

ARISE BIG KIDS BOOK OF LIFE'S LESSONS: GRADES 4/5 - VOLUME 2

INSTRUCTOR'S MANUAL

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WHAT IS SELF-ESTEEM?

Objective:

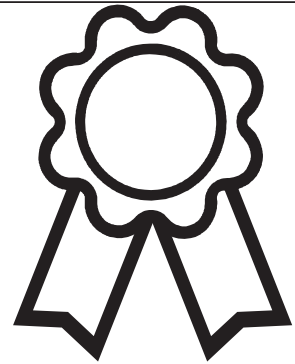
Students will learn ways to improve their self-esteem.

Materials:

Activity Sheets

Family Recap:

In a group discussion, go over Family Activity Sheets from the last meeting. Encourage students to share and acknowledge participants for their contributions.



Background Information:

Ask students to define self-esteem. Allow a few minutes for responses. Then, remind them it means how we feel about ourselves. If we feel good about ourselves, we have high self-esteem; if we feel badly about ourselves, we have low self-esteem. Sometimes people feel stupid or ugly, or they may think they are too tall or too thin.

Activity:

Ask the class if they have ever felt this way. Explain we all have at some point. Below are some examples of how people develop low self-esteem. Discuss this with your class.

1. John raises his hand and gives the wrong answer. The whole class laughs at him. He goes home and tells himself, "Boy, am I stupid."

Ask: "Is John really stupid?"

Discuss the fact John made a simple mistake in class. Ask students if there is anyone who has NEVER made a mistake. Ask: "Does making a mistake mean John is a bad person?" Follow that with, "Are you stupid when you make a mistake?" Write on the board or a large sheet of paper where all can see, **It's okay to make a mistake.** Ask the class to repeat it with you three times.

2. Latasha helps her mother prepare dinner in the kitchen. There's a water spot on the floor which causes her to slip and spill the salad. Her mother says, "Can't you do anything right? You're so clumsy!" Latasha feels bad about herself all night and throughout the next day. She doesn't want to participate in any sports or do anything in front of the class because she is sure she'll drop something and appear clumsy.

Ask: "Is Latasha really clumsy? Does she do everything wrong?"

Ask students if they've ever dropped or spilled anything and call on a few of them to give examples. Does dropping or spilling something mean everything they do is wrong?

3. Carlos and Jose are brothers who go to the same school. Jose gets “A’s” on all his tests. Carlos studies hard but usually gets “B’s” and “C’s.” When they come home from school, their parents make a big fuss over Jose’s good grades. Carlos goes to his room thinking, “They don’t love me. I’m not as good as Jose.”

Ask: “Is Jose truly better than Carlos?”

Again, allow the class to respond. Ask if there is anyone they know who can do something very well or better than they can. Explain Jose is not better than Carlos. Some people are great at taking tests. Grades have nothing to do with love; you are loved just because you are you -- not because of your accomplishments. Ask students for additional examples. You may use yourself as an example. We all have different talents and abilities, and we all can’t be the best at everything. For example, one person may be great in math and another great in spelling, or one may be a great dancer and another a great ball player. Does it mean one is not as good a person as the other? NO!

4. Rhonda is overweight. When she sees how good the other girls look in their mini-skirts, she looks in the mirror and says, “I’m ugly and fat. I’m no good.”

Ask: “Is Rhonda really no good?”

Ask your students if the way they look makes them feel a certain way about themselves. Should Rhonda believe she is no good because other people are thinner than she is?

People who feel bad about themselves because of other people have low self-esteem, just like John, Latasha, Carlos, and Rhonda. Every time you think poorly of yourself, you are thinking **negatively**. People with high self-esteem try not to have negative thoughts about themselves.

Tell students we can change the way we feel about ourselves by learning to cancel the negative thought and replace it with a positive one! For example, if we think, “I’m not good at anything,” we can say “cancel,” and put a positive thought in its place: “I am good at many things.” It helps if we can find one specific thing to use as an example, such as, “I am a good runner” or “I help my mom.” Your best choice will be something you do well that makes you feel good.

Writing Connection:

Have the class look at the Positive Thinking Activity Sheet (page 5). Explain on the left side of the page are negative thoughts. Direct them to cross out the negative thoughts and, on the right side of the page, replace them with positive thoughts. When they have finished, they should write down one negative thought they have about themselves and change it into a positive thought.

Puzzle Page:

Review important points of the lesson and turn to the Self-Esteem Activity Sheet (page 6). Allow students to work with another classmate and compare answers.

Dramatic Play/Comic:

Ask youngsters to turn to the Comic Activity Sheet (page 7). Have students role-play the comic strip, write sentences about it (if there is no writing on the comic), read it out loud to the class, and color it.

Read All About It:

You are what you think about most of the time. If you think negative thoughts, you can't possibly feel good. Start each day with a positive thought, such as "Today is the best day of my life," and your whole day will become bright. Each day will get better and better. Be cheerful, think positive!

Turn to the Positively Great Activity Sheet (page 8), and have students complete it. Direct them to write their name vertically (up and down). On each line, they should say something positive about themselves. Ask their teacher to display them on a bulletin board.

Complete the Smart Kids and Self-Esteem Activity Sheet (page 9).

Family Activity:

Instruct children on how to complete the Self-Esteem Family Activity Sheet (page 10). Explain they can do it at home with an adult and return it to their next class.

Tips for the Day:

1. Don't base your feelings about yourself on what other people say.
2. Use positive words all the time.
3. When you think a negative thought, reverse it by saying, "Cancel!"
4. Replace the negative thought with a positive thought.
5. Remember, people may have different abilities, but one person is never better than another because of these.



POSITIVE THINKING

Cross out the negative thoughts on the left side of the page. Replace them with positive thoughts on the right side.

