

**HighWire**  
MAGAZINE

# FEARS AND PHOBIAS



**WHEN FEAR  
TAKES OVER**

*The world of phobias*

**LOOK BEHIND YOU!**

*Recipe for a scary movie*

**PAINFULLY SHY**

*Breaking the cycle*

**Volume 8, Issue 8 Teacher Guide**

 Learning Media®

ISBN-13: 978-0-17-635856-3  
ISBN-10: 0-17-635856-0



9 780176 358563



## High Wire Magazine – Fears and Phobias Teacher Guide

**Series Consultants:**

Nina Hess  
Karen Hume  
Brad Ledgerwood

**Series Publishing Team:**

Joe Banel  
Rivka Cranley  
David Friend  
Darleen Rotozinski  
Susan Ure

Developed in collaboration with  
Learning Media Limited

**COPYRIGHT © 2007** by Nelson,  
a division of Thomson Canada Limited.

Distributed by Learning Media Limited  
Box 3293, Wellington, New Zealand

[www.learningmedia.co.nz](http://www.learningmedia.co.nz)

ISBN-13: 978-0-17-635856-3

ISBN-10: 0-17-635856-0

**ALL RIGHTS RESERVED.** No part of this work covered by the copyright herein may be reproduced, transcribed, or used in any form or by any means – graphic, electronic, or mechanical, including photocopying, recording, taping, Web distribution, or information storage and retrieval systems – without the written permission of the publisher.

For permission to use material from this text or product, submit a request online at [www.cengage.com/permissions](http://www.cengage.com/permissions)

Every effort has been made to trace ownership of all copyrighted material and to secure permission from copyright holders. In the event of any question arising as to the use of any material, we will be pleased to make the necessary corrections in future printings.

Reproduction of BLMs is permitted for classroom/instruction purposes only and only to the purchaser of this product.

# Fears and Phobias

## Teacher Guide

### TABLE OF CONTENTS

Fears and Phobias Lesson Plans ..... 4

    When Fear Takes Over..... 5

    Strategy Focus..... 7

    Look Behind You!..... 8

    Ask an Expert: Arachnophobia..... 10

    In Deep Water..... 11

    Graphic Organizer ..... 13

    Painfully Shy..... 14

    Project..... 16

    Blackline Master 1: Monitoring for Meaning..... 18

    Blackline Master 2: Anticipation Guide..... 19

    Blackline Master 3: Probable Passage..... 20

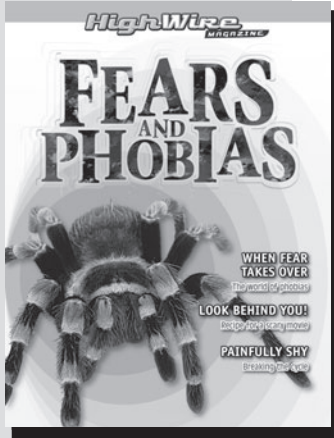
    Blackline Master 4: Using a Scale..... 21

    Blackline Master 5: Finding Out about Fear..... 22

The lesson plans in this Teacher Guide are supported by the *High Wire Magazine* Program and Assessment Guide. The Program and Assessment Guide contains:

- an overview of the components and features of *High Wire Magazine*
- a scope and sequence chart that outlines the key reading strategies that are highlighted in each issue of *High Wire Magazine*
- supporting information about the needs of adolescent readers
- descriptions of the instructional strategies, approaches, and activities used in the lesson plans
- assessment masters for the key reading strategies.

Brief explanations of instructional strategies are provided in the sidebar of the lesson plans alongside the first use of each strategy.



# Fears and Phobias

## Key Reading Strategy: *Monitoring for Meaning*

The lesson plans in this issue of *High Wire Magazine* highlight the reading strategy Monitoring for Meaning. Opportunities to practice this strategy are indicated by the symbol ★. For more information on this strategy, see page 7. **Assessment Master 11** in the Program and Assessment Guide can be used with this strategy.

