



AFC GENERIC: PRESENTING A PROJECT OR BOOK REPORT



How can students consider the perspective of their audience to ensure that their message is well received?

Rationale: The generic form of Audience-Focused Communication (AFC) is intended to help students to explicitly take the perspective of their audience(s) when planning what they are going to present, as well as to consider how their message will be received by their audience(s). Through perspective-taking, students will be able to focus the message they want to communicate and problem-solve to figure out how to do so in a way that is entertaining, memorable, and conforms to constraints with regards to available technology, space, and time.

Objective: Students will reflect on the perspective of their audience(s) to most effectively communicate their message, and present a book report or final project in a way that is engaging and memorable.

Target Grade Level: 5-12

Career Readiness, Life Literacies, Key Skills & ELA Standards:

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NJSLS-9.4.8.IML.12: Use relevant tools to produce, publish, and deliver information supported with evidence for an authentic audience.

NJSLS-SL.9-10.6: Adapt speech to a variety of contexts and tasks, demonstrating command of formal English.

NJSLS-SL.11-12.4: Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

Focal SEL Skill(s): Social Awareness, Emotion Management

- Recognize and identify the thoughts, feelings, and perspectives of others.
- Regulate the tendency to present in a way that you would like as the audience, or that is easiest for you.

Materials & Resources

- Notebooks
- Pencil/Pens
- Student chromebooks
- Computer hooked up to projector
- Copies of worksheets (see Appendix C)
 - [B.E.S.T. Guidelines](#)
 - [AFC Project Presentation Plan Graphic Organizer](#)
 - [AFC - Ways to Express Myself](#)
- Materials for presentation:
 - Books/articles
 - Notes
 - Visuals (e.g., charts, posters, pictures)

Timing: Two to three, forty-five minute periods

Preparation: This lesson can be applied to any content area and should take place at the end of a unit. If this lesson is carried out in an English Language Arts classroom, students can present about a book that they just finished reading. If in a Science classroom, students can present on one topic that they learned about during a recent unit. Therefore, throughout the unit, make sure that students hold onto all notes and resources, as they will need them during Part IV.

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Also, when arranging students into groups, we recommend no more than 4-5 students per group. Also, it is wise to assign students roles within their respective groups. Consider the following roles: the *note taker*, the *time keeper*, the *facilitator*, the *materials manager*.

Step I: Introduce AFC to the Class (5-8 minutes)

1. As students get settled into class, tell them that ***“today we are going to learn a strategy called Audience-Focused Communication (AFC) that will help us to focus our message when communicating with others and keep the perspective(s) of our audience(s) in mind.”***
2. Post the following questions on the board for students to reflect on and respond to in writing in their notebooks.
 - Have you ever been in an elevator and noticed that there are raised bumps next to the floor numbers and other buttons?
 - Have you ever crossed a street and noticed the flashing signs that indicate when it’s safe to cross the street?
 - Have you ever been at an event where there has been an interpreter using sign language while someone else is speaking?
 - Have you ever used Google Translate?
3. Facilitate a whole-class conversation asking students ***“what is the purpose of the bumps, flashing signs, interpreter, and Google Translate?”***
4. Guide them to the understanding that when people are blind, deaf/hard of hearing, or speak a different language, you have to deliver your message in such a way that they can perceive and understand it. Tell students ***“any time we have an important message to communicate to someone else, we have to ask ourselves how we can most effectively communicate it so that our audience will be able to best understand it. The way that we communicate with one audience will differ from another.”***

Part II: Visualize a Desired Outcome (10 minutes)

1. Explain to students that today they are going to plan, practice, and deliver a presentation on a topic that they just learned a lot about over the last few weeks. Doing so will not only give them the opportunity to learn the material better by presenting it to others, but they will also practice presentation literacy skills, learn how to take the perspective of their audience, and gain recognition for their work.

