

LESSON 28

Tailoring for an Audience

60 minutes

Strand 1.1: Understanding Myself

Applying

Feeds ALT 1

Outcome LCW.M1.S1.ALT1.1

Outcome LCW.M1.S1.PS.2

WHAT THIS LESSON DOES

In this lesson you apply your personal statement draft to a specific opportunity by creating a tailored variant. You adjust emphasis and order for the reader without changing your core identity, then document the changes made.

CURRICULUM OUTCOMES

Outcome	What the specification asks for
LCW.M1.S1.ALT1.1	create and develop a personal statement.
LCW.M1.S1.PS.2	recognise different formats and uses of personal statements.

WHAT STUDENTS SHOULD BE ABLE TO DO

- Adjust emphasis, order and length for a specific audience
- Keep core identity while changing what the reader meets first
- Document what you changed and why that audience needed it

KEY TERMS

Term	What it means here	For example
Tailoring	Changing the emphasis, order and length of your personal statement so one reader gets what they need first, without inventing a different person.	Leading with hands-on evidence for an apprenticeship panel, and with academic interests for a Higher Education course page
Audience	The real people who will read this version: a course admissions officer, an apprenticeship employer, or a community organisation, each looking for different proof.	An ETB apprenticeship coordinator scanning for reliability and day-to-day usefulness
Variant	A version of the same core statement reshaped for one named opportunity, saved beside the main draft rather than replacing it.	Personal Statement Tailored V1 for a named local role, with a short note on what moved

BEFORE THE BELL

- Ensure all students have access to their personal statement draft in the Strand 1.1 folder.
- On screen this lesson: worked example, document annotator.

Tailoring for an Audience

HOW THE LESSON RUNS		
5 min	introduction	Getting Started
12 min	activity	What Does This Reader Want?
15 min	activity	Spot the Tailoring Moves
18 min	activity	When Tailoring Goes Wrong
5 min	content	Take It Further
5 min	summary	What you covered

STEP BY STEP

5 min Getting Started

Open by telling the class that today is about using the statement they already have rather than writing a new one, so they know from the start that the draft in front of them is the raw material. Students open **Personal Statement Draft 1** or the revised version from the peer-review lesson. Anyone without a draft uses their strongest Strand 1.1 evidence notes, and only for the short tailored paragraph.

12 min What Does This Reader Want? On screen: worked example

Run the claims as predictions first: let students mark each one sound or off before any label is shown, and keep the labels hidden until two or three of them have defended a mark out loud, because the defending is where the misreadings come out. Then step through the annotations one at a time so the distinctions are visible on the board before anyone starts labelling a real document in the next step.

Three beliefs come up most often and are worth listening for. Some students are sure that higher education readers only care about points, some think a community role wants pure warmth with no evidence behind it, and some assume tailoring means inventing a second person for each door. Take each one as it appears and test it against the claim on screen rather than correcting it flatly.

15 min Spot the Tailoring Moves On screen: document annotator

SUGGESTED TIMING

- Annotate and reveal model: about six to eight minutes.
- Start own tailored variant plus three-sentence change note in the remaining class time; unfinished work continues as same-day portfolio homework.

LOOK-FORS

- The opportunity is named (course, apprenticeship, community role, employer), not "college" in the abstract.
- Core facts match the main draft; only emphasis and order move.
- Change note names the audience need, not "I made it better".

If someone has no draft at all, they write a shorter tailored paragraph of about 150 words using whatever evidence notes they already hold in the Strand 1.1 folder, and label it clearly as a starter variant so it can be built up later.

18 min When Tailoring Goes Wrong On screen: worked example

Walk the class through Tomas's two damaged versions using the annotations, revealing them one at a time so the room sees each fault named before the next one appears. Then give pairs time on the four prompts on the step, and finish with silent time on the change note, because that sentence is easier to write without a partner talking. Cold-call two contrasting answers on what Tomas should not have invented, so the class hears that the coaching claim is a different kind of error from the brochure language.

Two mistakes recur. Students rewrite their values to match the wording of the advert, and change notes end up saying "improved flow" with no reason that belongs to the audience. Push both back to a named reader and a named need.

ALT 1: confirm files named clearly as Personal Statement Tailored V1 beside the main draft.

If pairs stall, offer these points yourself rather than waiting them out. Core facts stay stable across every variant, and only order and emphasis move. The lead should be the proof that this particular reader is paid to care about. Experience is never upgraded into a title or a duration the student does not have. And local, specific evidence beats brochure language for every serious reader.

5 min Take It Further

Optional. Stronger students only, or set as homework after Tailored V1 is saved. Spot-check that second variants do not drift into fiction.

