

Requirements Analysis: Matching Format to Purpose and Audience

60 minutes

ICT Specialism 2: The Presentation of ideas

Outcome M2.U1.3

WHAT THIS LESSON DOES

Explore how to select the most suitable digital format for a presentation by analysing its purpose and target audience. Apply a structured decision process to evaluate options including slide decks, infographics, podcasts and short videos before finalising your choice.

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

- Use a decision approach to match digital format to purpose and audience
- Compare slide decks, infographics, podcasts, and short video for fit
- Lock a justified format decision for the VET presentation

BEFORE THE BELL

- Display the decision flowchart. Briefs 1 and 2 are printed on the students' step-by-step and Brief 3 is oral, so there is no handout to print.
- Write the warm-up starter on the board: one purpose word + one audience line (e.g. persuade / SEC examiner and teacher, live interview).
- Prepare Aoife's five-heading Format Decision model to flash in Key concepts (60-90 seconds) and re-display fully during independent practice.
- Keep a persistent slide of the five decision headings visible all period.
- Nothing to place in student folders: the five decision headings are printed on the independent practice card for students to type.
- Write the warm-up starter on the board before students sit. Briefs 1 and 2 are printed on the step-by-step; Brief 3 is oral. Students need prior purpose/audience notes where they exist, plus Project Portfolio access. Display the intro formats image if available. Keep a persistent slide of the five decision headings ready for the whole period.
- Display the flowchart image. Flash Aoife's five filled headings briefly during this step; keep them ready to re-display fully in independent practice. Keep the five-headings slide up all period.
- Briefs 1 and 2 are printed on the student step; Brief 3 is oral. Students need word-processor access in Project Portfolio. Demo Brief 1 live before releasing Brief 2.
- Nothing to pre-place: students type the five headings from their card. Students need purpose word, audience line, and Project Portfolio access. Spot-check each sm2_format_decision before the end of class. Name the fallback Something Real frame in minute one.
- Quick visual check that each student has sm2_format_decision in the sm2 folder with a locked primary format.

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HOW THE LESSON RUNS

5 min	introduction	Introduction
8 min	content	Key concepts
13 min	activity	Step-by-step task
4 min	content	Common issues
20 min	activity	Independent practice
5 min	content	Reflection
5 min	summary	Lesson summary

TEACHING MOVES

- Start the warm-up write immediately; issue the purpose/audience starter in minute one.
- Demonstrate Brief 1 on screen thinking aloud; students copy the class decision, then fully run only Brief 2. If time slips, drop Pattern to oral.
- Verbally mark Brief 2 as practice thinking and sm2_format_decision as the only KA bank.
- In independent practice minute one, name the fallback Something Real frame for anyone still topic-less.
- Keep independent practice in the period and visually check every sm2_format_decision before students leave. Do not set the decision page as unfinished homework.
- Common issues: prioritise tool-first and missing notes aloud; folder path during circulation.
- Use pair share for the reflection on backup plans and video risk.
- Sample different locked formats aloud in the summary.

WHAT TO WATCH FOR

- Choosing a format due to liking the tool: insist on purpose then audience then constraints first.
- Ignoring specific audience needs: reference the live VET interview when evaluating fit.
- Weak justification: require plain-sentence links under Purpose fit, Audience fit, and Constraint check, not single-word labels.

DIFFERENTIATION

- Support: the five headings printed on the card, and paired talk while each student still types their own page.
- Support: fallback purpose/audience/topic frame announced at the start of independent practice.
- Extension: five-beat outline for the chosen format only after the decision is locked (in class or optional homework).
- Support: allow oral Brief 3 as class discussion instead of a third write-up.