**Curriculum Link:** social studies

## Introducing the Magazine

### Setting the Scene

Tell the students that this issue of *High Wire Magazine* is about people's fears and phobias, from the most common to the very strange. The students will read about the possible causes of fears and phobias, how fear can affect everyday life, and how fear might be overcome.

### Making Connections

Ask the students to brainstorm their fears. Tell them that their fears could be anything from bugs and sharks to scary movies and heights. Ask:

- What have you read, seen, or heard that makes you (or someone you know) feel fearful or phobic?

Have the students write down all that they know about fears and phobias using a T-chart with the headings "Before" and "After." Explain that they will fill in the "Before" column before reading and the "After" column after reading. Discuss the differences in the students' knowledge before and after reading the text.

## Lesson Focus

Making connections  
Monitoring for meaning  
Asking questions

## About This Selection

A phobia is a fear that is difficult to control. This article describes a variety of unusual phobias and their causes, and offers advice on how to overcome a phobia.

## Word Talk

Glossary words: *plagued, psychotherapist, stimulates, phobic, trauma, vaccination, exposes*  
Other vocabulary: *anxiety, adrenaline, hormones, mythology, ancient, instinct, ancestors, panic, desensitization*

## Word Splash

Key words from the text are “splashed” or written onto an overhead transparency or chart paper. Students use the words to predict the content of the text.

## Marking the Text

Students can use sticky notes or plain paper bookmarks to mark their thoughts, questions, predictions, or comments.



## Assessment Tip

Look for the students who use a variety of strategies, such as rereading, making use of text features or visuals, and pausing or slowing down, to further clarify the meaning of the text.

# When Fear Takes Over

page 2

## Before Reading

### Word Splash

Use a Word Splash for the students to predict the content of the text. Write the words from Word Talk onto chart paper or a transparency.

### Making Connections

To help the students access their prior knowledge and make connections, ask questions such as the following:

- What fears or phobias do you know about?
- Do any of these fears have special names? What are they?
- ★What do you think the title of this article means?
- Do you know of anyone with a phobia? Explain.
- Do you think a person can overcome a phobia? How?

## During Reading

### ★Marking the Text

Discuss the importance of gaining meaning from what we read. Brainstorm the strategies that the students can use to monitor how well they comprehend the text. These strategies include rereading, reading on then returning, paying attention to punctuation, reading more slowly, referring to photographs or illustrations, asking for help, and consulting a dictionary. Write these strategies onto chart paper or a transparency.

Ask the students to place sticky notes next to any words, phrases, or sentences that they find difficult to understand and then apply a strategy from the list to help solve the difficulty. Model this process using the introductory paragraph. Explain that after reading, the students will share the strategies that helped them to solve difficulties and understand the text.

### ★Monitoring for Meaning

Using a Shared Reading approach, read aloud pages 2 and 3. Ask questions such as the following:

- What is the difference between a fear and a phobia?
- Do you think it is strange when you read that people have phobias about clocks, teeth, and germs? Why/why not?
- What does “plagued by phobias” mean?
- What are some of the things that happen to your body when you are afraid?

Have the students continue reading pages 4 and 5. Ask questions such as the following:

- Where does the word “phobia” come from? What does it mean?
- How can a phobia affect your life?



### Teaching Tip

Have a dictionary and etymological dictionary available for the students to clarify vocabulary that they are confused about. When looking for the meaning of certain phobias, have the students find the origin of the prefix first.

Ask the students to read the rest of the article. On page 6, ask them to study the words in Understanding the Lingo. Explain that these words are made up of the root word “phobia” and a prefix that is often a Latin word (or a Latin word that came from a Greek word). Explain that the students may know other words that have these prefixes.

Identify the root word and the prefix in “aerophobia.” Ask questions such as the following:

- What other words do you know that begin with the prefix “aero”? (aerosol, aerodynamic, aerobics)
- What do you think “aero” means?

