

Audience Shift Lab

Analyze how one proposal shifts for three audiences.

11.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 words or phrases that identify Maya's audience or purpose. Circle each presentation choice she tailors to that audience, then number the three audience sections 1 through 3.

Maya's Library-Hours Proposal

- ① When Maya proposed later library hours, she did not prepare one speech for everyone. At a meeting with the principal and department chairs, her purpose was to gain approval for a six-week pilot. She opened with attendance data from the existing after-school study room and a projected staffing schedule. She used a calm, formal tone and explained how the plan supported graduation goals. Rather than promising that every student would attend, she acknowledged limits: two trained adults would be needed each evening. Her final slide asked leaders to authorize the pilot and review its results in November.
- ② For students, Maya shifted both her purpose and her delivery. She wanted them to try the pilot and to share feedback, so she began with a quick story about finishing a lab report in a noisy kitchen. Her slides used brief headings, photos of quiet work spaces, and a QR code for a survey. She spoke conversationally and avoided administrative terms such as staffing allocation. Still, she clearly stated the hours and the behavior expectations. She ended by asking students to attend once and complete the survey.

- ③ At a family advisory meeting, Maya had a different goal: build support while inviting questions about access. She translated the schedule into plain language and included information about late buses, translation services, and sign-in procedures. Instead of leading with attendance figures, she described how a predictable, supervised space could help a student finish work before going home. She paused after each main point and left time for concerns about transportation and safety. Her handout listed a phone number and an email address, because families might need individual answers after the meeting. This version treated caregivers as partners, not as an audience to persuade quickly.

2 ANSWER WITH EVIDENCE _____ Use the passage

- 1 What was Maya's purpose when she spoke to the principal and department chairs? Name two details she used to support that purpose.

- 2 How did Maya adapt her presentation for students? Explain how her opening story and QR code matched her purpose for that audience.

- 3 Name two concerns Maya anticipated for families and explain how her presentation addressed them.

- 4 Compare Maya's calls to action for school leaders and students. Why did each audience receive a different request?

Choose a different school improvement. Write a 100-130 word opening for one named audience. State a purpose, include two audience-relevant details, use a suitable tone, and end with a specific action. Deliver it aloud to a partner acting as that audience; rehearse aloud if working independently. Use audible volume, purposeful pauses, and eye contact. After feedback or self-review, underline one sentence to improve and revise it.

This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There are approximately 20 lines visible. The paper has a slight shadow on the right side, suggesting it's resting on a surface.

PART 1 • READ AND MARK

Underline words or phrases that identify Maya's audience or purpose. Circle each presentation choice she tailors to that audience, then number the three audience sections 1 through 3. Accept any marking that follows this job and points at the right text.

PART 2 • ANSWERS

#	QUESTION	ANSWER
1	What was Maya's purpose when she spoke to the principal and department chairs? Name two details she used to support that purpose.	Her purpose was to gain approval for a six-week pilot. She used attendance data from the study room and a projected staffing schedule.
2	How did Maya adapt her presentation for students? Explain how her opening story and QR code matched her purpose for that audience.	She used a relatable story about working in a noisy kitchen and a QR code for a survey. These choices encouraged students to try the pilot and give feedback.
3	Name two concerns Maya anticipated for families and explain how her presentation addressed them.	She anticipated concerns about transportation and safety. She included information about late buses and sign-in procedures, paused for questions, and provided contact information.
4	Compare Maya's calls to action for school leaders and students. Why did each audience receive a different request?	She asked leaders to authorize and review the pilot, while she asked students to attend once and complete a survey. Leaders could approve the plan, and students could participate and provide feedback.

PART 3 · YOUR TURN (SAMPLE ANSWER)

Audience: School leaders. Purpose: approve two water-refill stations near the gym and science wing. Our current fountains work, but students often carry disposable bottles when refill lines are long. Two stations would give teams, lab classes, and students with afternoon activities quicker access to water during busy transitions. The stations would also let custodians spend less time collecting discarded bottles after games. I have mapped locations near existing plumbing, which could reduce installation work, and our student council can track use during a one-semester trial. This proposal asks for a practical improvement, not an expensive renovation. Please authorize a facilities estimate and place the pilot on the October agenda.

Require both the written opening and an oral delivery, not silent reading alone. Check audience-relevant details, purpose, tone, action, audible volume, pauses and eye contact. A partner should identify one effective choice and one improvement; an independent student uses self-review. Accept revisions that respond to that feedback. The sample is a possible script, not evidence that oral presentation occurred.