

ARISE FOUR-WHEEL DRIVE FOR THE MIND: LEARNING STRATEGIES AND TIME MANAGEMENT



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NOTE TO INSTRUCTORS:

PLEASE COPY THE VOCABULARY LIST ON PAGE 93 FOR THE LEARNERS IF YOU DO NOT HAVE THE ADDITIONAL LEARNER'S WORKBOOK. OTHERWISE, THEY CAN FIND THE VOCABULARY LIST ON PAGE 61 OF THE LEARNER'S WORKBOOK.

SECTION ONE

INTRODUCTION

Reading, writing, and speaking are the primary tools of communication. Without them, it's hard to get along in the world. Whether for personal growth or better job opportunities, these skills must be learned to help us take control of our lives. The public library offers a lot of information on these topics.

The goal for learners in this section is: To learn the value of reading and writing and understand that it would be very hard to survive in today's world without these skills.

REMEMBER TO INCLUDE THE WONDERFUL INTERACTIVE RESOURCE MATERIAL BEGINNING ON PAGE 105 AS PART OF THIS EXCITING LEARNING EXPERIENCE.



INFORM LEARNERS:

**THERE WILL BE A QUIZ FOLLOWING EACH SECTION.
IF THE YOUTH DON'T UNDERSTAND A WORD, ASK THEM TO REFER TO THE VOCABULARY LIST ON PAGE 93 OF THIS MANUAL AND PAGE 61 OF THE LEARNER'S WORKBOOK.**

1

THE IMPORTANCE OF READING

Reading Is Necessary: Reading Needs and Wants

Worksheet: Page 35

Learner's Workbook: Page 3

1. Ask learners how they think somebody who can't read could survive in today's world. Listen to responses. Then ask the group to brainstorm and think of what they couldn't do if they didn't know how to read. Answers could include:
 - *Get a driver's license*
 - *Read road signs*
 - *Fill out a job application*
 - *Know how much something costs*
 - *Send a text message*
 - *Use the Internet, including Facebook and MySpace*
 - *Read food labels and menus in restaurants*
 - *Find out what's on TV*
 - *Live independently without someone reading things for you*
2. Have volunteers read worksheet page 35 and page 3 of the Learner's Workbook and write the answers on a piece of paper. Go over the answers as a group. Discuss the reading tips at the bottom of the worksheet.
3. Direct each person to make a two-minute presentation about why reading is important to him/her.



Independent Reader Checklist; Reading Plan

Worksheet: Pages 36 and 37

Learner's Workbook: Pages 4 and 5

1. Have the group turn to worksheet page 36 and page 4 of the Learner's Workbook, read the checklist, then complete worksheet page 37 and page 5 of the Learner's Workbook.
2. Explain to learners that once they have a *plan*, they'll know where to start and will be on their way to becoming skilled, independent readers. This is something they can be proud of.

How to Read Really Well: K-W-L

Worksheet: *Pages 38 and 39*

Learner's Workbook: *Pages 6 and 7*

1. Tell learners there is a method to learning how to read really well. It's called the KWL Method. Ask if anyone knows what KWL stands for. If nobody does, write the following where everyone can see: (1) What I **Know**; (2) What I **Want** to Know; (3) What I **Learned**. Ask learners if they can now guess what KWL stands for.
2. Have them turn to worksheet page 38 and page 6 of the Learner's Workbook. Go through the information with the group, including the Think Out Loud activity. Explain that this is the thought process of one person reading the paragraph.
3. Have learners work in pairs to complete worksheet page 39 and page 7 of the Learner's Workbook. Then have the groups share their worksheets.

Practice Using K-W-L

Worksheet: *Pages 40, 106-109*

Learner's Workbook: *Pages 8, 64-67*

1. As a group, turn to the biography of Barack Obama on worksheet page 106, Learner's Workbook page 64. Practice K-W-L using the biography. Write your answers on worksheet page 40, Learner's Workbook page 8.
2. Pick one of the other biographies found on worksheet pages 107-109, Learner's Workbook pages 65-67. Write your answers on the bottom of worksheet page 40, Learner's Workbook page 8.

Wrap-Up

Worksheet: *None*

Have learners tell the rest of the class one thing they learned about reading that they think they will do right away.



“Reading is to the mind what exercise is to the body.”

— *Joseph Addison & Richard Steele*

READING NEEDS AND WANTS

Wanting to become a better reader is a great goal, but you also need a plan.

- Everybody must understand why reading is important. You **must** be able to read in order to live an independent life. You need to be able to read street signs, tax forms, medicine labels and job applications.
- Think about your *reading wants*. These are important to you personally. They can include a mystery book you have been interested in, the life story of one of your heroes, a magazine, or stories to read to your child at bedtime.

Think about the following questions and write the answers on a piece of paper:

1. You need to understand what your reading needs are. List all the things in your life that you are required to read.
2. Why do you need to read?
3. What type of things do you want to read?
4. Make a list of books you know.