NEGATIVE THOUGHT

POSITIVE THOUGHT



John says, "I made a mistake in class.
I am very stupid."

Carlos says, "Jose gets good grades.
He is a better person than I am."

Latasha spills something and
says, "I can never do anything right."

Rhonda is overweight and tells herself,
"Thin people are better than I am."

Now, write down one negative thought you have about yourself and change it into a positive thought, just like you did for the people above.

NEGATIVE

POSITIVE

SELF-ESTEEM

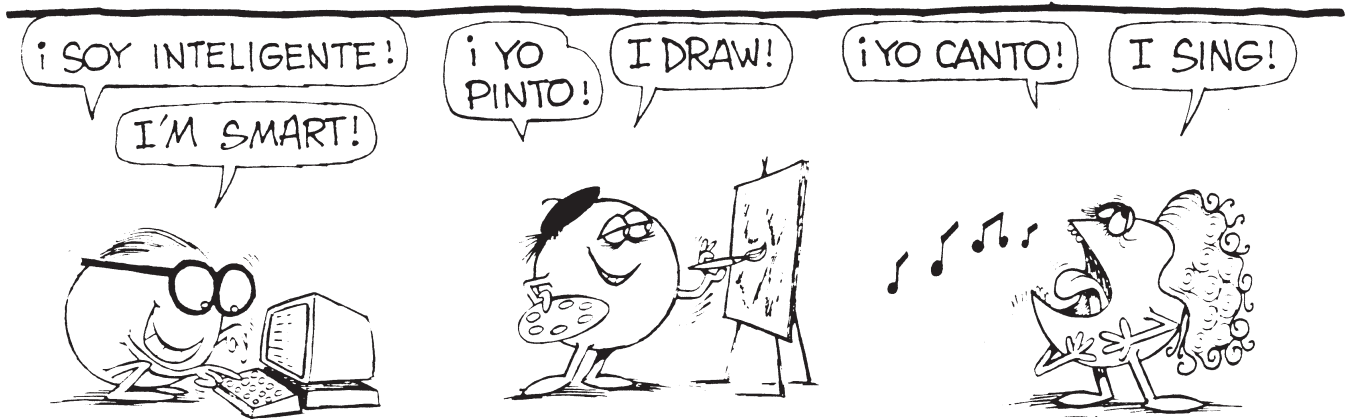
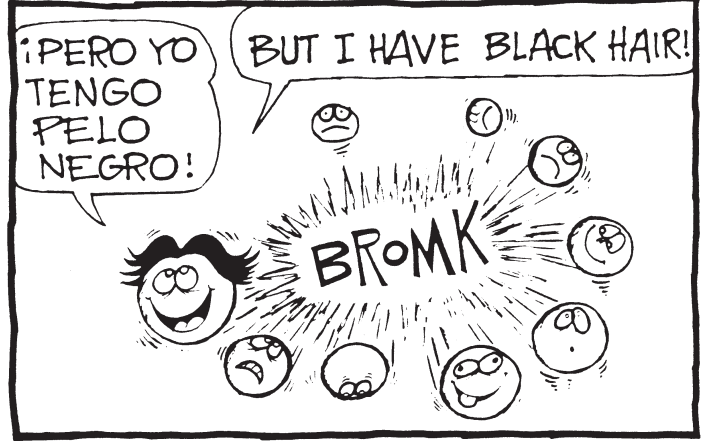
Search for the words below and circle them.

C	O	C	A	W	M	D	D	R	X	I	M	H	L	C
A	S	F	R	I	E	N	D	S	G	E	T	I	J	O
N	H	E	U	A	B	X	D	D	J	N	H	G	D	M
F	Q	O	L	O	V	E	S	L	S	S	I	H	A	M
X	P	U	T	E	L	E	V	J	X	F	N	O	V	E
J	A	R	G	G	R	U	K	A	F	H	G	Y	J	N
K	U	B	Q	D	O	I	Y	I	V	Q	S	O	R	T
H	E	S	O	U	G	O	C	Y	L	P	L	I	L	S
W	S	U	R	O	E	E	D	P	L	L	P	O	K	A
F	E	E	L	J	R	G	Z	Y	P	U	O	K	L	M
U	H	K	W	S	E	L	F	P	G	H	H	D	A	I
O	E	R	Y	K	O	P	L	N	E	S	T	E	E	M

Word Bank

FRIENDS	FEEL	GOOD
THINGS	LOVES	ESTEEM
CAN	SELF	COMMENTS

SELF ESTEEM



SMART KIDS AND SELF-ESTEEM

Use the Word Bank below to help you fill in the blanks and complete each statement.

Smart kids _____ good about themselves.

_____ and adults like to hear nice comments.

_____ let people say bad

_____ about you. We

_____ good and we want

_____ to notice we are good.

_____ you name

_____ things you do to help

feel good about

_____?

Word Bank

YOURSELF

FEEL

THINGS

CHILDREN

SOME

CAN

NEVER

ARE

FOLKS

SELF-ESTEEM

Family Activity

Dear Parents:

Today in class, we learned about self-esteem. We talked about low self-esteem, which is feeling poorly about ourselves, and high self-esteem, which is feeling good about ourselves. We learned it is important to have positive thoughts about ourselves because they increase our self-esteem. My assignment is to make a box filled with positive words describing me.

Decorate an old shoe box with your favorite colors. Call it the ME BOX! In the spaces below, write 10 positive words about yourself. Cut them on the dotted lines and put them into your box. Every morning, or whenever you are having a negative thought about yourself, pull out one of the words to remind yourself how great you really are!

Please help your child finish this family activity and return it with your signature to the next class.

Parent's Signature

Date