

LESSON PLAN

Speak & Tell! Overcoming Stage Fright

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LESSON PLAN:

Speak & Tell! Overcoming Stage Fright

OVERVIEW & RATIONALE

Fear of public speaking – formally called *glossophobia*, and more informally referred to as “stage fright” – is extremely common; and, yet, effective public speaking skills are often necessary for school and work presentations; job interviews; leadership positions; and social gatherings, suggesting strategies to overcome stage fright are essential tools for students.

This lesson plan employs detailed lecture notes, large-group discussion guides, 2 x large-group activities, and a short quiz on key terminology to help students understand the factors that contribute to “stage fright,” and explore physical and cognitive strategies to reduce its impact. It also makes distinctions between common stage fright and more serious Social Anxiety; and provides mental health resources to help students in need.

This collection of 2 x lesson plans is designed to be used in tandem with the Luminari video *Speak & Tell! Overcoming Stage Fright* <https://www.luminari.org/speak-tell-online/> copyright 2020 Luminari All Rights Reserved

Content in this collection of lesson plans aligns with the Common Core State Standards Initiative: English Language Arts Standards > Speaking & Listening > Grade 9-10
<http://www.corestandards.org/ELA-Literacy/SL/9-10/>

GRADE LEVEL OF TARGET GROUP: 9th & 10th graders. ADAPTABLE for rising 8th – 12th graders.

TOTAL TIME: 2 x 60-minute class periods, plus a short quiz on key terminology that can be given in a 20-minute span during a separate class period.

***Full description of Benchmark & Performance Standards at end of this document**

Comprehension and Collaboration:

[CCSS.ELA-LITERACY.SL.9-10.1](#)

[CCSS.ELA-LITERACY.SL.9-10.1.A](#)

[CCSS.ELA-LITERACY.SL.9-10.2](#)

[CCSS.ELA-LITERACY.SL.9-10.3](#)

Presentation of Knowledge and Ideas:

[CCSS.ELA-LITERACY.SL.9-10.4](#)

[CCSS.ELA-LITERACY.SL.9-10.5](#)

[CCSS.ELA-LITERACY.SL.9-10.6](#)

GOALS FOR UNDERSTANDING // ESSENTIAL QUESTIONS

- What is “**stage fright**,” and what factors contribute to it?
- How might stage fright affect public speakers?
- How might a speaker’s stage fright affect the audience’s perception of the speaker *and* the speech content?
- What physical and cognitive techniques are effective for overcoming stage fright?
- What, if anything, is the connection between relaxing the body physically and alleviating mental anguish caused by stage fright?
- What is **re-framing**, and how can it help students address fear of negative outcomes?
- What is **Social Anxiety**?
- How is Social Anxiety similar to, and different from, stage fright?

In alignment with Common Core and the National Communication Association proposal for *Making Oral Communication a Successful Part of the Common Core* <https://www.natcom.org/communication-currents/making-oral-communication-successful-part-common-core>

By the end of these lessons students will be able to:

- Apply a wide range of strategies to revise negative perceptions, beliefs, thoughts, images, and predictions related to public speaking.
- Identify, interpret, and evaluate personal factors that contribute to glossophobia, a.k.a. “stage fright.”
- Utilize physical techniques such as deep breathing to relax nerves prior to public speaking.
- Utilize cognitive strategies such as positive visualization to relieve nerves prior to public speaking.
- Cultivate a useful pre-speech routine to minimize factors that contribute to stage fright.
- Seek and utilize resources to assist with symptoms of Social Anxiety.

LESSON I – Introduction and lecture (60 minutes total)

Supplies: Internet connection; SmartBoard or ability to project instructor's screen on overhead.

Fear of public speaking – formally called ***glossophobia***, and more informally referred to as “stage fright” – is extremely common; and, yet, effective public speaking skills are often necessary for school and work presentations; job interviews; leadership positions; and social gatherings.

In this lesson, we will learn about factors that contribute to “stage fright,” and explore physical and cognitive strategies to reduce its impact. We also will learn about the distinction between **common stage fright** and **more serious social anxiety**; and, we will explore resources to help those who experience social anxiety in situations that call for speaking to large groups.

We will begin this lesson by screening a video about overcoming stage fright – and it includes advice from people who speak in public every day *for a living*: Television reporters!

