

Audience by Design

Notice how a speaker changes choices while keeping a proposal consistent.

12.P.CP.2 "Presentation: Use presentation skills to tailor communication to target audiences for specific purposes."

NAME _____

DATE _____

1 READ AND MARK _____ Read it twice

YOUR JOB Underline the details Maya changes for the transportation committee, and circle the details she changes for students. In the margin, write the purpose of each presentation.

One Proposal, Two Audiences

- ① At a town meeting, Maya needed support for a shaded bus stop near the high school. She did not use one speech for everyone. Her purpose was to persuade people to fund the project, but each audience needed different evidence. Before speaking, she asked what listeners already knew, what they valued, and what action she wanted from them. Then she planned a brief opening, selected details, and practiced her pace. Tailoring a presentation did not mean changing the facts. It meant choosing a clear path to the same responsible decision.
- ② For the city transportation committee, Maya opened with a map showing that students crossed an unshaded street corner after school. She named the estimated cost, explained that the proposed shelter would use an existing sidewalk, and ended by asking the committee to place the item on its capital-improvement agenda. Her slides used simple labels and a chart, so members could compare the cost with other projects. Maya spoke at a measured pace and paused after the cost estimate. Committee members were responsible for budgets and permits, so she emphasized feasibility, safety, and the specific vote they could take.
- ③ At the student assembly, Maya began with a 20-second story about waiting in direct sun after a late rehearsal. She used conversational language, showed a photo taken by a student, and asked classmates to scan a QR code for a survey. Rather than leading with permits or cost comparisons, she explained how shade could make daily waits safer and more comfortable. She invited students to share the survey with caregivers because their responses could strengthen the proposal. Her purpose at the assembly was to gather firsthand experiences and build participation, not to ask students to approve a budget.

2 ANSWER WITH EVIDENCE _____ Use the passage

1 Which action does Maya ask the transportation committee to take, and why does that action fit this audience?

2 Name two features of Maya's committee presentation that help members evaluate the proposal.

3 At the assembly, what does Maya ask students to do, and how does that request serve her purpose?

4 Why would a focus on permits and cost comparisons be less effective at the student assembly than at the committee meeting?

3 YOUR TURN _____ Your own words

Choose a school improvement you want to propose. Write two presentation openings of three or four sentences each, one for peers to gather input and one for the school board to request action. Keep the proposal the same, but change the evidence, language, call to action, and include one delivery cue in brackets in each opening.

PART 1 • READ AND MARK

Underline the details Maya changes for the transportation committee, and circle the details she changes for students. In the margin, write the purpose of each presentation. Accept any marking that follows this job and points at the right text.

PART 2 • ANSWERS

#	QUESTION	ANSWER
1	Which action does Maya ask the transportation committee to take, and why does that action fit this audience?	She asks the committee to place the project on its capital-improvement agenda. This fits because committee members handle budgets, permits, and project decisions.
2	Name two features of Maya's committee presentation that help members evaluate the proposal.	Answers may include the map, estimated cost, explanation that an existing sidewalk would be used, comparison chart, simple slide labels, measured pace, or pause after the cost estimate.
3	At the assembly, what does Maya ask students to do, and how does that request serve her purpose?	She asks students to scan a survey and share it with caregivers. Their responses provide firsthand experiences and build participation.
4	Why would a focus on permits and cost comparisons be less effective at the student assembly than at the committee meeting?	Students are not approving a budget or permits. At the assembly, Maya needs students' experiences and participation, while the committee needs feasibility and cost information.

PART 3 • YOUR TURN (SAMPLE ANSWER)

Peers: Our school could add a water-refill station outside the gym. After practice, many students face a long walk to the cafeteria for water. [Show a photo of the current line.] Scan the survey and tell us where a station would help most. School board: I request funding for a water-refill station outside the gym. The station could reduce hallway traffic during events and give athletes reliable access to water. [Display a simple cost-and-maintenance chart.] Please authorize facilities staff to obtain cost estimates this month.

Accept answers that connect presentation choices to the audience's role, knowledge, values, or needed action. For the open task, accept varied proposals if both openings retain the same core proposal and make meaningful audience-specific changes.