#### Stage Fright

Advanced Instructor Course # 1017

#### UNIT FIVE

#### 5.0 STAGE FRIGHT

#### FUNCTIONAL AREA: During this unit if instruction the student will be able to discuss the symptoms and cause of stage fright, and list ways to reduce stage fright.

#### EXERCISE: have the student write an example of stage fright they have experienced. Discuss in class.

#### 5.1. LEARNING OBJECTIVE – List the symptoms of stage fright.

#### 5.1.1 What is stage fright?

#### Fear or apprehension of public speaking:

#### 1. The brain is that part of the human mechanism which begins to function at birth and stops when it’s owner gets up to deliver a public speech - Anonymous

#### 2. Nearly 85% of the public fear public speaking more than:

#### Heights

#### Insects

#### Disease

#### Snakes

#### Financial problems

#### Death

#### It is virtually universal

#### It effects some people more than others

#### 5.1.2 Symptoms of Stage Fright

#### A. Sweaty palms

#### B. Butterflies

#### C. Cramps

#### D. Increased heart rate

#### E. Dry mouth

#### F. Flushed face

#### G. Rapid labored breathing

#### H. High voice

#### I. Coronary arrest

If you experience most or all of these symptoms, Public Speaking may not be for you. Confidence is developed through practice and familiarity with the subject matter. Practice will help the instructor to “manage” these symptoms of stage fright. Know that, regardless of appearances, the most experienced instructor experiences stage fright at some level, but they have learned to recognize and effectively manage their anxiety.

**5.2 LEARNING OBJECTIVE –** List the causes of stage fright.

5.2.1 There are several causes of stage fright

* + 1. Lack of self confidence and experience

B. Setting unreal standards for ourselves

C. Overactive imaginations

1. Unprepared for the presentation
2. Introverted personality
3. Past public speaking experiences

5.2.2 These causes of stage fright can be controlled

**5.3 LEARNING OBJECTIVE –** List ways to reduce or overcome stage fright.

5.3.1 Stage fright can be reduced in several different ways

A. Know your material, YOU ARE THE EXPERT

B. Practice your presentation

C. Involve the student by eliciting their participation

D. Learn the student’s names and use them

1. Establish you credibility early
2. Use eyes contact to establish rapport
3. Take a course in public speaking
4. Exhibit your advanced preparation
   1. Handouts
   2. Notes on the board
   3. Audio/visual equipment setup and prepared
5. Anticipate potential problems and prepare responses
6. Check the classroom and needed equipment in advance of the class
7. Get information about the group or audience in advance
8. Arrive early and meet students, establish “friendly faces”
9. Relax

1. Breathe deeply

2. Meditate

3. Talk to yourself

1. Prepare an outline, practice and follow it
2. Manage your appearance

1. Dress comfortably, but appropriately

2. Out dress your students

1. Use your own style, be yourself
2. Use your own words, don’t read
3. Rest up so you are physically and psychologically alert
4. Put yourself in your student’s shoes, what is in it for them
5. Assume the students are on your side
6. Provide an overview of the presentation
7. Accept some fear as being good, energizing versus destructive
8. Identify your fears and confront them
9. Give special emphasis to the first five minutes
10. Imagine yourself as a good speaker
11. Practice your response to tough questions or situations

W. Create an informal atmosphere; don’t lock yourself behind the podium

5.3.2 More tips for speakers

A. Decide on your specific objectives first

1. Define learning objectives

2. Develop your lesson plan

B. Don’t memorize and don’t read

1. The audience can tell

2. Your delivery is likely to be monotone and boring

3. Be as spontaneous as you can

C. Speak to one person at a time

1. It keeps you natural

2. Hold for 15 seconds then move to another person

D. Try not to think about your hands or facial expressions

1. Think about what you are trying to get across to the student

2. Let your natural non-verbal communication take care of the rest

3. Conscious attention leads to inhibitions and awkwardness

E. Take it slow and easy

1. Students must process the information

2. Guide audience by emphasizing major and minor points

3. Focus is to help students understand information, not finish in record time

1. Ask for advice and criticism
   1. Not during the class, use course/instructor evaluation
   2. If you know the problem, you can work on it
   3. Solicit frank criticism from someone you trust

5.3.3 Stage Fright can become nothing more than an inconvenience if you are well prepared and use the techniques taught.