

ARISE FOUR-WHEEL DRIVE FOR THE MIND: SELF-ESTEEM



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NOTE TO INSTRUCTORS:

PLEASE COPY THE VOCABULARY LIST ON PAGES 91 AND 92 FOR THE LEARNERS IF YOU DO NOT HAVE THE ADDITIONAL LEARNER'S WORKBOOK. OTHERWISE, THEY CAN FIND THE VOCABULARY LIST ON PAGES 61 AND 62 OF THE LEARNER'S WORKBOOK.

SECTION ONE

INTRODUCTION

In many ways, self-esteem determines how we feel about ourselves, our accomplishments, and the world around us.

It doesn't grow from self-praise. It's based on feelings inside. Self-esteem is created by choices, efforts and actions. It make us into the kind of person able to deal with reality. So, real self-worth is the inner understanding born from evidence of our own accomplishments. And here's what happens: As we begin succeeding in life, we feel really good about ourselves.

Goal for learners:

Increase their self-esteem.

REMEMBER TO INCLUDE THE WONDERFUL INTERACTIVE RESOURCE MATERIAL BEGINNING ON PAGE 104 AS PART OF THIS EXCITING LEARNING EXPERIENCE.



INFORM LEARNERS:

THERE WILL BE A QUIZ FOLLOWING EACH SECTION. IF THEY DON'T KNOW A WORD, ASK THEM TO REFER TO THE VOCABULARY LIST ON PAGES 91 AND 92 OF THIS MANUAL AND PAGES 61 AND 62 OF THE LEARNER'S WORKBOOK.

1

WHO AM I?

Who Am I? (Calendar of Life)

Worksheet: *Page 34*

Learner's Workbook: *Page 3*

1. Ask learners if any of them know what “self-esteem” is. Allow them to answer. If no one has said it, explain that self-esteem is *confidence, self-respect, pride in our abilities, independence, and faith in ourselves*. What makes us feel (one way or another) about ourselves? Accept all answers.
2. Explain that the way we feel about ourselves is shaped by the way we are treated by our families and society, and by the events in our lives. Then have them turn to worksheet page 34 or Learner's Workbook page 3. Encourage them to write about the most important events in their lives, either positive or negative ones (*moving to the United States from another country, parents divorcing, winning a contest*).
3. When finished, encourage volunteers to share their Life Calendars with the rest of the group.

My Favorites

Worksheet: *Page 35*

Learner's Workbook: *Page 4*

1. Have learners complete worksheet page 35 or Learner's Workbook page 4 in order to get to know themselves better.
2. Divide the group into pairs. Ask them to share their lists with their partners and compare and discuss what they each like about certain songs, movies, or TV shows.

People are like stained-glass windows. They sparkle and shine when the sun is out, but when the darkness sets in their true beauty is revealed only if there is light from within.

-Elisabeth Kübler-Ross

Five-Line Poem

Worksheet: *Page 36*

Learner's Workbook: *Page 5*

1. Challenge learners to write a five-line poem about themselves on worksheet page 36 or Learner's Workbook page 5.
2. After everyone has finished, have volunteers read their creations out loud. Discuss them as a group.

Description of Me

Worksheet: *Page 37*

Learner's Workbook: *Page 6*

1. Divide learners into pairs, giving each one a copy of worksheet page 37 or Learner's Workbook page 6. Then have partners take turns interviewing each other to complete the worksheets.
2. Collect their papers, select one at random, and read it out loud. Have the group guess which person it describes. Go through the rest of the worksheets in the same manner.

I Can Do It

Worksheet: *None*

1. Ask learners to list all the activities they can do well on a sheet of paper (*play basketball, make friends, draw*).
2. Share lists as a group. Does reading over their lists help them feel good about themselves? Why or why not? Encourage everyone to participate in the discussion.