Use an etymological dictionary to look up the meanings of other prefixes such as “aqua” and “phono.” Brainstorm words that have these prefixes. Have the students reread page 9. Ask:

- ★What do you think “dealing with a phobia head on” means?

## After Reading

### Marking the Text

Return to the words, phrases, or sentences that the students noted they found difficult to understand. Discuss the strategies they used to solve the difficulties and clarify any further questions.

### Asking Questions

Ask the students to brainstorm and record five interview questions that they would like to ask a person who has a phobia. Have them complete this activity in pairs.

### Creative/Aesthetic Response

Have each student invent a phobia and give it a name. A partner can investigate the “new” phobia to find out whether it has been recorded.



## Key Reading Strategy: Monitoring for Meaning

When readers monitor for meaning, they stay alert when reading and use fix-up strategies when meaning is lost. Readers can read with greater purpose and autonomy if they have the ability to continuously and interactively use a variety of monitoring strategies. A strategy can be as simple as rereading to clarify understanding or reading ahead to confirm a prediction. Readers can also draw on a wider context for help. Visual cues, such as the illustrations, layout, and colors, can provide clues when monitoring for meaning. Other strategies include asking questions, pausing, and changing reading speed.

When monitoring for meaning, the key is to expect the text to make sense. When the text no longer makes sense, readers need to identify the problem and then apply a strategy to solve the problem.

### Reading and Discussing the Page

Read aloud page 10 as the students follow along. Write the following questions onto chart paper or a transparency:

- Does your attention sometimes wander when you are reading? Why do you think this happens?
- What do you usually do when your attention wanders?

Have the students work in pairs to discuss their responses.

Ask the students to locate all of the strategies mentioned in the text so far. List these, then ask questions such as the following:

- Which strategies have you used? Which strategies do you think you will try next time?
- Why is it important to have strategies like these on hand when you are reading?

Have the students read through Try It Out. Ask them to reread “When Fear Takes Over” and work in pairs to answer the first two questions. Share and discuss their answers as a class. Ask questions such as the following:

- Did you understand this section of text when you first read it? Why/why not?
- What strategy did you use to help you understand it this time?
- What new information have you learned?

After reading the second section of Try It Out, hand out copies of **BLM 1, Monitoring for Meaning**. Make sure that the students understand what they have to do. To check and clarify their understanding, ask a volunteer to restate the instructions.

Explain that one strategy can be used several times and that not every strategy needs to be used. When the students have completed this activity, have them share the strategies they used the most. Encourage them to discuss whether they tried new strategies or had to use several strategies to solve one problem. Discuss how reading strategies have helped them to make sense of what they read.

## Lesson Focus

Making connections  
Monitoring for meaning

## About This Selection

Scary movies have been popular since the earliest days of movie-making. This article looks at why people watch them, how these movies exploit common fears, and what makes a movie scary.

## Word Talk

Glossary words: *lurching, exploits, foreboding*  
Other vocabulary: *eerie, tension, horror, genre, supernatural, extraterrestrial, manipulate, imaginary, adrenaline, spoof, sequels, spine-tingling, blood-curdling*

## Anticipation Guide

An Anticipation Guide contains several statements that relate to the text topic or theme. Students use the guide to prompt their thinking before they read the text.

## Say Something

Students work in pairs, taking turns to read sections of text aloud. The reader pauses occasionally to say something about the text, for example, a prediction, question, comment, or connection.

# Look Behind You!

page 12

## Before Reading

### Anticipation Guide

Hand out copies of **BLM 2**, Anticipation Guide, and read aloud each statement. Ask the students to write their responses in the Response before Reading column. Responses include “strongly agree,” “agree,” “disagree,” or “strongly disagree.” Discuss the responses, then have the students turn to a partner to justify their responses.

