

<i>900 exercises for vocational communication</i>	Notes for teachers	A / 33
<i>General aim</i>	A: COMMUNICATING ORALLY	
<i>Level of difficulty</i>	2	
<i>Intermediate aim</i>	3: ADOPT A MODE OF BEHAVIOUR APPROPRIATE TO THE SITUATION	
<i>Operational aim</i>	3: Breathe, relax, control your affective and emotional reactions.	
<i>Pre-requirements</i>	None	
<i>Number of exercises</i>		
<i>Comments</i>		

**BREATHING EXERCISE FOR BETTER OXYGENATION
AND RELAXATION**

- Stand, if possible in front of an open window.
- Breathe in and out at least ten times, slowly and in the following fashion:
 1. Stand up straight, chin down, shoulders down, tummy in, buttocks tight. To help find the correct position, imagine that there is a thread running through your body, out of the top of your head to the ceiling, pulling you upwards.
 2. Breathe in through the nose as deeply as possible, with mouth closed: the air coming in must make your chest expand.
 3. Breathe out through the mouth, slowly and evenly, gradually pulling the tummy in until it is hollow.

Breathe in again as described above and repeat the exercise at least ten times.

The teacher will remind the learners of the importance of breathing when, in doing A / 11, they tried to increase the volume and range of their voices.

The teacher will explain the following points:

- for the ordinary needs of everyday life, we breathe, of course, but just enough, and without realising it.
- “normal” breathing is only to give the necessary oxygen to the body.
- when we have to raise our voice because of the surrounding noise or the distance of our interlocutor, for example, we automatically take a deeper breath before speaking.

THE EXERCISES ARE CONTINUED ON THE NEXT PAGE

EXERCISE ON RELAXATION

The teacher will give the group the following instructions in any way he likes.

A. Sit down on a chair in the following way:

- more or less on the edge of the chair
- feet approximately 20 centimetres apart
- arms hanging down by your sides
- head down as if you were looking at your feet
- eyes closed

B. In this position, imagine that a tiny little man, a sort of body repairman, is leaving your brain and going slowly down your spine.

- the man arrives at your right foot and slowly gets rid of its tensions, of its nerves and contractions, until your foot seems relaxed, heavy, well rooted to the floor, as if asleep.

- the man goes up your right leg and down towards the other foot. He does the same thing to your left foot (the teacher should repeat exactly what the little man is supposed to do).

- the man now goes up along your right arm to your hand. He gently shakes your right hand which is limp and falls straight back into its initial position, completely relaxed.

- the man goes back up the right arm, passes from one shoulder to the other up to the left arm and goes down to the hand... He does the same work on your left hand (the teacher should repeat exactly what the little man is supposed to do).

- the man goes up to your neck which becomes a spring making your head bounce very gently so that your.

- still making the bouncing movement, your head slightly to the right twice, and then twice to the left and so on (right/left) several times. You then go back to the initial position, head hanging down loosely, totally relaxed.

- the man then goes to your brain and progressively empties out all your thoughts: first of all he gradually empties the right half (leave the learners a few seconds to do this) and then he goes to the left side, where he clears everything out (again, leave them a few seconds).

- he then goes to the forehead and gradually empties everything, walking slowly from the forehead to the top of the head and down to the nape of the neck.

The learners should then be left to themselves for 3 or 4 minutes.

The teacher will ask the learners how they feel after the exercise.

He will explain to them that they can do this exercise alone to relax before an exam or any kind of event that they consider difficult or intimidating.

So what about stage fright?...

The effect of stage fright in our bodies is just about the same as if we had drunk a large dose of a stimulant, and that is in fact what really happens, except that we produce this stimulant ourselves...

Our bodies, in certain circumstances which frighten us, give off into the bloodstream, via a gland, a substance called adrenalin. For example, our bodies give off a strong dose when we get very angry and it is this substance which dilates the pupils in our eyes, as if we were on drugs, and makes us aggressive or even violent.

In the case of stage fright, the adrenalin given off into the bloodstream is used incorrectly mal, badly channelled, in the wrong dosage, badly distributed. It is up to us to save this energy which is suddenly placed at our disposal in our bodies.

To channel this energy, it is a good idea to do the exercises described above before taking any other action, and to have practised them sufficiently beforehand with the aim of conquering the stage fright, in order to master them and know exactly how to do them when we need them.

These exercises are a natural remedy against stage fright, as, in modifying our physical attitude, by making us aware of our bodies, they will modify and quieten our mental attitude of anxiety linked to stage fright.