

Audience-Driven Layout Evaluation

60 minutes

ICT Specialism 1: Word processing

Outcome M1.U3.3

WHAT THIS LESSON DOES

Learn to evaluate if a document layout suits its intended audience and purpose. Practise giving structured feedback on audience fit and record one specific layout change to improve your own document.

CURRICULUM OUTCOMES

Outcome	What the specification asks for
M1.U3.3	Evaluate the layout features of a text for the intended audience.

WHAT STUDENTS SHOULD BE ABLE TO DO

- Evaluate whether layout helps or hinders the intended audience and use
- Give structured peer feedback on audience fit
- Record one layout change made as a result of evaluation

BEFORE THE BELL

- Place printed GAA blitz sample sheets on empty desks before students sit so fallback users start immediately.
- Nothing to share: each student makes sm1_audience_fit_checklist in Project_Portfolio/09_specialism/sm1 by pasting the six-question table printed on the independent practice card into a new document.
- Confirm students can open Project_Portfolio/09_specialism/sm1.
- Plan pairs in advance; prepare one triad rotation if numbers are odd.
- Place printed GAA blitz sample sheets on empty desks before students sit; one sample before/after page ready on the classroom screen; students need access to Project_Portfolio/09_specialism/sm1
- Display the full six-question Audience-Fit Checklist on the classroom screen; have img_checklist_sample ready if useful
- Opinion-line interactive ready on the classroom screen; run whole-class with about 6 volunteer markers
- Project the sample GAA blitz price list from this step; printed copies already on desks for fallback users; ready to scribe one row and pin six stems
- Nothing to share: students paste the six-question checklist table from their card; cloud access to Project_Portfolio/09_specialism/sm1; spare GAA samples already on desks; pairs (or one triad) confirmed; board prompt for rows 1-5 vs row 6
- Collect or spot-check sm1_audience_fit_checklist in each sm1 folder

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HOW THE LESSON RUNS

5 min	introduction	Introduction
7 min	content	Key concepts
12 min	activity	Audience fit: where do you stand?
3 min	content	Common issues
3 min	content	Guided practice: one checklist row together
20 min	activity	Independent practice
5 min	content	Reflection
5 min	summary	Lesson summary

TEACHING MOVES

- Lead with the warm-up question so talk starts in the first minute.
- Walk the full six-row checklist on screen; student pane lists all six questions plus three sample answers.
- Opinion line: whole-class on classroom screen with about 6 volunteer markers; cap each cycle at about three minutes; keep the fourth statement as extension only.
- Scribe one evidence-based checklist row live and pin one-line stems for all six questions before releasing pairs.
- Board prompt: Rows 1-5 = their file; Row 6 = your edit + date.
- Mid-check at about 8 minutes in Independent Practice.
- Circulate during the pair swap to prompt specific rather than taste-based comments and to enforce mutual evaluation plus feedback copied into each student's own folder.

WHAT TO WATCH FOR

- Feedback based on personal taste instead of audience needs - redirect to layout evidence for a named reader.
- Planning multiple redesigns instead of one change - hold students to recording only a single improvement on row 6.
- Unable to name a specific audience - guide selection of a real role tied to their project.
- One-way pair work - require both checklists complete before anyone stops.
- Row 6 filled about the partner's file - redirect: rows 1-5 partner, row 6 own edit.

DIFFERENTIATION

- Support: Use the sentence starters already on the independent practice card (Audience / They will use this to / Key fact is currently / One change because).
- Support: The six-question table printed on the card pastes in one go, so there is no Insert Table load; pair strategically to strengthen feedback quality.
- Support: Offer the sample price list and sm1_audience_fit_sample_v2 path when a finished sm1 document is missing.
- Extension: Invite students to evaluate a second document aimed at a different audience.