards.
- Lesson mins 25-30: freeze; name the insight again: stakeholder wants the issue, interviewer wants you.
- Lesson mins 30-45: silent write into **Presentation Audience Shift**; circulate for lead threes that still look identical across both audiences.

LOOK-FORS

- Cost, local place names, evidence and the ask tend toward stakeholder.
- STAR role, personal reason and what you learned tend toward interviewer.
- Process, risks and who-else-has-tried often land in Both or Cut; either is defensible if the student can say why.
- Lead threes that are the same for both audiences mean the student has not sorted yet.

TEACHING TIPS

Explore mode is open: bucket accepts are empty on purpose so no placement is marked right or wrong. Press for the reason. The card the room argues longest about is the teaching. Each student must leave with their own four columns copied into the portfolio document, not a copy of a single class board.

10 min Think About It

Two minutes of pair talk, then take two voices on the process beat. Students often default to keeping everything; push once on what they would leave out under a sixty-second limit. Do not re-open the hardest-card line already captured in Presentation Audience Shift.

5 min What you covered

Quick show of hands: who changed at least one placement after hearing a partner's argument? That movement is the evidence the lesson worked. Spot-check three portfolio documents for lead threes that actually differ.

ANSWERS AND LOOK-FORS

- Stakeholder: wants the issue - Cost breakdown and what the solution would cost; Local place names and where the issue shows up; Evidence the problem is real: numbers, dates, who is affected; The clear ask of the audience
- Interviewer: wants you - How the group worked through the design-thinking stages you used in your collaborative task; STAR account of your own role in the task; What you personally learned about yourself
- Cut - Who else has tried something similar

TEACHING MOVES

- Direct students to open their presentation document before starting any activity
- Keep the key terms explanation brief so students can begin sorting promptly
- Model only two or three borderline cards whole-class; each student then builds their own four-column sort
- Explore mode has empty accepts on every bucket: do not mark placements right or wrong
- Circulate during pair discussions to prompt students on what they would leave out

WHAT TO WATCH FOR

- Placing every beat in Both: remind students of the distinct priorities of each audience type
- Retaining too many beats for the interviewer: stress the sixty-second time limit
- Ignoring the process beat: ask what would need to be true for it to matter
- Copying a single class board into the portfolio instead of a personal four-column sort

DIFFERENTIATION

- Support: provide a pre-categorised example set for students needing extra guidance
- Extension: ask students to invent a third audience (for example a local-authority work-experience supervisor) and re-sort the beats
- Support: allow pair work throughout the sorting activity

WHAT STUDENTS ARE LEFT WITH

- Presentation Audience Shift: sorted beats plus lead threes for two audiences