2. Facilitate a whole-class conversation about the points below and create a chart to reflect some of the ideas proposed by the class.
3. Tell students that now that they have a clear understanding of the AFC strategy, as a class, they will develop a vision for their AFC, keeping the following in mind:
 - Decide upon/Determine your audience and why they would/are attending
 - Describe the audience (their prior knowledge, communication needs, and their anticipated views on the topic)
 - Why is the audience attending? Are they coming to see their children present? Have they been assigned to attend? Do they need to make a decision based on the presentation?
 - Identify any logical considerations, such as timing, space, etc.
 - Ways you will get and maintain your audience's attention
 - Interactive activities
 - Storytelling
 - Visuals
 - Planning for a break, if needed/allowed/possible
 - Decide on the type of presentation
 - Slideshow
 - Poster and discussion
 - Interactive game
 - Your expectations for the audience's use of the information after the presentation
 - Provide additional resources
 - Offer opportunities for note-taking

Step III: Develop a Presentation Plan (15-20 minutes)

1. Explain to the students that they will meet in their groups and come up with a plan for their presentations. They will record this on the [AFC Project Presentation Plan Graphic Organizer](#). The elements that their plan will reflect include:
 - Objective of presentation
 - Identified audience and relevant information
 - Content of presentation (in bullet points)
 - Method of delivery (e.g., posters, slideshow, interactive discussion, game)
 - Step-by-step breakdown of the flow of the presentation
 - Assigned parts of presentation to each group member (ensure equity)

Step IV: Prepare the Presentation (30 minutes)

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1. At this time, students will carry out the plans that they developed. Now is the most important part of the process, as they will consistently take the perspective of their audience(s) and consider the grammar and language needed to effectively tailor their presentations.
2. Also, remind your students to imagine the presentation from start to finish. They should consider:
 - Greeting the audience and introducing the group.
 - Introducing their topic.
 - Stating the goal of the presentation.
 - Students can say: “I am hoping this will...”
 - Begin discussing the main points of your topic.
 - Provide evidence for the points you make.
 - Summarize each point before moving on to the next point.
 1. Link ideas from point to point.
 - Make it clear when moving on to the next point.
 - Conclude
 1. Signify the end of the presentation using a phrase such as, “As we conclude/wrap up...”
 2. Restate the topic and goal of the presentation.
 3. Summarize the main points.
 - Thank the audience and invite questions.

Step V: Practice SEL Skills & Rehearse Presentations (15 minutes)

1. Explain to students that just as they practice sports before a game or a musical instrument prior to a recital, they will do the same with their presentations to increase their comfort and confidence and to make sure all the details work out as they intended.
2. Part of this rehearsal involves some SEL skills to help them to regulate their emotions during the presentation and be their BEST selves when presenting. This includes:
 - Practice and role plays (similar to exposures) (and anticipate and plan for obstacles)
 - Visualization (imagery, “cope ahead”)
 - Pre-performance rituals (help to get in the flow, similar to professional athletes)
 - “Keep calm” and deep/belly/diaphragmatic breathing
 - Mindfulness
 - Remind yourself to stay focused on your goal
 - Positive self-talk
 - Remind yourself of your [BEST skills](#) (refer to Appendix C).

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3. Allow students time to rehearse and practice SEL skills.

Step VI: Deliver Presentations (will vary, depending on length/number of presentations)

1. Allocate enough time for each group to present. If the students are part of the audience, have them take notes on their peers' presentations.
2. When each group presents, remind them to do the following:
 - Set up materials and technology.
 - Go through their pre-performance ritual.
 - Mentally review the BEST skills.
 - Greet their audience (use the appropriate titles and names) and introduce the group.
 - Present to the audience, making sure that all group members are equally involved.
 - Conclude the presentation and invite the audience to ask any questions that they have.
 - Thank the audience for their time.

Step VII: Reflect & Grow (10 minutes)

1. Have each group meet to celebrate their efforts and notice successes, by addressing the following questions.
 - What went well?
 - What did not go well?
 - How would your plan have worked differently?
 - How did your audience respond to your message? Could they have responded better?
 - What SEL skills did you rely on before and during the presentation to regulate your emotions and to build your confidence?
 - How could you improve the planning, rehearsal and/or delivery of your presentation if you were to do it again?
2. Debrief reflective responses as a whole class.

Formative Assessment: Have students record a FlipGrid or written response to two of the following questions:

- How did the presentation affect your understanding of the topic?

- How did tailoring your presentation to the needs of your audience impact how they received your message?
- How would the presentation have changed if you were to have delivered it to a different audience? (Give an example to support your reasoning.)