### Making Connections

Explain that this article is about scary movies and the way moviemakers scare us. To activate the students’ prior knowledge, ask questions such as the following:

- What does the title of this article conjure up in your mind?
- What scary movies do you know? Which one stands out the most?
- What was the scariest part of the movie? Share your thoughts with a partner.
- What are the key ingredients of a really scary movie?

Have the students work in groups to complete an ABC chart using their prior knowledge of scary movies. Explain that the letters of the alphabet are to be shared among the group so that each member has a small group of letters. Have them think of a word for each of their letters that they associate with scary movies.

## During Reading

### Say Something

Explain the Say Something activity and check that the students understand what the terms “prediction,” “question,” “comment,” and “connection” mean. Model this activity by reading the opening paragraph and making a connection.

Have the students work in pairs and read up to page 14 using Say Something. When they have finished, discuss and clarify any questions or points of confusion.

★Using a Shared Reading approach, read the rest of the text, modeling fluent reading. Ask questions such as the following:

- What techniques do moviemakers use to scare their audiences?
- Why are some scary movies so hard to forget?

★Have the students reread the table on page 15. Ask questions such as the following:

- Do you think people today would go to see the biggest grossing movie of 1963? Why/why not?
- In the future, what other animals or beasts do you think will appear in scary movies? Give reasons for your answer.
- What do you believe has led to Keenan Ivory Wayans’s success? (Focus the students on the success of the whole scary movie industry.)





### Teaching Tip

Remind the students to monitor their understanding of the text by using key strategies when they find the text difficult to understand. These include rereading, reading on, changing their reading speed, referring to visuals, asking questions, or asking for help.



### Reflection and Metacognition

Have the students reflect on how rereading has helped them to extract more information in this text. Is it a strategy they will use more often?

## After Reading

### Graphic Organizer

Ask the students to use a Plus-Minus-Interesting (PMI) chart to organize their ideas about scary movies. Tell them to draw three columns with the headings “Plus,” “Minus,” and “Interesting.” In the first column, they should write the advantages – the reasons they would like to watch a scary movie. In the second column, they should write the disadvantages. In the third column, they should write any additional interesting points that are neither positive nor negative.

### ABC Chart

Have the students reflect on the ABC chart that they completed before reading. Ask them to use a different-colored pen to fill in any gaps and add other words that connect with the topic of scary movies.

## Lesson Focus

Monitoring for meaning  
Making inferences

## About This Selection

In this conversation, Jacob's mom, an expert on desensitization therapy, suggests ways that Greta might help her dad to overcome his fear of spiders.

## Word Talk

Vocabulary:  
*arachnophobia*, *therapist*,  
*desensitization*



## Reflection and Metacognition

Have the students reflect on how analyzing the text features helps to support their understanding of the text.

## Text Reformulation

Text reformulation is transforming a text into another type of text, for example, from a newspaper article into a poem.

## Somebody Wanted But So

Students choose a character from the text and create a sentence saying what the character wanted, what stands in the character's way, and how the conflict was resolved.

# Ask an Expert: Arachnophobia

page 18

## Before Reading

### ★Monitoring for Meaning

Explain that referring to visuals such as headings, layout, and colors is a useful strategy to use when monitoring for meaning. Have the students scan pages 18 and 19. Ask questions such as the following:

- Read the title. What do you predict the text will be about?
- How has the author made the conversation between Greta, Jacob, and Jacob's mom easy to read and understand? (Remind the students to think about the visuals, including text boxes, photographs, and use of color.)
- Without reading the text, how do you know that Greta's dad is afraid of spiders?

## During Reading

### Making Inferences

Have the students read the text independently. When they have finished, ask questions such as the following:

- If Greta's dad has therapy, how long do you think it will be until he and Greta are able to watch the spider movie together?
- ★What does Greta mean when she says, "Dad gets edgy"?
- Do you think Greta will mention the therapy to her dad? Why/why not?

## After Reading

### Text Reformulation

Have the students write a letter to Greta's dad. They should explain how desensitization therapy could help him to overcome his arachnophobia.

