

ARISE BRAIN FOOD OFFICIAL TEACHING AND ACTIVITY GUIDE

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TIPS FOR TEACHING ARISE BRAIN FOOD

ONE-SENTENCE SUMMARY FRAME

WORKSHEET: *Page 14*

Assign each learner one of the tips so they are able to complete the One-Sentence Summary Frame. For example, the tip “Body language can present an image to the world that is not your real one,” the one-sentence summary frame may be:

The tip tells me that your body language may not always express what you are feeling. I can use this in my life to make sure I don’t react to people’s faces or arm movements incorrectly and get myself in trouble.

MAPPING

WORKSHEET: *Page 15*

Give learners one of the tips to write in the center circle of the map. In all the other map spaces, write words or sentences that define the tip. When everyone has completed a map, instruct them to form groups of 3 or 4 and share their maps. Next, each group picks one map to share with the whole class.

The following example is from Tips for Managing Money: Save your money and enjoy long-term rewards. In the center circle, you write the tip and in the spaces around the tip, write some of the following: money can buy luxuries, money can help you take a trip, money makes you feel secure, rewards can be money, rewards are fun, save for a rainy day.

CREATING A COMIC

WORKSHEET: *Page 16*

Ask learners to pick a tip and sketch a comic about it. When all learners have completed their comics, you can create a book of comic strips on that subject.

For example, if the tip is “Man’s rise or fall, success or failure, happiness or unhappiness depends on his attitude. A man’s attitude will create the situation he imagines.” The comic could be a drawing of a teacher turning his or her back on the classroom, with a student making a fist and a nasty face. Then, the comic shows the teacher giving the student an “F” for the period.

CHARADES

WORKSHEET: *None*

The instructor divides the class into groups of 3 or 4. Each group will get a few tips and will practice acting them out together. Then, each group acts out their tips for the whole group while everyone else tries to guess. The person who guesses correctly gets a point. Then, the rest of the groups follow until everyone has taken a turn. The person with the most points is the winner.

SHORT STORIES

WORKSHEET: *Page 17*

Distribute ten tips from a chapter to each learner. They can then develop a short story using all of the tips.

RAP SONG

WORKSHEET: *Page 18*

Divide learners into groups of 3 or 4 to create a rap about the 50 tips topic they are working on. The rap may be written on worksheet page 18, and then performed for the class.

CIRCULAR DISCUSSION

WORKSHEET: *Page 19*

1. The instructor decides on five tips and writes them on the board or a large piece of paper where all can see (number the tips). Each learner selects a tip that they like most and which conveys what they believe to be an important message. Ask all who have number one to form a group and continue until you have five groups. Each group forms a circle and each person takes a turn discussing what the tip means to them and why they selected it over the others.
2. After all learners have had an opportunity to contribute their opinions, each group will write a summary of what they discussed on worksheet page 19. One person from each group will present their summaries to the rest of the class.

THE 50 TIP BOOK

WORKSHEET: *None*

Each learner receives a tip and a piece of drawing paper. Encourage them to illustrate the tip. Do this for all 50 tips, so eventually they will have their own 50 Tip Book.

JUMP-READING

WORKSHEET: *None*

Learners jump in, read a tip, and then stop. Another person jumps in and reads until all tips have been read. (Remember: you don't call on the learners to read, they have to take the initiative.)

COMPARING TIPS

WORKSHEET: *Page 20*

The instructor chooses two tips from the 50 Tips and writes them on the board or a large piece of paper where all can see. The learners copy them into the tip squares on their worksheets and then write in the similarities and differences on their worksheets and share them with the group as a whole.

For example: Using the following tips from 50 Tips for Proper Etiquette and Good Manners:

Tip 1: Do not pick you teeth or put your hand in your mouth while eating.

Tip 2: Do not lick the plate or utensils clean.

Tip 1 Differences:

Talks about teeth

Refers to hands

Talks about picking something

Similarities:

Both refer to manners

Both are improper etiquette

Both indicate a lack of knowledge when it comes to etiquette and manners

Tip 2 Differences:

Talks about eating utensils

Talks specifically about plates

Talks about a way to get the plate clean.

Talks about a way to finish food on a plate.

SUMMARY OF TIPS

WORKSHEET: *Page 21*

Have learners make a selection of four tips from the book. Hand out worksheet page 21 and ask them to fill it in using those four tips. This can also be carried out by giving a group of three learners one worksheet to work on together. Either way, they should share the end product with the rest of the group.

REWRITING THE TIP

WORKSHEET: *Pages 22 and 23*

Have learners single out four tips. Encourage them to rewrite the tip using different words, but with the same meaning. For example:

(Tip from *50 Tips for Teen Parents*)

Tip:

Budget your income before your child is born. Babies tend to be expensive, and the more savings you have in reserve, the better.