The video is titled ***Speak & Tell! Overcoming Stage Fright***

The instructor will play the LUMINARI VIDEO at the following link:

<https://www.luminari.org/speak-tell-online/>

(NOTE: Scroll down to play video)

LARGE GROUP DISCUSSION - After screening the Luminari video

As we just saw in the **Luminari video**, stage fright may be common *but* a range of strategies exist to help people meet their own unique needs and conquer their own particular fears. Those strategies include a combination of physical techniques *and* cognitive strategies.

I mentioned the term **glossophobia** earlier, which is the formal term for “fear of public speaking,” and *75% of people have that fear!*

Fun fact: One survey asked people to rank their top fears and *fear of public speaking ranked number one on the list*. FYI - death ranked number 7!

Understand that there's no shame in having stage fright! You've got a lot of company!

QUESTION: Suggest possible reasons why people get nervous about public speaking.

A.) e.g. Answers may include:

- Fear of being judged; or, comparing yourself to others.
- You are a naturally shy person.
- Unnerved by past difficulties or negative outcomes when speaking in public.
- Self-conscious about some aspect of physical appearance.
- The speaker is nervous because they are addressing a hostile audience that may disrupt the speech, challenge their message, or mock them.

- The speaker is nervous because they are unprepared, which may lead to clumsy or erratic motions, such as flipping tensely through notecards.
- The speaker is nervous because the speech is being graded for school; or, because an important outcome is at stake, such as being accepted to college or being hired for a job.
- The speaker experiences **Social Anxiety**. (*More on that shortly.*)

TIP: The instructor may ask the following question *at their discretion*. This question should only be asked in a respectful classroom environment, so as not to invite insulting, insensitive, or narrow-minded comments *during the discussion; or invite bullying outside of the classroom.*

QUESTION: Does anyone in here feel that they experience stage fright about public speaking? And, are you able to articulate what contributes to it?

Lecture, cont'd.

Stage fright can result in physical indicators, such as poor posture, sweating, pained facial expressions, strained vocal performance, and fumbling with props and visual aids, just to name a few. It can also contribute to physical symptoms such as nausea, dizziness, headaches, and stomachaches.

Stage fright also can result in non-physical indicators, such as forgetting speech points; making nervous or inappropriate comments; or even the inability to do the presentation at all, regardless of consequences.

QUESTION: If your performance is riddled with those physical and non-physical expressions of stage fright, **how might that influence the audience's perception of you and of the speech content?** (Remember, those perceptions may or may not be accurate! We are simply considering how the audience may *perceive* those expressions of your stage fright.)

A.) e.g. Possible interpretations of stage fright:

- You lack confidence and authority
- You lack self-esteem
- You are hostile, standoffish, or self-centered.
- You are bored by or indifferent to the topic about which you are speaking.
- You lack faith in the content or data you have used in your speech.
- You did not adequately prepare therefore your message is untrustworthy.

It is natural not to want other people to think poorly of you. However, it's important to note that simply improving your public speaking skills won't necessarily be enough to also get rid of your stage fright.

Many people are fine rehearsing their speech in private; it is only when they have to take the stage and *give* the speech that their fright sets in.

QUESTION: In the Luminari video we just watched, which strategies seemed like they might work for you to overcome stage fright?

QUESTION: What other suggestions do you have for strategies you think *might* work to help people overcome stage fright? *Explain your answers.*

A.) Answers may include:

- Prepare a strong speech and rehearse it thoroughly, so you have confidence in what you are talking about.
 - Consider giving the speech a “practice run” in front of a small group of trusted family members or friends prior to the actual presentation.
- Accept that it’s okay not to be “perfect.”
- Try to channel negative energy or adrenaline into enthusiasm for your speech topic.
- Arrive early so you can adjust to your surroundings before the speech. Hasty, last-minute preparations only contribute to nerves.
- Practice healthy habits so you are well-rested, hydrated, and not hungry on the day of your presentation. Also avoid dangerous habits such as excessive caffeine and alcohol and other substance usage.
- Dress in an outfit that gives you confidence in your appearance.
- Practice ways to calm your physical symptoms and your racing mind, such as deep-breathing or positive visualization. (*More on those later.*)
- Be kind to yourself! Don’t criticize yourself; don’t dwell on past disappointments; don’t blow the situation out of proportion, etc.
- Don’t avoid opportunities to give speeches. The longer you put it off, the more frightening and overwhelming public speaking may seem to you.
- When it comes time to give your speech, *smile!* Smiling makes your brain **release** certain tiny molecules (called **neuropeptides**) which help fight off stress!¹

In order to substantially reduce stage fright, the speaker must learn how to *revise* negative perceptions, fears, pre-conceived thoughts, and self-defeating behaviors.²

It might even require a person to admit to personal fears and insecurities related to being seen and heard by others.

