

Titlu: Activități de vorbire pentru consolidarea încrederii

Timp de lucru: 1 oră

Numărul de participanți : Între 10 și 20 de participanți

Rezultatele învățării:

1. Să înțeleagă ce este glosofobia
2. Să identifice simptomele glosofobiei
3. Să descopere exerciții pentru a stăpâni glosofobia

Structura lecției:

Introducere
<p><i>Scurtă introducere</i></p> <p>Începeți sesiunea salutându-vă participanții și afișați prezentarea ppt. Prezentați diapozitivele 2 și 3 și anunțați tema prezentării “Activități de comunicare pentru consolidarea încrederii “.</p> <p>Diapozitivul 4 conține cuprinsul sesiunii iar diapozitivul 5 ne introduce în tematică printr-un citat. Întrebați-vă participanții ce părere au despre afirmația lui Dale Carnegie și dacă s-au confruntat vreodată sau se confruntă cu dificultăți în momentul în care trebuie să vorbească în public, eventual dacă cunosc persoane care au această problemă.</p>
Conținut
<p>Se explică faptul că această sesiune se concentrează pe glosofobie, care reprezintă frica de a vorbi în public. Aproximativ 75% din populație a experimentat această frică, ceea ce o face ca fiind una din cele mai comune fobii. Glosofobia face parte din fobiile sociale. Se adaugă faptul că fobiile sociale reprezintă un tip de tulburări în care o persoană se teme să fie expusă la anumite situații sociale sau să se expună în fața altora. De cele mai multe ori persoana respectivă va avea tendința de a evita astfel de situații. Dacă acest lucru nu este posibil, aceste persoane vor manifesta un sentiment de anxietate. Glosofobia își are rădăcinile în frică și în stima de sine scăzută. Frica este una din emoțiile noastre de bază. Este declanșată de orice lucru pe care imaginația noastră îl consideră periculos. Creierul ia tot ceea ce ne imaginăm ca fiind realitate și declanșează senzațiile asociate fricii pentru a înlătura situațiile periculoase.</p> <p>Glossophobia may have several causes although none of them has been completely proved. It appears to be a natural response when being exposed; that is why getting used to the exposure is actually a way to cope with it. Also, negative earlier experiences can trigger it. According to a study from the national institute of mental health, it would seem that people suffering from social anxiety are more affected than others when negative comments about them are read to them. Additionally, people who have been raised by shy parents would have more chances to suffer from it. Finally, low self-esteem is also a determinant factor.</p> <p>How to spot it (symptoms): Glossophobia causes a feeling of intense anxiety, including certain physical and verbal symptoms and signs.</p> <ul style="list-style-type: none">- Physical symptoms: Among physical symptoms, we can list the following:<ul style="list-style-type: none">o Increased heart rateo Raise in blood pressureo Dilation of pupils

- Acute hearing loss
- Intense dread and trembling
- Sweating, particularly on the hands and forehead
- Nausea or vomiting in extreme cases
- Shortness of breath or hyperventilating
- Dizziness
- Muscle tension in the neck and upper back muscles
- Feeling of nervousness or panic attack
- Frequently needing the bathroom
- Verbal symptoms: Some of the verbal symptoms that develop from glossophobia can cause the person to struggle while trying to speak. The voice may start to tremble, the person may repeat hesitations such as 'umm' or 'ah', followed by vocal pausing. This reaction causes the person to feel uncomfortable and anxious, worsening the symptoms of glossophobia. These symptoms can appear with dryness in the mouth, shaking or tics.

What are the treatments? Practice may help to reduce the stress level. If you witness in your classroom, behaviours that seem to be pathologic, the best is to offer professional help with psychotherapy and – if found necessary by a health professional – medication.

Sample activities

Provide short, engaging activities to demonstrate how your concept can be applied and duplicated in the classroom

We offer 4 activities in this lesson. 2 of them are to be practiced by yourself so they can be offered as self learning:

- Tongue twisters (slides : Tongue twisters are a great way to practice and improve pronunciation and fluency. They can also help to improve accents by using alliteration, which is the repetition of one sound. They're not just for kids, but are also used by actors, politicians, and public speakers who want to sound clear when speaking.
- Breathing exercises: Breathing exercises will support the speaker to calm down before a talk. They are meant to be implemented before the talk in order to reduce stress.
- Pick an object: This exercise will support students to pay attention to the way they speak without caring about the content. It is an improv exercise during which the facilitator assigns an object from the everyday life to a participant who will have to talk about it during 2 minutes.
- The perfect communicator: This exercise allows participants to identify what qualities are needed to be a good public speaker and therefore to work on them. As a facilitator, you should make sure that the participants mention the following: enunciation, rhythm, body language, smile, eye-contact, audience engagement, etc.

Conclusion

This should be a wrap-up activity, ideally some reflection questions to make the teachers think about what they have learned and how it applies to their own teaching.

To conclude (slide 25), remind the participants that all the material created in the framework of the EASE project can be used by them in their own classrooms.

Then, (slide 26), ask them the following self-reflective questions:

- What have they learnt today?
- Will they reuse it?
- What was the most/least useful?

Finally, at the end of the session, you can give a copy of the document available here below “Tips to manage public speaking anxiety” letting the participants know that they can use it with their own students (by providing them a copy, or sending it to them by email).

Bibliography and resources for further learning

Here you should provide the sources where the information came from and, if applicable, resources for finding out more about the session's topic.

[Ajeng Intan Nur Rahmawati, Imam Ariffudin et Mulawarman Mulawarman, « Psychological Experience Dynamics of Students with Glossophobia through Narrative Counseling as seen from Gender: A Qualitative Study », Proceedings of the 3rd ASEAN Conference on Psychology, Counselling, and Humanities \(ACPCH 2017\), Atlantis Press, 2018](#)

[Ebrahimi OV, Pallesen S, Kenter RMF, Nordgreen T. Psychological Interventions for the Fear of Public Speaking: A Meta-Analysis. Front Psychol. 2019;10:488. Published 2019 Mar 15.](#)

[How to keep fear of public speaking at bay](#)

[30 ways to manage speaking anxiety](#)

Observațiile facilitatorului:

These notes should address both online and face-to-face formats.

Printable materials:

For printable materials such as worksheets, please put them on a separate page after the facilitator notes so they are easily printable.

Tips to manage public speaking anxiety

1 – Be prepared

- Choose the topic of your presentation according to your own interest
- Do some research
- Rehearse
- Expect positive feedback
- Sleep well

2 – Before the talk

- Eat several hours before
- Do some breathing exercises
- Dress in a way you are comfortable with
- Go to the toilets
- Take a glass of water with you on the podium

3 – During the talk

- A joke won't hurt: engage the audience
- Do some eye contact
- Have a typed version of your talk (just in case!)
- Use external tools to support you (PPT presentation for instance)
- Look at friendly faces in the audience

YOU ARE GOING TO BE GREAT !