Reworded tip:

Babies need shoes, food, diapers, and many other things. Make sure you have enough money before you decide to have a baby.

WRITE A LETTER TO A YOUNGER CHILD

WORKSHEET: *Page 24*

Have learners compose a letter to a child explaining the meaning and importance of one tip in their lives and send it to someone they actually know, if possible.

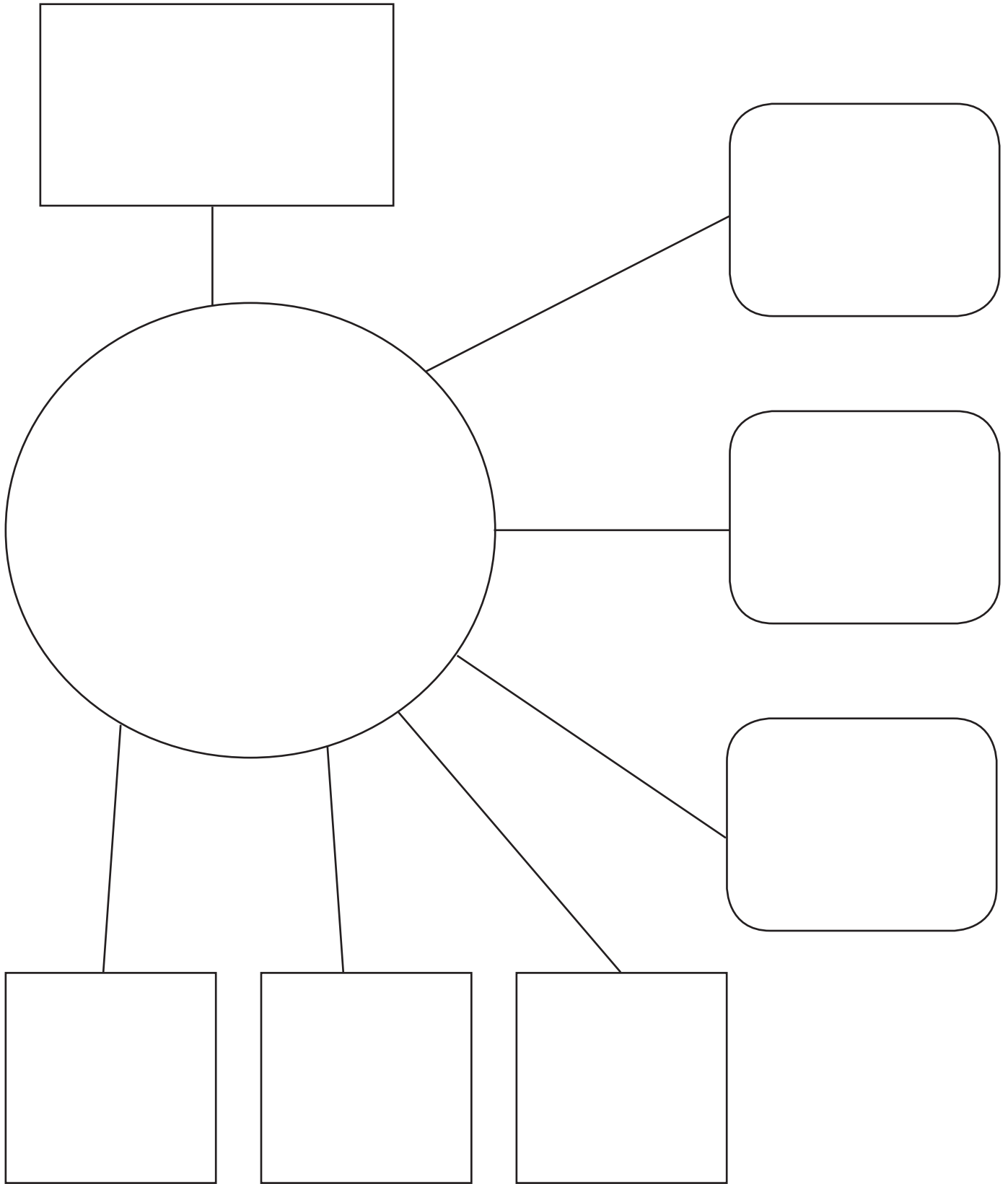
LEARNER'S WORKSHEETS

ONE-SENTENCE SUMMARY FRAME

THIS TIP TELLS ME _____

AND I CAN USE IT IN MY LIFE TO _____

MAPPING



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CREATING A COMIC

Write down the tip you chose and create a comic illustrating the tip.

TIP: _____
