

Grade Levels(s): 12th

Subject(s): ELA

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How to Conquer Stage Fright 50 min

Objective:

Students will employ process writing skills to create a how-to guide for their peers about how to conquer stage fright.

Big Idea:

As the school year ends, there are countless awards ceremonies, final presentations, graduations, and formal recognition for students and teachers. Inevitably, students will be called upon to speak in front of others and this can cause major anxiety. In this lesson, students will research stage fright and create guides for others on how this common fear can be conquered.

1. Warm Up / Anticipatory 10 min

To begin, students will watch a [Stage Fright Short](#) (cartoon short) on stage fright and answer the following questions in their Writer's Notebooks:

- Have you ever had stage fright?
- What are the symptoms of performance anxiety?
- How can you conquer stage fright?

Once students have had five minutes to write/respond silently, they should speak to at least one elbow partner (a peer closest to them) about what they wrote and be prepared to share with the whole group. Allow time for students to share aloud.

Resources

- <http://wg.wonderopolis.org/uploads/users/63/322/How-toWritingAssignmentGuide.docx>
- <http://wg.wonderopolis.org/uploads/users/63/322/conquer-stage-fright-focus-positive.jpg>

2. Investigation and New Learning 20 min

To begin, students will use annotation techniques to research stage fright and possible techniques for overcoming it. Students should look for the main idea(s) of each source, the important new information about stage fright, and any tips for overcoming it. All sources should be cited properly.

Allow students to use technology to review the [Wonder of the Day](#) as a starting point, and to find one source on their own. Here are some samples of possible sources to print and share with students if technology is not readily available:

- ["Overcoming Stage Fright"](#)
- ["Blocked by Performance Anxiety?"](#)
- ["Conquering Stage Fright"](#)

Explain to students that the end game here is to create a how-to guide for other students who might be giving final presentations or formal speeches for the end of the school year.

3. Review & Check for Understanding 30 min

Once students have researched and recorded their findings in their notes, distribute the assignment guide. Students will then draft their how-to guides and submit for review/feedback from one peer and the teacher. Final drafts can be completed in subsequent lessons or for homework once feedback has been provided.

Note: These guides can be shared with a real audience, including an adult audience, to add relevancy. Students could use blogs or other technology to publish.

Standards: W.11-12.7 W.11-12.5 W.11-12.4 W.11-12.2