### Somebody Wanted But So

Have the students carry out a Somebody Wanted But So activity in small groups. Ask for volunteers to share their sentences.

## Lesson Focus

Making connections  
Making predictions  
Synthesizing

## About This Selection

In this story, Mike is forced to confront his fear of deep water on a fishing trip that goes wrong. He learns that he's braver than he first thought.

## Word Talk

Vocabulary: *ocean, open water, choking, powerful current, pier, hull, reeling, surge of panic, crevices, jutting, current, struggling, nightmare*

## Probable Passage

The teacher lists keywords from the selection and the students discuss them. They may be asked to arrange the words into categories. The students then use the words to fill in the blanks of a Probable Passage (one that might occur in the text) or to write their own Probable Passage.



## Reflection and Metacognition

Ask the students to reflect on their predictions at the end of the reading. Have them consider how predictions can help them to stay alert and really understand the text.

# In Deep Water

page 20

## Before Reading

### Word Splash

Tell the students they will be working in small groups. Write the words from Word Talk onto chart paper or a transparency. Have the students discuss the meanings of the words and find definitions of those that are unfamiliar. Hand out copies of **BLM 3**, Probable Passage, and ask them to use the words to write a brief passage that they predict might appear in the story.

### Making Connections

Ask questions such as the following:

- What are your experiences of deep water?
- Do you, or does someone you know, have a fear of deep water?
- What do you think a phobia of deep water might be called? (Refer the students to the Latin words discussed in the article “When Fear Takes Over.”)

## During Reading

### Guided Reading

Have the students read the story independently. Have them pause after reading each page. Ask questions such as the following:

Page 20

- Do you think Rina really believes that Mike has to clean the garage? Explain your answer.
- What do you predict the real reason is?

Page 21

- Was your prediction correct?
- What physical movements has the author described to show how Mike is feeling?
- Do you believe that Mike is doing everything he can to face his fear? Explain.

Page 22

- What do you predict Mike will do – face his fear and rescue Rafael, or panic and run for help?

Page 23

- Was your prediction correct?
- Did Rafael enjoy being in the water? What descriptive language has the author used to show Rafael's state of mind?
- ★What does the author mean when he wrote, “his skin prickled”?
- How did Mike know that Rafael had been swimming hard?
- What do you predict will happen next?

Page 24

- Was your prediction correct?
- ★What does “His heart sank ...” mean?
- How did Mike know what to do? Why was he amazed at how calm his voice sounded?

Page 25

- What might have happened to Rafael if Mike hadn’t been so positive?
- Do you think Rafael will believe that Mike was really afraid of deep water after this rescue? Why/why not?

### **Synthesizing**

Ask questions such as the following:

- Do you think that Mike used desensitization to overcome his fear? Explain.
- How might Mike help other people who have the same fear?
- What safety precautions would you give people who walk over rocks when the tide is coming in?

## **After Reading**

### **Graphic Organizer**

Have the students draw a chain of events to explain how Mike faced up to his fear of deep water. Explain that their chain of events should include an initiating event, key events in a logical order, and a final outcome.

### **Text Reformulation**

Have the students write a newspaper article about Mike’s heroism. The article should include reasons why the rescue was especially important for Mike.

## Featured Graphic Organizer: Scale

A scale is used to measure and compare information. It is a helpful tool to use when organizing and analyzing the details of a particular topic.

### Reading and Discussing the Page

Discuss the students' knowledge of a scale. Encourage them to share examples of when they have used or seen scales used to present information. Explain that the purpose of a scale is to measure and compare different statements and objects. A scale can also help a reader to break down and understand a complex topic or idea.

Have the students scan the headings, images, and layout of the graphic organizer and then predict what this scale might be measuring.

Read aloud the description of a scale on page 26. Ask:

- Why is a scale a useful tool for recording how a person feels?