Wrap-Up

Worksheet: *None*

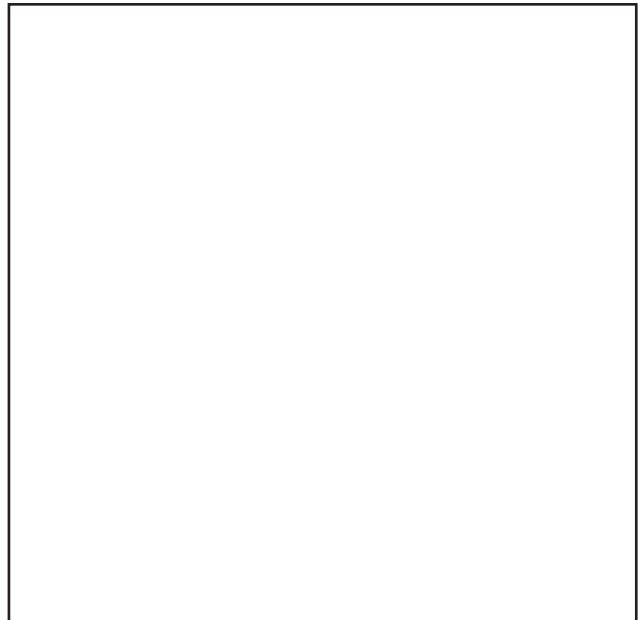
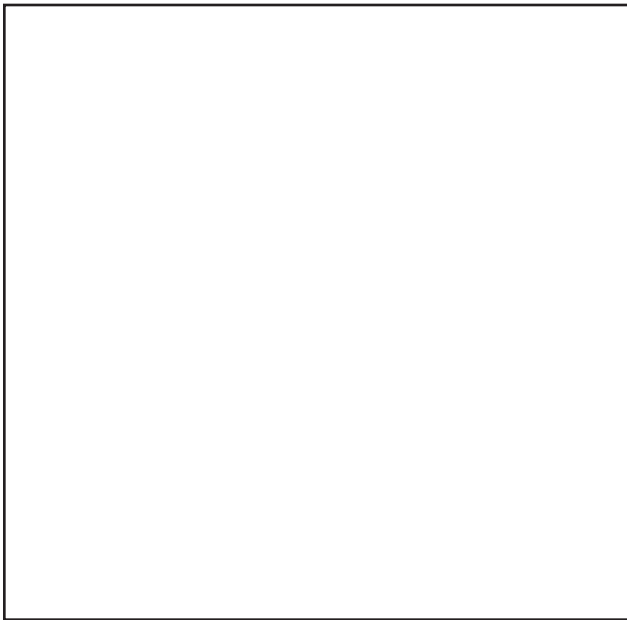
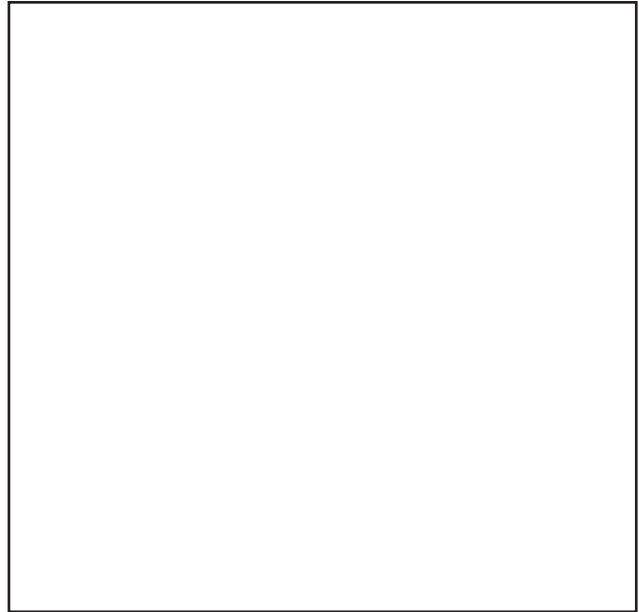
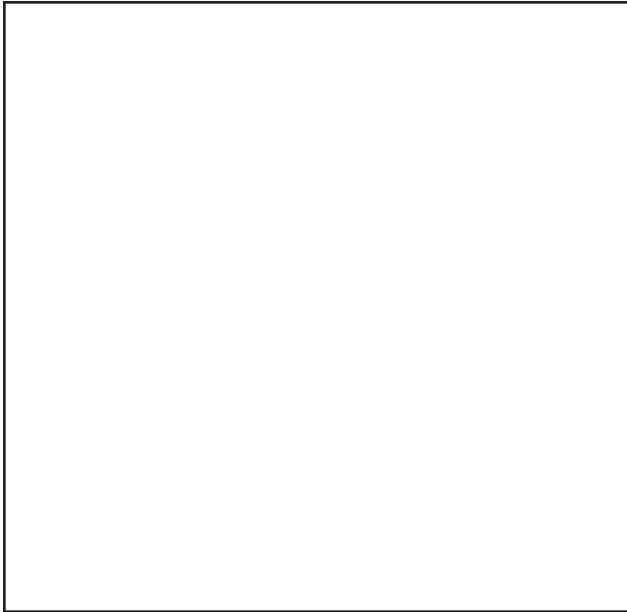
As a wrap-up exercise, ask learners to describe themselves in a one-minute presentation.

Nothing builds self-esteem and self-confidence like accomplishment.

— *Thomas Carlyle*

CALENDAR OF LIFE

In the boxes below, write about or draw the most important events in your life. Then discuss how they affected you and helped to make you who you are today. For these purposes, don't worry about grammar and spelling. Not all of us are born great artists. Do the best you can to satisfy yourself.



MY FAVORITES

List your all-time favorites in each category. For these purposes, don't worry about grammar and spelling. Just do the best you can. The main idea is for you to participate.

SONGS

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____

MOVIES

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____

TV SHOWS

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____

FIVE-LINE POEM

Create a five-line poem about yourself following the outline below. For these purposes, don't worry about grammar and spelling. Just do the best you can. The main idea is for you to participate.

Line One: One word (*your name*)

Line Two: Two words describing you (*honest, thoughtful*)

Line Three: Three words ending in "ing" (*caring, laughing*)

Line Four: A simile (a comparison of a person and a thing using "like" or "as": *strong as an ox*)

Line Five: One-word description of you (*Great!*)



DESCRIPTION OF ME

Answer the following questions about yourself. For these purposes, don't worry about grammar and spelling. Just do the best you can. The main idea is for you to participate.

What color is your hair? _____

What color are your eyes? _____

What are your favorite music groups? _____

What do you do best? _____

What are your favorite things to do in your spare time? _____

What are your most important goals? _____
