

Specialism Module 2 Kickoff: Why Presentation Matters and VET Brief

60 minutes

ICT Specialism 2: The Presentation of ideas

Outcome M2.U1.3

WHAT THIS LESSON DOES

This lesson shows how Module 2 presentation work prepares students for the Vocational Education Task interview. They examine a sample brief, link it to their Something Real project and draft a plan with topic, audience, formats and takeaway.

CURRICULUM OUTCOMES

Outcome	What the specification asks for
M2.U1.3	Analyse and evaluate the purpose, audience and requirements of a presentation in a range of formats and media.

WHAT STUDENTS SHOULD BE ABLE TO DO

- Explain that Module 2 work feeds the Vocational Education Task interview
- Read a sample VET interview brief and connect it to the Something Real project
- Draft a VET Presentation Plan covering topic, audience, formats, and takeaway

BEFORE THE BELL

- Check whether your school has a local SEC-style sample brief or coordinator brief you would rather display; the sample on the student page in Explore the VET brief covers you if not.
- Ensure students can refer to their Specialism Plan or Module 1 work.
- Have a sample VET interview brief ready on screen (use the lesson sample or your school's local version). Confirm students can open [Project_Portfolio/09_specialism/sm2/](#).
- No prep needed beyond the sample brief already planned for the next step.
- Project the sample VET brief. Optional: list 2-3 past student presentation strengths/weaknesses (anonymised) to ground the discussion.
- Students need cloud access to [Project_Portfolio/09_specialism/sm2/](#) and a word processor (Word Online or Google Docs).

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HOW THE LESSON RUNS

5 min	introduction	Introduction
8 min	content	Key concepts
15 min	activity	Explore the VET brief
4 min	content	Common issues and project check
18 min	activity	Portfolio Build
5 min	content	Reflection
5 min	summary	Lesson summary

TEACHING MOVES

- Lead with the pathway diagram so the class does not open on a blank screen; confirm sm2 folders and flag unclear projects early.
- State the VET link clearly at the outset on the board; write Format 1 / Format 2 in plain words before Jamie's model.
- Read Jamie's model plan aloud while students follow the table; point at the weak-vs-strong callout; drafting waits until Portfolio Build.
- Conduct the exploration of the brief as a whole-class discussion; use the project-type checklist and spine jot before cold-call; prioritise the three core prompts.
- Run the two-minute project triage in Common issues and project check before starting Portfolio Build.
- Circulate during Portfolio Build; point stuck writers at the four sentence starters on their card and at the weak-vs-strong topic example from Key concepts; treat today's file as planning evidence toward KA1/KA2, not a banked KA.

WHAT TO WATCH FOR

- Treating Module 2 as only slide creation: emphasise the interview preparation aspect.
- Selecting friends as audience: redirect focus to examiner and teacher.
- Lacking a clear project: guide students back to their existing portfolio work in sm1 before they write.

DIFFERENTIATION

- Support: send students to the four sentence starters printed on the Portfolio Build card and tell them a rough full sentence under each heading is the target before any tidying.
- Extension: Challenge students to include a hardware check note in their plan.
- Support: Allow paired discussion for the brief exploration if needed.