Direct the students' attention to the statements along the scale. Ask questions such as the following:

- Which fears are common?
- Which fears are unusual? Would you classify these as fears or phobias? Why/why not?
- Why do you think that seeing a dog in the distance would be less terrifying than touching a dog?
- Would organizing fear on a scale like this be helpful to a person with a phobia? Why/why not?
- What other words could be used at each extreme of the scale? (for example, totally calm/panic attack, OK/unbearable)
- How would that scale differ from this one?

Using **BLM 4**, Using a Scale, have the students measure how much their classmates have enjoyed reading the articles or stories in the magazine. Share and discuss their findings.

## Lesson Focus

Visualizing  
Making connections  
Monitoring for meaning  
Asking questions  
Summarizing and note taking

## About This Selection

Everybody feels shy sometimes. This article discusses the effects of shyness on people and how breaking a vicious circle can help people to overcome shyness.

## Word Talk

Glossary words: *vicious circle*  
Other vocabulary: *invisible, celebrities, anxious, blushing, foolish, awkward*

## Double/Triple Entry Journal

Two- or three-column charts are used for students to record parts of the text and their inferential or critical thinking about each part.



## Reflection and Metacognition

Have the students reflect on how asking questions helped them to make meaning from the text. Did it help them to feel more focused and interested?



## Teaching Tip

Remind the students to use their own knowledge as well as words and pictures in the text to make inferences.

# Painfully Shy

page 28

## Before Reading

### Visualizing

Have the students close their eyes and listen as you read aloud the introductory paragraph. Ask questions such as the following:

- What images came to mind?
- What do the words “painfully shy” mean to you?

Discuss how shyness can be distressing for some people.

### Making Connections

Tell the students that this article is about people feeling shy around others. Encourage them to make connections with their prior knowledge by asking questions such as the following:

- Have you ever had similar feelings, such as a pounding heart or wanting to be invisible, when you were asked a question in front of your classmates?
- What knowledge or experience of shyness do you have?

## During Reading

### ★Monitoring for Meaning

Encourage the students to monitor their understanding of the text by recapping on the strategies that they have used (for example, rereading, reading on, using visuals, reading more slowly, punctuating, and so on). Explain that asking questions is another strategy that they can use to help clarify and make sense of the text.

Have the students make a Double Entry Journal with the headings “Questions” and “Answers.” Before they begin reading, ask them to fill in the first column with questions that they have about shyness. Have them share and review their questions. They may wish to add further questions.

Explain that while they are reading, they should search for the answers to their questions and record them in their journals. Before beginning, find the answer to one question as a class.

## After Reading

### Asking Questions

Have the students share and discuss any unanswered questions with a partner. Encourage them to search other sources, such as the Internet or a library, if the answers are not available in this text.



