

# Teacher Guide for ASK, "Facing Fear"

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Betty Lou Askin, a retired educator, who lives in Toronto Ontario, prepared this guide.

## Pre-reading:

- Hold a discussion about fear. What is it? How do you show fear?
- Ask students how they think that a person can face and overcome fear(s).
- Make lists on the chalkboard or on chart paper.
- This process could be conducted as a KWL, and be filled in as you read the articles and be completed at the end of this magazine. Headings would be- What I Know, What I Want to Know and What I learned.
- Ask the students what fears they experience. Make a list. This exercise can be continued at the end of reading the issue, as it fits well with some of the articles.

## Scoops (pages 2-3)

### H2O Me!

- Explain how a plant can send a text message.
- Tell why this device is beneficial to the Earth.

### Smile Pretty

- Why do scientists think that ancient dentists were skilled?
- Why do you think that ancient people wanted to adorn their teeth?

### Fill 'Er Up with Chocolate

- Describe the materials used in the biofuel car.
- Explain why you think that it is important to develop biofuel prototypes.

## Nestor's Dock (pages 4-5)

- Which of these fears do you experience?
- What is **Nomorelaffophobia**?
- Take each of the listed fears and suggest ways of overcoming them.

## Fear on the Brain (pages 6-13)

Questions to use with this article:

- Compare the charts developed in pre-reading with the information in this article.
- How does your body show fear?
- What are the two main jobs of the limbic system?
- Describe how some animals instinctively know a predator?
- Explain how fear is catching.
- Why are some creatures now extinct?
- Give several reasons why fear might be helpful to you.
- Tell what "fight or flight" means.
- Describe how some animals try to scare off predators.
- What are goose bumps?
- Explain how a person can gain some control over a fear.
- Describe how you can be scared and excited at the same time.

## Things that go Bump in the Night (pages 14-15)

Ideas to use with this piece of work:

- These stanzas could be read using 5 groups in a Read-Aloud session or as a choral reading.
- Creative Work:  
Ask the students to develop a similar piece of creative work based on this theme. This could be completed individually, in groups or as a whole class.

### **Facing Your Fears** (pages 16-21)

#### **Meet Franklin**

- List the methods that Franklin took to lessen his fear of dogs.
- Provide any other ideas that you might have for Franklin.

#### **Meet Farah**

- Describe the things that Farah learned about flying.
- How did this knowledge help her fear of flying?

#### **Meet Favio**

- Describe the method that Favio used to overcome his fear of thunderstorms.
- What is this method called?

### **Alien Invasion**

Suggestions for use during or after reading this article:

- Explain how the brown tree snake changed the biodiversity of Guam.
- Provide several ways that you think this change could have been prevented.
- Describe two mistakes that were made when the attempt was meant to help the environment.
- When the government brought kudzu, a vine, to the southern United States they made a mistake. Why?
- Provide two ways that they might have used to prevent the problem from escalating.

### **Rap! Rap! Rap!** (Pages 25-27)

Questions to assist with the content of this story:

- Explain why it might be "fun to be scared".
- Describe the setting of this story.
- Why was Reginald concerned?
- Besides his car, what else failed him?
- After leaving his car Reginald was hopeful. Why?
- Would you say that Reginald was brave? Explain your answer.
- This story has a surprise ending. Explain this statement.
- How does the story relate to the expression "fun to be scared"?
- Make a list of 10 phrases (descriptions) that are intended to create a little fear in this story.
- Creative Writing:  
Write a story of your own. The theme of this issue is **fear**. Make this a part of your story. Your conclusion should include aspects of overcoming that fear.

### **Jimmy the Bug** (page 32)

- Describe how spiders make webs.
- Explain why spiders do not get caught in their own webs.

**Marvin and Friends**

- Why was Zia fearful?
- How did Plush help Zia?
- Who said good night to Zia?

**Don't Forget:**

1. To see the biofuel car at [www.askmagkids.com/links](http://www.askmagkids.com/links)
2. To make a Nightmare Defender or Monster-Fighting Monster.
3. To ask Jimmy the Bug a scientific question.