

Identifying Purpose of a Presentation

60 minutes

ICT Specialism 2: The Presentation of ideas

Outcome M2.U1.3

WHAT THIS LESSON DOES

Learn how purpose shapes every choice in a presentation. Distinguish the six key purposes and select the main one for your VET work. Practise with class sorting and write your own purpose statement.

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

- Distinguish inform, persuade, entertain, instruct, report, and reflect purposes
- Match structure choices to purpose
- State the primary purpose of the VET presentation in one justified sentence

BEFORE THE BELL

- Display the six-purpose poster (img_purpose_six_map) from the start and leave it up through the portfolio write.
- Nothing to pre-drop: students without a prior plan create sm2_vet_presentation_plan in Project_Portfolio/09_specialism/sm2/ themselves and type the four headings (Topic, Audience, Format ideas, Purpose) named on their card.
- Prepare physical cards with the eight briefs and six bucket headers if the digital sorting tool is unavailable.
- Ensure a board is available for the purpose sentence builder, spine table, and the live Purpose-section model.
- Prepare two treatments of the same topic, one inform and one persuade, of about a minute each, or use the spoken 20-second fallback scripts in the introduction teacher notes.
- Display img_purpose_six_map on the classroom screen at open. Prepare two 60-second treatments of the same topic (inform vs persuade), or use the spoken 20-second fallback scripts in teacher_notes. Students need cloud access; the VET Presentation Plan may be created this lesson if missing.
- Display img_purpose_six_map throughout this step. Reveal one oral example per purpose from teacher_notes; do not set silent full-table reading.
- Interactive on the classroom screen in challenge mode. Plan ~5 minutes discussion before anyone drags. Fallback ready: eight printed brief labels plus six bucket headers, or oral board sort from the student list.
- Have the sentence builder and spine table ready to project and leave up for the full portfolio build (step 5).
- Nothing to pre-drop: students without a prior plan create sm2_vet_presentation_plan in Project_Portfolio/09_specialism/sm2/ with the four headings (Topic, Audience, Format ideas, Purpose). Plan a 2-minute whole-class path create. Display img_purpose_six_map, sentence builder, and spine table through the write. Non-negotiable: live board model of aligned persuade sentence + structure + cut, then 60-second choral structure bullet, before release. Have a sample topic ready that you will visibly alter so students do not copy wholesale.
- No prep needed beyond a quick pair map if seating is uneven.

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HOW THE LESSON RUNS

5 min	introduction	Introduction
6 min	content	Key concepts
15 min	activity	Sort presentation purposes
4 min	content	Common issues
20 min	activity	Portfolio build
5 min	content	Reflection
5 min	summary	Lesson summary

TEACHING MOVES

- Name the six purposes aloud with the poster; reveal one oral example at a time; avoid long silent table reading.
- Deliver the inform-vs-persuade spine contrast orally during the intro demo or key concepts.
- Facilitate whole-class discussion before the digital sorting activity; use the printed-card or oral fallback if the tool fails.
- Project the sentence builder and spine table and leave both visible for the full portfolio write.
- Model one full aligned Purpose section on the board (sentence, structure bullet and cut bullet), then write one structure bullet with the class in about 60 seconds, before releasing the independent write. Visibly alter the sample topic so that copying it wholesale is wrong.
- Open the cloud path on screen with the class for about 2 minutes: Project_Portfolio, then 09_specialism, then sm2.
- Circulate during the portfolio build; push for one primary purpose word; check every Purpose section before dismissal.
- Reflection: assign pairs, 90 seconds each; optional one-line class share.

WHAT TO WATCH FOR

- Selecting more than one primary purpose; ask what the audience must do at the end to decide.
- Defaulting to entertain for the VET presentation; stress that the main job is verifying learning.
- Writing lengthy statements; limit to one purpose word with a short justification.
- Mismatching purpose word to structure spine (for example saying persuade but writing an inform or reflect outline).

DIFFERENTIATION

- Support: Use the sentence starters on the portfolio build card for the purpose statement.
- Support: Students without a prior plan type only the four headings named on their card; Topic and Audience may stay rough today.
- Extension: Only after the save check, rewrite the purpose with two alternate words and note how the opening would change.
- Support: Allow paired discussion during the sorting activity.