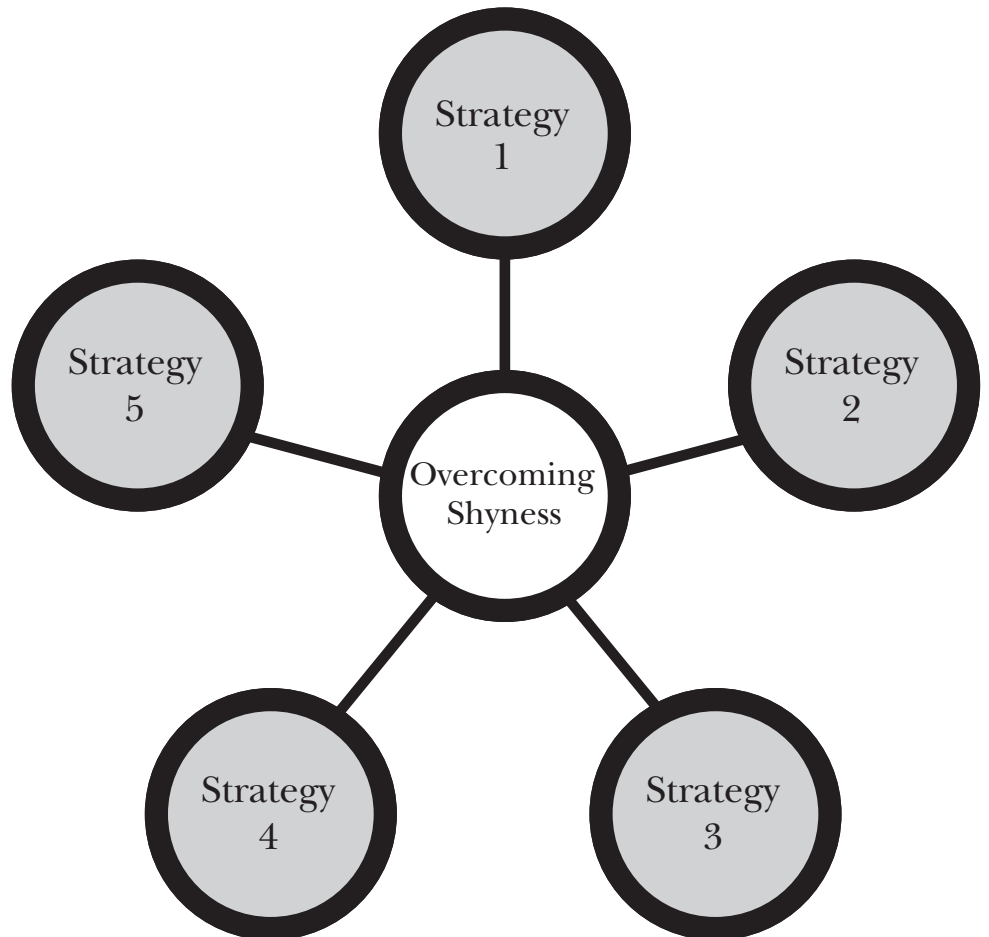


### Assessment Tip

Look for the students who use a variety of strategies, such as rereading, making use of text features or visuals, pausing or slowing down, and asking questions, to further clarify the meaning of the text.

## Summarizing and Note Taking

Draw an ideas web, similar to the example below, that summarizes the strategies a person could use to help overcome shyness. Explain that an ideas web presents a number of ideas that are related to one main idea.



## Featured Project: Finding Out about Fear

Read aloud the introductory paragraph on page 32. Ask questions such as the following:

- When have you experienced fear? Describe the situation.
- Do you know of any unusual or uncommon fears? Tell us about them.
- Do you have any fears that you think are unusual?

Have the students read through the instructions. Discuss the instructions to check that they know what to do.

Hand out copies of **BLM 5**, Finding Out about Fear. Have the students search the Internet to find a complete list of phobias. They should choose one and research the answers to the questions. They can then begin recording information that might help a person overcome that phobia. Encourage them to use the information in “Ask an Expert” to help.

Before making the pamphlets, copy and hand out examples of advice pamphlets, available in medical centers and guidance counselors’ offices, as a lead-in to discussion. Ask questions such as the following:

- What fear is this pamphlet about?
- What kinds of language and visual features have been used to make this particular fear obvious?

Discuss the text and visual features that the students can use to make their pamphlets appealing and interesting (for example, headings, illustrations and diagrams, colors, bullet points for lists, a scale, and so on). Provide sheets of A4 paper for the students to use.

When they have finished, have the students give their pamphlets to a classmate. The classmate should give positive and constructive feedback and suggest other information that could be included.



# Monitoring for Meaning

Name: \_\_\_\_\_ Date: \_\_\_\_\_

What to do:

- Read “Look Behind You!” (*Fears and Phobias*, pages 12–17).
- In the second column of the table below, write where in the text you used the strategy.
- In the third column, write the meaning that you gained from using that particular strategy.