--cont.’d--

¹ “The Real Health Benefits of Smiling and Laughing.” *SCL Health*, www.sclhealth.org/blog/2019/06/the-real-health-benefits-of-smiling-and-laughing/#:~:text=Release%20the%20Endorphins!,the%20serotonin%20is%20an%20antidepressant.

² Esposito, Janet. “Conquering Stage Fright.” *Anxiety and Depression Association of America, ADAA*, adaa.org/understanding-anxiety/social-anxiety-disorder/treatment/conquering-stage-fright.

NOTICE:

Instructor may wish to adapt the next portion of this lesson plan at their discretion.

It introduces the concept of SOCIAL ANXIETY DISORDER

and should be handled with extreme sensitivity in order to:

educate young people;

reduce stigmas associated with mental health conditions;

and, encourage those who may experience Social Anxiety Disorder

to utilize available resources to receive mental health assistance.

Honest self-evaluation and exploration of fears is a complicated task under *any* circumstances!

However, for some people, that fear of speaking in public is rooted in something deeper than stage fright. Those fears may be part of a **common type of anxiety disorder called Social Anxiety, or, Social Phobia.**

Social Anxiety is much more complicated than simply being “shy.” It is a mental health condition that includes intense, persistent fear of being watched and judged by other people; of experiencing embarrassment in front of others; and of being rejected by others. For instance, people who experience Social Anxiety may be frightened to raise their hand to answer a question in class, even though they are certain they know the correct answer.

People of all ages can experience **Social Anxiety**, and it can range from mild to severe. It can happen in social spaces, at school, at work, and even during common activities such as interacting with cashiers when shopping.

The important thing to know is that it is very common *and* it is very treatable.³

If **Social Anxiety** sounds like it might be something *you* are experiencing, many resources are available to help you.

LINKS TO RESOURCES will be available with tonight’s assigned **HOMEWORK**, and you are strongly encouraged to explore them. Those resources might be useful for you, personally, *or*, perhaps you can share them with a friend or loved one if you suspect *they* may be experiencing Social Anxiety.

TIP: Instructors may choose to also add contact information to **local counseling and mental health resources**, to further aid students in need.

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³ “Social Anxiety Disorder: More Than Just Shyness.” *National Institute of Mental Health*, U.S. Department of Health and Human Services, www.nimh.nih.gov/health/publications/social-anxiety-disorder-more-than-just-shyness/index.shtml.

Lecture, cont'd

We are going to explore several relaxation and focus strategies for people who experience stage fright. A few of the experts we saw in the **Luminari video** recommended **breathing exercises** to help calm nerves before an oral presentation.

Scientific studies show there is a connection between breathing techniques and alleviating stress and anxiety caused by stage fright. Stress causes a release of adrenaline, which increases the heart rate. An increased heart rate can affect our usual breathing patterns, among other physical symptoms. When you breathe deeply, it sends a message to your brain to calm down and relax, and your brain sends that message out to the rest of your body! As you continue deep breathing exercises, your heart rate, fast breathing, and high blood pressure should decrease to more normal levels.⁴

There are a number of different types of breathing exercises. For our lesson, we will focus on **deep breathing**, also called “**belly breathing**.” The exercises are easy to learn; they can be practiced anywhere; and, the more you practice them, the more your body will recognize the deep breathing as a cue to relax, making it easier to apply this strategy when stage fright strikes.⁵

Large-Group Activity

We’re going to try **deep-breathing/belly breathing now**, based on “Deep Breathing Exercises & Techniques for Stress Management and Relief,” as described on *WebMD*.⁶

The instructor will:

- Ask students to sit at their desks in a comfortable position, assuming good posture.
- Put one hand on the belly/lower torso just below the ribs; and the other hand on the chest, at lung level.
- Take in a deep breath **through the nose**.
 - The goal is to **direct the air to your belly, not into your lungs**.
 - That means **you should feel the hand over your belly rise**, but the hand over your chest/lungs should *not* move.
 - **Tip: This step will require several practice attempts as students get used to controlling their breathing and directing air to the belly.**
 - **Breathe out through your mouth**, with your lips in a loose and relaxed position *as if you were whistling*.
 - You will feel the hand on your belly fall as you expel the air.
 - **Repeat this breathing technique 3 – 10 times**.
 - Do not rush the breathing, and do not tense your body as you inhale and exhale. Remain relaxed, and breathe at a measured and relaxed pace.