Reading tips:

- When you read, choose a place that is quiet and has good lighting. Hold the book about 15 inches away (the distance from your elbow to your wrist.)
- To increase your vocabulary, keep a dictionary handy to look up words you don't know.
- Use your eyes efficiently. If the words are blurry, have your eyes checked.

INDEPENDENT READER CHECKLIST

To be an independent reader, you must be able to read:

- Newspapers
- Bus, train and other transportation signs
- Street signs and danger signs
- Important mail
- Instruction manuals
- Telephone books
- Job applications and other types of applications
- Insurance forms
- Food labels
- Medicine labels
- Tax forms
- Information about people who depend on you
- School books and texts
- The written part of the driver's test

If you are not an independent reader, you have to get other people to read things to you.

People and places that can help you learn to read or improve your reading skills:



- Teachers
- Friends or family members who are good readers
- Local literacy programs
- Schools with adult education classes
- Libraries

READING PLAN

Write some of your reading needs and wants, along with names of people or places who can help with them. For these purposes, don't worry about grammar and spelling. Do the best you can. The main idea is for you to participate.

MY READING NEEDS

MY READING WANTS

PEOPLE TO TALK TO AND PLACES TO GO FOR HELP

K-W-L

Before reading something, **ask yourself**:

- What do I already **know** about the subject?
- What do I **want** to know?

After reading, **ask yourself**:

- What did I **learn**?

Try it out with this paragraph:

Christopher Columbus

In the year 1492, on an island in the Caribbean Sea, two Arawak children saw something they had never seen before: great floating vessels hung with huge pieces of white cloth were coming toward them. Excited, they ran to tell their tribe. Some Arawaks ran out to greet the new arrivals, bringing flowers and fruit to welcome them. The men they saw on the ship spoke a strange language, but stranger still, their skin had no color.

THINK OUT LOUD: This is what one reader thought as he read this paragraph, using the KWL method.

K: What do I already **know** about the subject?
I know that 1492 is when Christopher Columbus and his ships reached the Caribbean Sea and the waters around Cuba. The explorer and his crew sailed in three ships.

W: What questions do I **want** answered?
Did Columbus actually reach the country that became America or did he only get to the islands in the Caribbean? Were the Arawaks friendly?

L: What did I **learn**?
That the Arawaks had never seen anything like Columbus and his ships. I also learned they were friendly toward him and his crew.

K-W-L (CONT.)

Read the following letter, keeping in mind the KWL strategy. Then complete the sentences below. For these purposes, don't worry about spelling and grammar. Just do the best you can. The main idea is for you to participate.

WHAT I KNOW

WHAT I WANT TO KNOW

WHAT I LEARNED

Dear Mr. Reyes:

The rental agreement you signed with us includes pest control services as part of the rent. However, many tenants are not home when the exterminators make their calls. We are enclosing a form for you to sign, which states that if you are not home, your apartment will not be exterminated. The signed form will release us from servicing your apartment.

Your prompt reply is appreciated.

Sincerely,
ABC Management Company

What I know:

What I want to know:

What I learned:

PRACTICE K-W-L

Barack Obama's Biography

1. What I know: _____

2. What I want to know: _____

3. What I learned: _____

Name of the biography I chose: _____

1. What I know: _____

2. What I want to know: _____

3. What I learned: _____

ARISE INSPIRATIONAL BIOGRAPHY: BARACK OBAMA

Barack Obama, Jr. was born in Hawaii on August 4, 1961. His father was born in Kenya and his mother grew up in Wichita, Kansas. They met while students at the East-West Center of the University of Hawaii. Obama's parents divorced when he was two years old. His mother later remarried and had his sister Maya. Obama attended school in Jakarta, Indonesia, before moving back to Hawaii to live with his grandparents. He graduated from high school with honors in 1979.

Obama was raised by his mother and grandparents. He saw his father only once after the divorce. His father died in a car accident in 1982 while Obama was a student at Columbia University in New York.

Obama graduated and worked for a large corporation until 1985 when he moved to Chicago. There he worked as a community organizer, helping low-income communities in the city's South Side.

Obama entered Harvard Law School in 1988. He put himself through college on student loans and graduated magna cum laude in 1991. After graduation, he returned to Chicago to practice law. In 1992, he married his wife Michelle.

In 1996, Obama was elected to the state senate. After becoming an outspoken critic of the Iraq war, he later went on to run for the U.S. Senate. In the November 2004 general election against Alan Keyes, Obama won 70% of the vote: the largest victory in Illinois history.

Four years later, Obama decided to run for president of the United States. After a long campaign, Obama defeated Senator John McCain in a landslide victory to become the nation's first African-American president.

"If there is anyone out there who still doubts that America is a place where all things are possible," he said in his victory speech in front of 240,000 people at Chicago's Hyde Park, "who still wonders if the dream of our founders is alive in our time, who still questions the power of our democracy, tonight is your answer."

