



Audience Swap

Duration: 30-40 minutes | **Overview:** A draft-style game to help students practice selecting persuasive evidence.

Steps:

Setup (before class)

Choose one claim related to your current unit and a small, fixed set of evidence (about 5 pieces) that students will use for both rounds – nothing changes about the evidence itself, so the whole exercise stays isolated to the audience and framing.

Prepare a bank of audience pairs that contrast sharply with each other, so the shift is impossible to fake. A few ready-made pairs: a scientist vs. a younger sibling; a skeptical parent vs. a close friend who already agrees; a company executive vs. a first-grader; a judge vs. a classmate; someone from another country unfamiliar with the topic vs. a local expert.

Running it (20-30minutes)

1. Give each student an [Audience Swap handout](#).
2. Present the claim and evidence set to the whole class or each group – say clearly that this is the only evidence anyone gets, in both rounds.
3. Each group draws (or is assigned) two contrasting audiences from the bank.
4. Round 1 – give students 3-4 minutes to build the argument for their first audience: which piece of evidence to lead with, what vocabulary to use, what needs explaining versus what can be assumed.
5. Have groups deliver Round 1 out loud, either to the whole class or to a neighboring group.
6. Round 2 – same claim, same evidence, new audience. Students rebuild the argument from scratch for their second, very different audience. No new evidence is allowed; only what they emphasize, explain, or leave out can change.
7. Deliver Round 2 the same way.

Debrief

Ask groups to compare their two versions side by side: what actually changed (word choice, tone, which piece of evidence came first, what got explained versus assumed) and what stayed exactly the same (the claim itself, the underlying evidence). This contrast is the whole point of the activity.



Variation:

Collect the Round 1 and Round 2 versions (written or recorded) without labels, then have another group guess which audience each version was written for, using only tone and word choice as clues. It turns the audience-reading skill back around into a listening exercise.



Name: _____

Audience Swap

For each audience, consider:

- What evidence should be included?
- What evidence should be left out?
- What language or tone should be used for this audience?

	Audience 1: _____	Audience 2: _____
Claim		
Evidence		



Debrief: Compare your two versions side by side: what actually changed (word choice, tone, which piece of evidence came first, what got explained versus assumed) and what stayed exactly the same (the claim itself, the underlying evidence)