⁴ Ambardekar, Nayana. “Deep Breathing Exercises & Techniques for Stress Management and Relief.” *WebMD*, WebMD, 19 Jan. 2020, www.webmd.com/balance/stress-management/stress-relief-breathing-techniques#1.

⁵ University of Michigan Health Library – *Stress Management: Breathing Exercises for Relaxation*
Relax your body *and* your nerves before a speech with these deep-breathing exercises. <https://www.uofmhealth.org/health-library/uz2255>

⁶ Ambardekar. “Deep Breathing Exercises.”

QUESTION: Are you able to feel *and articulate* if/how your body is responding to the Belly Breathing exercise? **e.g.**

- Can you feel your muscles relaxing?
- Can you feel your heart rate slowing down?
- Is the breathing exercise having any impact on your emotional state, i.e. does your mind feel calmer, etc.?

CONCLUSION: We will continue to work on relaxation techniques, so for **homework** I would like you to **practice this belly-breathing technique**; and, I would like you to complete the assigned homework reading about **positive visualization**. Be prepared to discuss this technique in the next class.

Also, remember that the homework site also has links to a variety of resources to help young people who may be experiencing **Social Anxiety**. I urge you to explore those resources.

Optional remark: If you want to utilize the resources but aren't sure how, or you would like to speak to a counselor about Social Anxiety symptoms, you can always ask for assistance confidentially.

Lesson I - HOMEWORK

READ: Presentation Training Institute – *Creative Visualization to Succeed During a Speech*⁷ Visualization is a coping mechanism that allows one to change a real-world experience by changing their inner thoughts. Learn these easy visualization strategies to conquer your stage fright.

<https://www.presentationtraininginstitute.com/use-creative-visualization-to-succeed-during-a-speech/>

SOCIAL ANXIETY - MENTAL HEALTH RESOURCES FOR TEENS & YOUNG ADULTS

If you are experiencing a mental health crisis and need immediate assistance:

HOTLINE – National Association on Mental Illness

800-950-NAMI (6264)

or

TEXT “NAMI” to 741741

⁷ “Use Creative Visualization to Succeed During a Speech.” *Presentation Training Institute*, 24 July 2018, www.presentationtraininginstitute.com/use-creative-visualization-to-succeed-during-a-speech/.

--Lesson I-Homework, cont.'d--

National Alliance on Mental Illness (NAMI). “Mental Health Resources for Teens & Young Adults.” Find clickable resources and other in-person resources by REGION.⁸

https://nami.org/Your-Journey/Teens-Young-Adults?gclid=CjwKCAjwgdX4BRB_EiwAg8O8HUP8_qqeDC_dbZp-D9UFV0DA9n_D0V--cj2Ei5HcXLww6RjqJONL5hoCawcQAvD_BwE

National Social Anxiety Center – *Public Speaking and Social Anxiety*⁹ - As intimidating as it may seem, public speaking *is* possible for people who cope with social anxieties. Experts share tools to manage your fears so you can speak with confidence.

<https://nationalsocialanxietycenter.com/2016/08/04/public-speaking-and-social-anxiety/>

ADAA – Conquering Stage Fright¹⁰ - For people who cope with Social Anxiety Disorder, public speaking is a particularly difficult challenge. Learn unique tips for managing fear from the Anxiety and Depression Association of America.

<https://adaa.org/understanding-anxiety/social-anxiety-disorder/treatment/conquering-stage-fright>

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⁸ National Alliance on Mental Illness (NAMI). “Mental Health Resources for Teens & Young Adults.” n.p., n.d. Retrieved from URL https://nami.org/Your-Journey/Teens-Young-Adults?gclid=CjwKCAjwgdX4BRB_EiwAg8O8HUP8_qqeDC_dbZp-D9UFV0DA9n_D0V--cj2Ei5HcXLww6RjqJONL5hoCawcQAvD_BwE

⁹ Clyman, Noah. “Menu.” *National Social Anxiety Center*, 4 Aug. 2016, nationalsocialanxietycenter.com/2016/08/04/public-speaking-and-social-anxiety/.

