

Considering Audience for Future Presentations

60 minutes

Strand 2.1: Appreciating my Community

Applying

Outcome LCW.M2.S1.CPS.4

WHAT THIS LESSON DOES

This lesson teaches you to plan how the same collaborative presentation can serve different listeners. You sort the beats into stakeholder, interviewer, both or cut categories before selecting three lead points for each audience type and saving the plan in your Digital Portfolio.

CURRICULUM OUTCOMES

Outcome	What the specification asks for
LCW.M2.S1.CPS.4	present an overview of their collaborative response to a real-life community issue.

WHAT STUDENTS SHOULD BE ABLE TO DO

- Plan how to adapt the same presentation for different listeners
- Sort beats into stakeholder, interviewer, both or cut
- Lead with different threes depending on who is listening

KEY TERMS

Term	What it means here	For example
Audience	The people who will actually hear or read what you present: what they already know, what they care about, and what they can do after hearing you.	A local residents' association AGM hearing a proposal is a different audience from an ETB Further Education interview panel hearing a sixty-second introduction
Stakeholder	Someone with a real interest in the issue or the solution: they care about the problem, the cost, the local impact, and the ask.	A Tidy Towns committee chair listening to your group's community proposal
Interviewer	Someone deciding about you: they care what you did, how you think, and whether you would be useful, far more than the issue itself.	A SOLAS apprenticeship panel asking about your role in a collaborative project

BEFORE THE BELL

- Ensure all students have their collaborative presentation document open at the start
- Prepare spare printed lists of the ten shared beats for device issues and for students without the prior document
- Students without Collaborative Task Presentation treat the ten shared beats as their presentation and still complete Presentation Audience Shift
- Students need their Collaborative Task Presentation open. Have a spare printed list of the ten shared cards for anyone whose device fails. Students without the prior document treat those ten cards as their presentation and still produce the two lead threes plus the hardest-card line in Presentation Audience Shift.
- On screen this lesson: card sort.

Considering Audience for Future Presentations

HOW THE LESSON RUNS		
5 min	introduction	Getting Started
5 min	content	Key Terms
35 min	activity	Sort the Beats, Then Choose Your Leads
10 min	content	Think About It
5 min	summary	What you covered

STEP BY STEP

5 min Getting Started

Ask the class to open their **Collaborative Task Presentation** document before anything else. Anyone without it works from the ten shared cards on the interactive, treats those cards as their presentation for the whole lesson, and still completes **Presentation Audience Shift** (the two lead threes and the hardest-card line) from that set.

Say the governing idea out loud once before they start, so they have something to sort against: *the stakeholder wants the issue; the interviewer wants you*. You will come back to it twice more during the lesson, so there is no need to explain it at length here.

5 min Key Terms

Keep this to five minutes. The terms only earn their keep when the cards start moving.

35 min Sort the Beats, Then Choose Your Leads

On screen: card sort

SUGGESTED TIMING (LESSON CLOCK)

- Lesson minutes 10 to 15: model two or three borderline cards only on the interactive whiteboard (cost for an interviewer; personal reason for a stakeholder; process in Both or Cut). Leave the remaining cards unplaced, because the thinking happens when each student has to argue a placement for themselves rather than copy yours.
- Lesson minutes 15 to 25: students sort on the interactive in pairs or individually so each one builds their own four columns, and you invite arguments on the borderline cards.
- Lesson minutes 25 to 30: stop the sorting and say the idea again: the stakeholder wants the issue, the interviewer wants you.
- Lesson minutes 30 to 45: silent writing into **Presentation Audience Shift**, while you circulate looking for lead threes that still look identical across both audiences.

LOOK-FORS

- Cost, local place names, evidence and the ask tend toward stakeholder.
- STAR role, personal reason and what you learned tend toward interviewer.
- Process, risks and who-else-has-tried often land in Both or Cut; either is defensible if the student can say why.
- Lead threes that are the same for both audiences mean the student has not sorted yet.

TEACHING TIPS

The interactive accepts any card into any column and marks nothing right or wrong, so the quality of the placement lives entirely in the reason the student gives. Ask for that reason every time you stop at a desk. When a pair is still arguing over one card after a few minutes, let it run and then take that card to the room, because a card that could sit in two columns is where the audience question becomes real. Each student must leave with their own four columns copied into the portfolio document, not a copy of a single class board.

10 min Think About It

Two minutes of pair talk, then take two voices on the process card. Students often default to keeping everything; push once on what they would leave out under a sixty-second limit. Keep the talk on the sixty-second cut rather than the hardest card, since they have already written that line and rehearsing it again eats the time this question needs.

5 min What you covered

Quick show of hands: who changed at least one placement after hearing a partner's argument? Ask one of them to say what the argument was, so the class hears that changing your mind on a card is the ordinary result of sorting well. Spot-check three portfolio documents for lead threes that actually differ.

ANSWERS AND LOOK-FORS

- Stakeholder: wants the issue - Cost breakdown and what the solution would cost; Local place names and where the issue shows up; Evidence the problem is real: numbers, dates, who is affected; The clear ask of the audience
- Interviewer: wants you - How the group worked through the design-thinking stages you used in your collaborative task; STAR account of your own role in the task; What you personally learned about yourself

TEACHING MOVES

- Direct students to open their presentation document before starting any activity
- Keep the key terms explanation brief so students can begin sorting promptly
- Model only two or three borderline cards whole-class; each student then builds their own four-column sort
- Explore mode has empty accepts on every bucket: do not mark placements right or wrong
- Circulate during pair discussions to prompt students on what they would leave out

WHAT TO WATCH FOR

- Placing every beat in Both: remind students of the distinct priorities of each audience type
- Retaining too many beats for the interviewer: stress the sixty-second time limit
- Ignoring the process beat: ask what would need to be true for it to matter
- Copying a single class board into the portfolio instead of a personal four-column sort

DIFFERENTIATION

- Support: provide a pre-categorised example set for students needing extra guidance
- Extension: ask students to invent a third audience (for example a local-authority work-experience supervisor) and re-sort the beats
- Support: allow pair work throughout the sorting activity

WHAT STUDENTS ARE LEFT WITH

- Presentation Audience Shift: sorted beats plus lead threes for two audiences