5 min What you covered

Confirm every student can name the file location: Strand 1.1 / Personal Statement Tailored V1 beside the main draft. Spot-check two change notes for audience reasons rather than "improved flow". Optional second variant is stretch only.

ANSWERS AND LOOK-FORS

- Worked example: "cope with the academic load and that your interest in the subject is..." - Sound for HE - Admissions staff scan for subject fit and readiness to study. Points matter in the wider application system, but the statement is where curiosity and learning evidence show up.
- Worked example: "reliability, coachability and day-to-day usefulness on site" - Sound for apprenticeship - Panels listen for showing up, following instruction, and concrete placement or job proof. Grades can support the case; they rarely lead it.
- Worked example: "local impact you can evidence and how you work with people" - Sound for community - Fundraisers, volunteering and club roles beat abstract passion lines. Warmth without checkable action is thin for any serious reader.
- Worked example: "HE readers only care about CAO points" - Off: too narrow - Points sit in the application system. The statement still has to show the person and the subject fit.
- Worked example: "community roles want pure warmth with no evidence" - Off: no proof - Community readers still need evidence. Local, specific action is usually stronger than soft claims.
- Document annotator: "learn a skilled trade properly on site and in block release, not only..." - Audience emphasis: what this panel needs first - Opens on the apprenticeship model in the reader's own language. A HE variant would likely open on course content or subject curiosity instead.
- Document annotator: "carried tools, logged call-outs, and stayed late once to help finish..." - Audience emphasis: what this panel needs first - Concrete site-adjacent actions an employer can picture. This is evidence shaped for usefulness, not a vague claim about loving practical work.
- Document annotator: "ring two suppliers for a part and to write the job note" - Core kept: still clearly Aoife - A checkable moment that would survive in other variants too. The core is the behaviour; the surrounding pitch changes.
- Document annotator: "I am steady under instruction and I ask when I do not know" - Audience emphasis: what this panel needs first - Apprenticeship panels listen for coachability. Naming asking for help as a strength is audience-smart, not weak.
- Document annotator: "have not missed a rostered shift in eight months" - Audience emphasis: what this panel needs first - Hard reliability evidence. Often buried mid-draft in a general statement; here it is promoted because attendance is a live concern for employers.
- Document annotator: "That habit matters more to me on a site than any single exam grade" - Reordered or shortened for this reader - Grades are not denied; they are ranked second for this reader. In an HE variant the ranking would likely reverse without inventing new facts.
- Document annotator: "Leaving Certificate Engineering and Maths are where I test that" - Core kept: still clearly Aoife - Subject interest stays true. It is kept short so it supports the trade route rather than competing with it.
- Document annotator: "For this application, though, the first thing I can offer is..." - Signalled as cut or de-emphasised - The phrase 'for this application' admits other material exists and was set aside. That is honest tailoring, not hiding.
- Worked example: "holistic development of athletes and aspirational high-performance..." - Delete hollow language - Brochure words with no evidence behind them. Put back concrete facts such as captaining the panel and the fundraiser.
- Worked example: "cut the fundraiser because it felt too local" - Restore local proof - Local, specific evidence beats generic passion for every serious reader, including HE admissions.
- Worked example: "led with exam points and a long paragraph on Leaving Certificate PE..." - Wrong lead for community - A community traineeship reader needs people-and-impact proof first. Theory can sit later and shorter.

- Worked example: "claiming two years of formal coaching experience" - Never upgrade experience - Safer, checkable line: I have helped at under-age training nights for six months under the club coaches. Truth is checkable; inflated titles are not.
- Worked example: "Neither sounds much like the person his PE teacher would recognise" - Core identity lost - Keep core facts stable across variants. Change order and emphasis only. That single rule stops both failures.

TEACHING MOVES

- Run the audience-priorities worked example in predict mode before revealing beats.
- Model the annotation of the sample tailored statement before students begin their own.
- Keep ALT production realistic: annotation is the timed class core; Tailored V1 may finish as same-day portfolio work.
- Cold-call contrasting answers after the Tomas discussion to highlight different approaches.

WHAT TO WATCH FOR

- Students rewrite their values to match the audience. Solution: Emphasise keeping the core identity unchanged.
- Students invent new experiences in the variant. Solution: Stress using only existing content from the main draft.
- Students skip documenting changes. Solution: Allocate time to complete the change note sentences.

DIFFERENTIATION

- Support: Offer sentence starters for the change note.
- Extension: Invite stronger students to create a second variant for a contrasting audience.
- Support: Pair students during discussion activities to share ideas.

WHAT STUDENTS ARE LEFT WITH

- Personal Statement Tailored V1: audience-specific version plus three-sentence change note