

# Ask®

## What's to Fear?

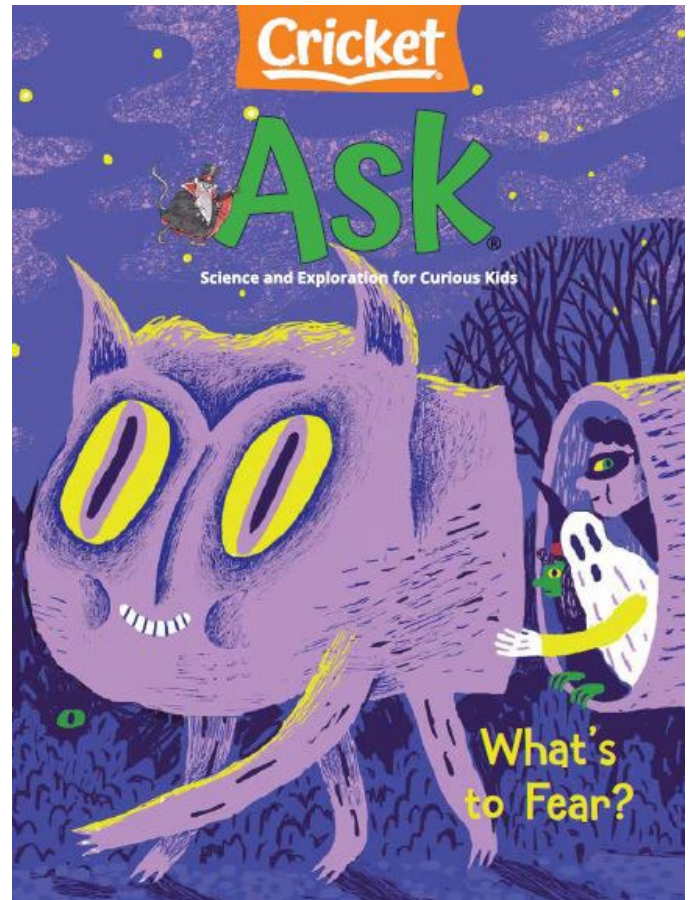
Although most people perceive fear as a negative emotion, it can be an essential response for self-preservation. This issue of ASK magazine explains physical and mental fear reactions and provides strategies for overcoming excessive worry.

### CONVERSATION QUESTION

How are we affected by fear?

### TEACHING OBJECTIVES

- Students will learn how the body instinctively prepares itself in the face of danger.
- Students will learn that frightening sounds often have benign origins.
- Students will learn how excessive fear can be greatly reduced or eliminated.
- Students will study a biological process.
- Students will analyze the relationship between cause and effect.
- Students will examine solutions to problems.
- Students will investigate the practice of “deliberate calm.”
- Students will write a poem using onomatopoeia.
- Students will research a specific phobia.



In addition to supplemental materials focused on core STEM skills, this flexible teaching tool offers vocabulary-building activities, questions for discussion, and cross-curricular activities.

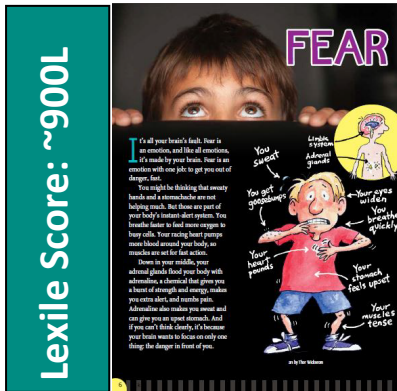
### SELECTIONS

- **Fear on the Brain**  
Expository Nonfiction, ~900L
- **Things That Go Bump in the Night**  
Expository Nonfiction, ~830L
- **Facing Your Fears**  
Expository Nonfiction, ~810L

## Fear on the Brain

pp. 6–13, Expository Nonfiction

Readers will learn about the built-in response system that our bodies employ when we face fear. Like humans, animals react in ways that instinctively serve to protect them.



## RESOURCES

Biological Process: Fear Factors

## OBJECTIVES

- Students will learn how the body instinctively prepares itself in the face of danger.
- Students will study a biological response.
- Students will investigate the practice of “deliberate calm.”