¹⁰ Esposito, Janet. “Conquering Stage Fright.” *Anxiety and Depression Association of America, ADAA*, adaa.org/understanding-anxiety/social-anxiety-disorder/treatment/conquering-stage-fright.

LESSON II – Introduction and lecture (60 minutes total)

Supplies: Internet connection; SmartBoard or ability to project instructor's screen on overhead.

As we learned in our previous lesson, there is a **mind/body connection** when it comes to controlling our responses to stress.

We practiced **belly breathing**, because we learned that when we do that, we send signals to our brain to reduce our physical responses to stress.

Today, we're going to try another type of relaxation exercise. You read about it for your assigned homework; it is called **positive visualization**.

REVIEW QUESTION: What is visualization¹¹, and how does this exercise help to alleviate stage fright?

A.) Creative visualization is a coping mechanism that allows one to change a real-world experience by changing their inner thoughts. Creative visualization can guide you to a new way of thinking in which public speaking is seen as a positive experience.

Scientific evidence backs up the effectiveness of positive visualization. It can improve your ability to focus and help you to come up with new ideas to **re-frame** your approach to public speaking.

When using **positive visualization techniques**, the person will **re-frame thinking**. **Re-framing** is a technique to help create a different way of looking at a situation, person, or relationship by changing its meaning. As studies have shown, our thoughts influence our reality, and focusing on creative and positive thinking can result in a marked change in how we feel about public speaking.

NOTE: The instructor should acknowledge that *not all students in the class* may experience stage fright. Students who do not experience stage fright may engage in the following exercise and relate it to an experience that does cause them anxiety, e.g. Meeting new people, competing at a sports event, interviewing for a job or college application, asking for a raise, etc.

Large-Group Activity

Supplies: Writing pads & writing utensil

In our last class, we talked about factors that could make people nervous about public speaking.

We will now try a positive visualization exercise, and you will be asked to think about what makes *you* nervous.

¹¹ "Creative Visualization." *Presentation Training Institute*

The instructor will:

- Ask students to use a writing pad and pencil for this exercise.
 - Students will **write down their answers to the questions posed by the teacher.**
 - **TIP:** The instructor may note that the list is for the **student's use only.** The list will not be shared, so students are encouraged to be honest in their answers.
- **Step 1:** Ask students to write about what comes to mind when they first think about public speaking, **e.g.**
 - How do you visualize yourself giving your presentation?
 - What factors are making me most nervous as I visualize giving a presentation?
- **Step 2:** Ask students to write about any possible ways they can **re-frame their thinking about those factors, e.g.**
 - **Factor that makes me nervous:** I am worried about getting a low grade on the speaking assignment.
 - **Re-frame the thinking:** Caring so much about my grade means I am a conscientious student. Because I am a conscientious student, I know I can practice this speech diligently, just as I would study diligently for a test. That thorough preparation will give me more confidence in the material I am speaking about.
- **Step 3:** For the next part of this visualization exercise, instruct students to spread out and find a quiet place in the classroom, if space permits. Otherwise, instruct students to work quietly at their desks.
 - Ask students to **close their eyes and visualize the points they re-framed.** It is okay to refer to their written notes as they do these visualization exercises, **e.g.**
 - **Visualization of each re-framed thought, e.g.**

Example 1:

- **Factor that makes me nervous:** I am worried about getting a low grade on the speaking assignment.
- **Re-framed thought:** I can practice this speech diligently, just as I would study diligently for a test.
- **Visualization:** Visualize yourself practicing your speech. Be very detailed, including WHEN you will practice it, WHERE you will practice it, HOW you will practice it, etc.

Example 2:

- **Factor that makes me nervous:** I am nervous that the audience will judge me or make fun of me.
- **Re-framed thought:** Most people are sympathetic because they know how nerve-wracking it is to speak in public, so they are actually rooting for me to do well.
- **Visualization:** Visualize yourself delivering your speech to an audience of sympathetic listeners. Be very detailed, including visualizing them smiling at you, applauding, nodding in interest at what you are saying, etc.