Strategy	Where in the Text I Used This Strategy	Meaning
Using Visuals		
Using Subheadings		
Rereading		
Asking Questions		
Pausing or Reading More Slowly		
Other:		

# Anticipation Guide

Name: \_\_\_\_\_ Date: \_\_\_\_\_

What to do:

- Read the statements in the table below before reading “Look Behind You!” (*Fears and Phobias*, pages 12–17).
- In the first column, write your response: agree, strongly agree, disagree, or strongly disagree.
- Read the article, then look back at the statements. Have you changed your ideas? Write your new response, or rewrite your original response, in the final column.

Response before Reading	Statements	Response after Reading
	People like to feel scared.	
	Scary experiences stay vivid in your mind for a long time.	
	A movie can make you feel scared even when you are watching it at home.	
	All people react to scary movies in the same way.	
	You can make a lot of money by scaring people.	

## Probable Passage

**Name:** \_\_\_\_\_ **Date:** \_\_\_\_\_

## What to do:

- ➔ Read and discuss the following words from “In Deep Water” (*Fears and Phobias*, pages 20–25). What do you think the article will be about?
- ➔ Use the words from the list below to write a short passage.

ocean

pier

surge of panic

open water

reeling

crevices

choking

nightmare

juttet

powerful current

hull

struggling

[illegible]



# Using a Scale

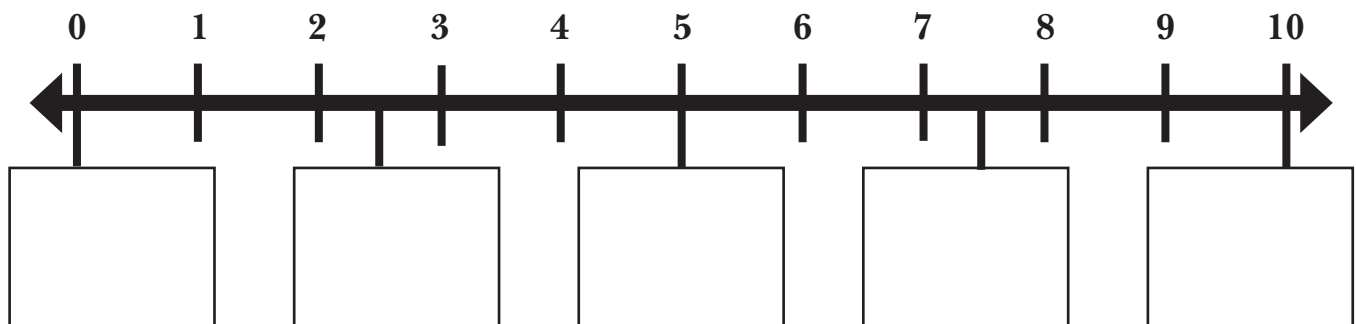
Name: \_\_\_\_\_ Date: \_\_\_\_\_

What to do:

- Your task is to find out how much your classmates have enjoyed reading one of the articles or stories in *Fears and Phobias*. Choose an article or story from the magazine and write it in the first box.
- In the second box, write a question that you could ask your classmates about how much they enjoyed reading the article or story.
- Write descriptions in the appropriate boxes below the scale that show different levels of enjoyment, such as "Really liked it." These will be used to record the answers to your question.
- Complete your survey, then write a brief summary of your findings.

Article or Story

Question



Summary

# Finding Out about Fear

Name: \_\_\_\_\_ Date: \_\_\_\_\_

What to do:

- Read the instructions on page 32 of *Fears and Phobias*.
- Use the Internet to search for a list of phobias. Choose one that you would like to know more about.
- Search for information about the origin of the word for the phobia. Then find information on how common the phobia is, some interesting facts about it, and how a person might overcome it. Write your notes in the table below.
- Publish your information as a pamphlet (a sheet of paper folded into three sections). Use visuals and text features that will appeal to the reader.

<b>Phobia</b>	
<b>Origin of Word</b>	
<b>How Common It Is</b>	
<b>Interesting Facts</b>	
<b>Helpful Information</b>	