## KEY VOCABULARY

- **adrenaline** (p. 6) a substance that is released in the body of a person who is feeling a strong emotion, such as excitement, fear, or anger, and that causes the heart to beat faster and gives the person more energy
- **threat** (p. 7) someone or something that could cause harm
- **instinctively** (p. 8) reacting automatically in a way that does not come from thinking or learning

## ENGAGE

**Conversation Question:** How are we affected by fear?

Pose the following question to students: “What are you afraid of?” Have students make a list and then invite them to share their answers, as you compile a master list on the board. Use tally marks to indicate when an answer is repeated. Initiate a group discussion focusing on the top three fears. Ask students to consider if these fears are inborn, learned, or a combination of both. Tell students that they will be learning from fear experts when reading “Fear on the Brain.”

## INTRODUCE VOCABULARY

Post and discuss the three vocabulary words and definitions. Have students Think-Pair-Share with a partner. Give them the following directives, one at a time:

1. What experience gave you a surge of **adrenaline**?
2. What **threats** might a wild rabbit face?
3. What event might make you **instinctively** cover your eyes?

## READ & DISCUSS

After students read the article, discuss the questions below. Have students work in pairs to choose one question and investigate it further.

1. What is the purpose of fear?
2. What physical reactions are produced by the body’s instant-alert system?
3. Where do fears come from?
4. Why is inborn fear useful to vulnerable animals?
5. How can fear help you learn from experience and stay safe?

## SKILL FOCUS: Biological Response

**INSTRUCT:** This article presents the reader with detailed information about the body’s three fear responses: freeze, fight, and flight. Present the *Biological Process: Fear Factors* graphic organizer and tell students they will review the article and highlight sentences that describe each fear response. After they have collected evidence addressing all of these elements, they will give examples to demonstrate each.

**ASSESS:** Reconvene and share answers. Have students discuss how other emotions, such as embarrassment, can also cause physical responses.

## EXTEND

**Emotional Health** Have students reread the “Mastering Your Fear” section on pages 12–13. The second paragraph explains that people in dangerous jobs learn to manage their fears using a skill called “deliberate calm” (the ability to detach from a situation, think clearly, then plan a way forward). Practices that can help achieve deliberate calm are regulating reactions, practicing reflections, reframing perspective, and managing energy. Arrange the class into four groups and have each group research one of these practices and then share their findings with the class.

## Fear Factors

**Biological Response** Use information from the article to describe each fear response and when it is activated. In the bottom row of boxes, provide a real-life example of each response. Use details to include physical responses and emotional responses.

Freeze	Fight	Flight
Description:	Description:	Description:
Example:	Example:	Example:

**THINK TANK** How do animals have a similar fear response to humans?

## Things That Go Bump in the Night

pp. 14–15, Expository Nonfiction

The title of this article refers to a well-known phrase that leads us to believe frightening nighttime sounds are caused by supernatural forces. Readers will learn that most of these noises are actually caused by ordinary objects and events.



### RESOURCES

Cause and Effect: Sound Effects

### OBJECTIVES

- Students will learn that frightening sounds often have benign explanations.
- Students will analyze the relationship between cause and effect.
- Students write a poem using onomatopoeia.

### KEY VOCABULARY

- **cables** (p. 14) wires covered in rubber or plastic and used to carry electricity or electrical signals
- **hinge** (p. 14) a usually metal piece that attaches a door, gate, or cover to something and allows it to open and close
- **furnace** (p. 15) an appliance that heats houses and buildings

### ENGAGE

**Conversation Question:** How are we affected by fear?

Ask students to talk about times when they heard a sound in the middle of the night. How did they feel? What did they imagine was the source of the sound? What did they do to calm down? Why do noises at night seem scarier than during the day? Share your own experiences with scary sounds at night. Then tell students this article explains the ordinary causes of many of these nighttime noises.

### INTRODUCE VOCABULARY

Post and review the three vocabulary words. Inform students that these words will be found in the article, “Things That Go Bump in the Night.” Have them use the title and the vocabulary words to predict the content of the article. Remind students to highlight the key vocabulary words in the reading. Revisit predictions after the reading.

### READ & DISCUSS

Read the article aloud with the class. Have students reread the article with a partner to answer the questions below. Discuss responses.

1. What causes streetlights and street signs to shake and bang?
2. Why do noises at night seem scarier than during the day?
3. Explain this sentence from page 14: “Wind can moan like a flute.”
4. What can cause pipes to bang?
5. List five nocturnal animals and the sounds they produce.

### SKILL FOCUS: Analyzing Process

**INSTRUCT:** Lead the students in a discussion that guides them to recognize the many cause-and-effect relationships (relationships in which one event makes another event happen) that are presented in this article. Distribute the *Cause and Effect: Sound Effects* graphic organizer. Tell students they will use it to record cause-and-effect relationships from the article. Students should focus on how the relationship causes a fear response. Review equations.

