

Same Plan, New Audience

Adapt a message, deliver it, and check what your audience hears.

10.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 In each paragraph, underline the named audience and circle the quoted closing request. Mark one audience-specific choice with a star in each paragraph (three stars total). Use the fictional plan below for your own presentations.

Jordan's Food-Share Plan

- ① Jordan proposes a lunchtime food-share table for unopened, school-approved items. In a two-minute announcement to students, the purpose is to recruit volunteers. Jordan names a manageable job: sorting sealed snacks and fruit during one lunch period each week. An energetic, conversational tone makes the invitation approachable. Jordan pauses after naming the time commitment so listeners can consider whether they are available. The closing request is: "Please volunteer for one lunch period each week to help sort items at the food-share table."
- ② For the principal and cafeteria manager, Jordan needs permission for a safe, workable trial. Jordan brings a one-page schedule and proposes recording the number of items shared during four weeks. Only items allowed by district rules would be accepted; school leaders would set the conditions before any food is shared. Jordan uses a formal tone and slows down when explaining these safeguards. The closing request is: "Please approve a four-week trial, subject to the district rules and the conditions you set."
- ③ At a meeting with local businesses, Jordan seeks supplies for the proposed table. Jordan explains that a labeled bin and a washable sign would help students find it. A short list makes the needs concrete; a contact email would let interested donors follow up. Jordan thanks the listeners for considering support, points to the list while naming each item, and avoids promising a start date before school approval. The closing request is: "Please donate a labeled bin or a washable sign for the proposed food-share table." The plan stays constant, while the purpose, supporting details and delivery choices change.

2 ANSWER WITH EVIDENCE _____ Use the passage

1 How do the purposes of the student announcement and the school-leader meeting differ?

2 Identify two choices that make the school-leader presentation appropriate for its audience. Explain one.

3 Why does Jordan point to a supply list when speaking to businesses?

4 What stays constant, and what changes, across the presentations? Use one content choice and one delivery choice.

3 YOUR TURN

Your own words

Work in pairs, one packet per person. Each person writes and delivers both presentations below; the partner first acts as a student, then as a school leader. Swap speaker/listener roles so everyone completes the full cycle. Use only the fictional plan facts above; do not claim approval or results that have not happened.

1. Invite students

Write a three-sentence mini-presentation that recruits volunteers, names the work and time commitment, and ends with a clear request. Plan one purposeful pause or emphasis by marking your script.

2. Address school leaders

Write a different three-sentence mini-presentation requesting approval. Include the trial and safeguards, use a fitting tone, and end with a clear request. Mark a delivery choice that supports this audience's needs.

3. Deliver, listen, and adjust

Deliver both scripts aloud with your marked choices. After each, your listener states the purpose/request heard and comments on a delivery choice. Switch roles and repeat. Record one real comment you received, revise a phrase or delivery choice, then deliver the revised closing aloud. Record what you changed and why.

PART 1 • READ AND MARK

In each paragraph, underline the named audience and circle the quoted closing request. Mark one audience-specific choice with a star in each paragraph (three stars total). Use the fictional plan below for your own presentations. Accept any marking that follows this job and points at the right text.

PART 2 • ANSWERS

#	QUESTION	ANSWER
1	How do the purposes of the student announcement and the school-leader meeting differ?	The student announcement recruits volunteers; the school-leader meeting requests permission for a trial under specified conditions.
2	Identify two choices that make the school-leader presentation appropriate for its audience. Explain one.	Possible choices include a schedule, a four-week trial, counting shared items, district-rule safeguards, formal tone and a slower explanation of safeguards. These address school leaders' responsibility for safety and feasibility; accept any two with a fitting explanation.
3	Why does Jordan point to a supply list when speaking to businesses?	It makes the specific donation choices visible while Jordan names them, matching the purpose of asking for supplies.
4	What stays constant, and what changes, across the presentations? Use one content choice and one delivery choice.	The proposed food-share table stays constant. Content changes with the request: volunteer time, trial conditions or supplies. Delivery changes include conversational versus formal tone, a pause after time commitment, slower safeguards and pointing to a list.

PART 3 • YOUR TURN (SAMPLE ANSWER)

Student script: You can help our proposed food-share table by sorting sealed snacks and fruit during lunch. The commitment would be one lunch period each week, and items must be school-approved. Please volunteer to help sort the items.

School-leader script: I request permission for a four-week food-share trial with a schedule and a count of shared items. We would accept only items allowed by district rules and follow the conditions you set before sharing any food. Please approve the trial subject to those safeguards.

Illustrative delivery check: A listener says the time commitment was rushed. The speaker adds a pause after “one lunch period each week” and repeats the closing more slowly. Actual students must record feedback they truly received; different justified changes are valid.

TEACHER ASSESSMENT NOTES

For marking, underline students, principal/cafeteria manager and local businesses; circle each explicit quoted closing request; accept one fitting choice per paragraph, three stars total. The scripts are examples, not student answers to copy. Check three sentences per script, distinct audiences/purposes, accurate supplied facts, appropriate tone and purposeful delivery. Observe every learner speaking twice, listening twice, receiving feedback and delivering a revised closing. Assess the performed choices and real feedback record; written scripts alone do not complete the task.