- **Step 4:** Ask students to visualize what they would consider their optimal environment for public speaking, including deep-breathing exercises before they begin. Then, ask students to visualize themselves giving their speech in that environment. Students will actually imagine themselves in that environment as they go through the speech introduction, its body, and its conclusion, and visualize the audience's positive responses.
- **Step 5:** Repeat **Step 4** several times before giving the presentation. These repeated **positive visualizations** built into speech rehearsals can result in a comfort level and improved speaking skills as the student changes their attitudes and perceptions about the presentation and its outcome.

REFLECTION DISCUSSION:

- Discuss the step when I asked you to identify factors that made you nervous about public speaking. Did you find it easy *or* difficult to identify what, exactly, makes you nervous about public speaking (or, about the alternate situation you imagined)?
 - **Remember, you are not required to share those factors on your list! You may share them if you want to, or, you may just discuss factors in a general way.**
- Discuss the step in which you were asked to **re-frame** your thinking about a factor that made you nervous. How did you re-frame your thinking; and did you find it easy or difficult to find positive ways to re-frame what made you nervous?
- What are your overall impressions of the visualization portion of the exercise? Did you find the visualizations were easy, difficult, useful, confusing, etc.? **Defend your answer.**
 - Did you find it difficult to maintain your concentration throughout the visualization? **Why?**
 - How, if at all, were you able to re-direct negative thoughts back to positive visualizations?
- How, if at all, do you think you can continue to practice positive visualizations to help you overcome the stress associated with a particular activity, such as public speaking?

CONCLUDING REMARKS: People who experience anxiety about public speaking have most likely had those feelings for a very long time, so it will take more than one day of deep-breathing and positive visualization exercises to change how we conquer those anxieties!

The good news is, you're off to a good start and you can now apply these techniques to your public speaking *and* to other parts of your life to reduce anxiety and build confidence. **Keep the lists and notes you made today handy so you can continue to refer to them!**

We will conclude this lesson with a short quiz on key terminology so please review lecture notes and assigned readings for that quiz, which will be given in the next class period.

LESSON III - ASSESSMENT –(20 minutes total)

Supplies: Writing pads & writing utensil

This lesson concludes with a brief 15-point quiz on key terminology.

See separate attachments. **QUIZ-HANDOUT & QUIZ-ANSWER KEY**

FOR FURTHER STUDY

Instructors may choose to expand this lesson and complete it in tandem with other Lesson Plans in the Luminari *Speak & Tell* video series, to provide additional strategies for combatting anxiety that contributes to negative body language; and focusing the message of a speech.

Luminari videos from the *Speak & Tell* series are available at:

<https://www.luminari.org/speak-tell-online/>

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SEE SEPARATE ATTACHMENTS for printables for:

- **QUIZ**
- **ANSWER KEY**

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"Take a Deep Breath." *The American Institute of Stress*, 4 Jan. 2017, www.stress.org/take-a-deep-breath .

"Use Creative Visualization to Succeed During a Speech." *Presentation Training Institute*, 24 July 2018, www.presentationtraininginstitute.com/use-creative-visualization-to-succeed-during-a-speech/ .

**This list does not imply a promotion of the sites nor their sponsors; nor has any entity paid for or requested inclusion in this resource. Instructors are encouraged to review and vet the materials as per their individual school policies before inclusion in this curriculum.*

BENCHMARKS AND PERFORMANCE STANDARDS

Common Core State Standards Initiative

English Language Arts Standards » Speaking & Listening » Grade 9-10

<http://www.corestandards.org/ELA-Literacy/SL/9-10/>

COMPREHENSION AND COLLABORATION:

CCSS.ELA-LITERACY.SL.9-10.1

Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

CCSS.ELA-LITERACY.SL.9-10.1.A

Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

CCSS.ELA-LITERACY.SL.9-10.2

Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

CCSS.ELA-LITERACY.SL.9-10.3

Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

PRESENTATION OF KNOWLEDGE AND IDEAS:

CCSS.ELA-LITERACY.SL.9-10.4

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.

CCSS.ELA-LITERACY.SL.9-10.5

Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

CCSS.ELA-LITERACY.SL.9-10.6

Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9-10 Language standards 1 and 3 [here](#) for specific expectations.)