**ASSESS:** Encourage students to share their THINK TANK responses.

### EXTEND

**Language Arts** Remind students that onomatopoeia is the use of words to imitate sounds. Point out that the pages of this article are filled with examples of onomatopoeia, such as *bang* and *clank*. Have students list the onomatopoeic words in the article and then circle one they will use to create a sound poem. Share the simple poem format below.

CRASH!

Window breaking

Block tower tumbling

Dinner plate dropping

CRASH!

## Sound Effects

**Cause and Effect** Complete the equations to show how ordinary objects can cause a fear response. Refer to the article and use your critical thinking skills. The first equation is done for you. In the last row, make and complete your own equation using information from the article.

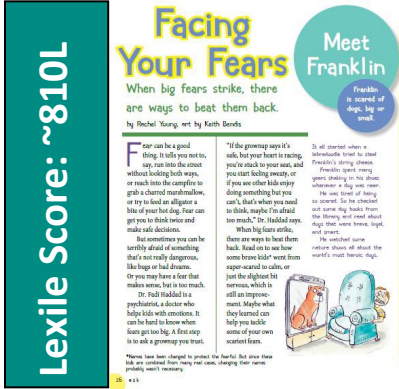
Causes			Effect
wind	+	branches	= tapping on window
	+	rusty swing	= clanking
air bubbles	+		= loud thump
rain water	+	gutters	=
	+	cracks	= whistling
	+		=

**THINK TANK:** Make a personal connection with one of the equations above and write a paragraph about your experience.

## Facing Your Fears

pp. 16–21, Expository Nonfiction

Put on your brave face and read about how three kids—Franklin, Farah, and Favio—conquered their fears. Readers will learn real-life strategies for reducing fear.



## RESOURCES

Problems and Solutions: Relax & React

## OBJECTIVES

- Students will learn how excessive fear can be greatly reduced or eliminated.
- Students will examine solutions to problems.
- Students will research a specific phobia.

## KEY VOCABULARY

- **charred** (p. 16) made black from burning
- **tackle** (p. 16) to deal with something difficult
- **turbulence** (p. 19) sudden violent movements of air or water

## ENGAGE

**Conversation Question:** How are we affected by fear?

Inform students that there are many science-based benefits of meditation. In addition to reducing stress, studies show that meditation improves our ability to memorize, store, and remember information. Choose a mindfulness meditation exercise for elementary students, available on the internet. Experiment by using it once a day in school for a month, and encourage students to use it at home. Have students keep a journal to note any positive changes over the course of a month.

## INTRODUCE VOCABULARY

Display the following statements and underline the key vocabulary words. Review how to infer the meanings of new words by using context clues and background knowledge. Then have partners work together to determine the meaning of each word. Reveal definitions. Guide students to notice these words in the article.

1. All that remains of last night's campfire are a few charred logs.
2. I plan to tackle my complicated social studies project right away.
3. Turbulence caused the airplane to sway and bounce as it flew.

## READ & DISCUSS

Pose the following questions to prompt meaningful discussion.

1. What happens to your body physically when you are afraid?
2. When is a fear considered excessive?
3. How do many fears begin?
4. How can fear be helpful?
5. When has a feeling of fear kept you from doing something?

## SKILL FOCUS: Problems and Solutions

**INSTRUCT:** Explain that students will reread the article with a partner and highlight passages that describe how Franklin's, Farah's, and Favio's fears are resolved. Distribute copies of the *Problems and Solutions: Relax & React* graphic organizer. Tell students they should identify and record each kid's problem or fear and its solution.

**ASSESS:** Collect the worksheets to evaluate students' ability to clearly identify the problem-and-solution relationship as it pertains to fear. Ask students to discuss which fears they personally identify with.

## EXTEND

**Science** This article explains that a certain amount of fear helps us stay safe. Explain that a fear becomes a phobia when it is excessive, or the related anxiety is out of proportion. Show students an A–Z list of phobias on the internet. Have them choose one phobia to study (no repeats) and write a page about. Bind the finished pages into a class book.

## Relax & React

**Problems and Solutions** Review the article and locate passages about each kid listed below. Explain the problem/fear of each kid, and then use details to explain the solutions.

Kid	Problem/Fear	Solutions
Franklin		
Farah		
Favio		

**Group Discussion** How could the solutions in the chart be useful to you?