



Author(s): <i>Marsha Kucker</i>			Lesson Title: <i>What is Fear?</i>			
Grade Span			ICLE Application Model			
<i>K-4</i>	<i>5-8</i> <i>XX</i>	<i>9-12</i>	<i>A</i>	<i>B</i> <i>XX</i>	<i>C</i>	<i>D</i>

Instructional Focus:

Writing – Students write for a variety of purposes and audiences with sophistication and complexity appropriate to the grade level.

Listening – Students listen for a variety of purposes appropriate to the grade level.

Speaking – Students speak for a variety of purposes and audiences with sophistication and complexity appropriate to the grade level.

Performance Task

1. Write the following list on the board or on a pre-printed poster board and ask students to choose the activities that frighten them the most.
 - a. Rock climbing
 - b. Diving from a high diving board
 - c. Giving a speech to the whole school
 - d. Taking a big test
 - e. Walking home alone in the dark
 - f. Going to a party of strangers
 - g. Riding in a speeding car
 - h. Riding on an airplane
 - i. Going to the doctor
 - j. Walking past a big dog.
2. With the class, divide the list of fears into two lists: physical fears and emotional fears.
3. Discuss how one can tell when someone is feeling afraid. Ask why students think some people don't like to admit they are afraid. Ask students to list some ways in which people react to fearful situations. Tell students that it is OK to be afraid; everyone is afraid at times.
4. On the board, write the following:
 - a. Recognize it.
 - b. Share it.
 - c. Take action.
 Explain to students that these are some things you can do when you are feeling afraid.
5. Ask students to write down one fear they would like to overcome and how they plan to overcome it. Encourage students to help each other identify steps they can use to overcome fears.
6. Conclude the lesson by reinforcing the steps from #4 above.

ICLE Essential Skills

Apply in writing the rules and conventions of grammar, usage, punctuation, paragraphing and spelling. (ela 1)
Follow oral or written directions. (ela 4)
Use brainstorming, role playing, and standard problem solving strategies to define a problem and suggest solutions. (ela 19)
Participate, sometimes leading, in group meetings by contributing, taking turns speaking, and working toward a common goal. (ela 20)
Use writing as a tool for learning in formats such as learning logs, laboratory reports, note-taking, journals and portfolios. (ela 40)
Gather information such as data, facts, ideas, concepts, and generalizations from oral sources. (ela 51)
Use expository writing skills in subjects other than English language arts. (ela 58)

Scoring Guide:

Rate each of the following on a 3 – 0 basis, where;	
3 – Excellent Quality	
2 - Satisfactory Quality	
1 - Unsatisfactory Quality	
0 - Does not attempt or does not show any knowledge/skill	
Characteristic	Score
1. Content stated clearly in written material	_____
2. Organization of written material	_____
3. Grammar, punctuation, spelling	_____
4. Neatness, accuracy	_____
5. Followed directions	_____
6. Group contribution	_____

Keywords

English Language Arts	Mathematics	Science
Reading	Algebra	Earth Science
Writing Composition Expository Grammar Paragraphs Vocabulary	Geometry	Life Science
Communications Discussion Listening Communication	Statistics	Chemistry
Literature	Calculus	Physics
Other	Trigonometry	Other
	Other	