

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	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

- 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

- Have one teacher-approved starter project ready for students still uncommitted to a Something Real project.
- Have the compact sample Audience Profile ready on the board or as a printout so it can stay visible during the portfolio build, and plan to reveal it section by section rather than all at once.
- 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, and reveal the full sample profile section by section from your notes or board panel rather than leaving students to read a long block in silence.
- Walk the class through each card in the sort activity before they begin dragging. Keep the talk-through to about 4 minutes and the placing and Check to about 8 minutes, so that the writing time later is not eaten.
- Before independent writing, walk the Common issues table in about 4 minutes, then fill two short contrasting bullets live on the board (What they need to see, and What will lose them) using a volunteer's project or the starter project.
- Circulate during the portfolio build and push vague lines into concrete examiner-facing detail.
- Make sure every student saves a profile in class with all six headings filled (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), even if the lines are brief. Extra detail may be finished at home, but the profile itself should not be left as homework, because it is the material the next lessons build on.
- End with a brief pair share on one reflection point. Do not collect written reflections, since the talking is what makes the design change concrete.

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 the 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.
- Support: Allow paired work on the sort activity so the weaker readers hear the reasoning.
- Extension: The Format 2 audience section in the lesson summary; ask those students to note how the profile will influence their presentation format choice.