

ARISE LIFE-SKILLS FOR MIDDLE SCHOOL - VOLUME 2

INSTRUCTOR'S MANUAL

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SECTION ONE: LEARNING STRATEGIES

INTRODUCTION

Information to share with students:

We are told that if we study and work hard, we will always succeed. Right? Well, sometimes it's not that easy. Many children (and adults, too) find themselves frustrated and discouraged when they do not perform well in school or work. Students who are otherwise bright and capable may fail to achieve their potential because of poor learning habits.

Fortunately, it is not difficult to break this negative pattern. Through memorization exercises and practice activities, it's easy to condition the mind to think better. Like the body, the brain needs a workout in order to maintain peak performance. Reading, writing, and playing word games, such as crossword puzzles and scrambles, train the mind to work faster and more efficiently.

The goal for students in this section is:

To understand the importance of reading, writing, and thinking creatively, and how necessary they are in our everyday lives.

ACCOMPLISHING GOOD THINGS FOR SELF-ESTEEM

Learner's Workbook: *None*

1. Ask students if they think someone who is unable to read can be independent. Listen to responses, inform them a person who cannot read has to rely on others to do it for him. Reading can open a whole world of possibilities; it is not just an extra skill you can choose or not choose to learn. Reading is *necessary* for any adult who wants to work and succeed on his own.
2. Have students think of things they couldn't do without knowing how to read. Write their answers on the board or large a piece of paper where all can see. Add any below that were not mentioned:
 - Read a map or travel guide
 - Prepare recipes
 - Compare sales advertisements
 - Use the phone book
 - Fill out applications for a job, new car, or credit card
 - Read instruction manuals for items such as cars, phones, and other necessities.
 - Take a driver's license test
 - Understand school books and tests
 - Understand food labels
 - Pay bills
 - Read to someone
 - Follow directions for prescriptions
 - Complete tax forms

READING TO LIVE

Learner's Workbook: *Pages 1 and 2*

1. Ask students to read the necessary information on pages 1 and 2 and answer the questions that follow.
2. After everyone has finished, discuss answers as a group.



THE LIBRARY IS MORE THAN JUST BOOKS

Learner's Workbook: *None*

1. Explain the public library is a great place to improve reading skills. It costs nothing to use its many services. Ask students to list things that can be found at the library. Write their answers on the board or a large piece of paper where all can see. Make sure they include:

- Photocopy machines
- Computers
- Videotapes
- Audiotapes
- Books on cassette
- Reading groups
- Magazines
- Newspapers
- Special events

Many libraries hold special classes and events, craft shows, and short films. Some host book signings where an author reads from his latest book and signs copies of it for the public.

You can call most large libraries and ask them to research a topic for you. They will get back to you within a few days or tell you where to call or write for the information. (It is much more rewarding to do your own research; you really get to know how the library works; however, if you can't get there quickly, it's good to know they can help.)

2. Have students write about an experience they had at the library.
3. Share stories after all have finished.

Worth Remembering...

*The brighter you are,
the more you have to learn.*

— Don Harold

READING NEEDS AND WANTS

Learner's Workbook: *None*

1. Tell students it's not enough to just think about becoming a better reader; a plan is needed! First, they must know what their *reading needs* are. These are things they must be able to read in order to live independently. Reading needs include: street signs, tax forms, and medicine labels.
2. Next, learners should think about their reading wants. These aren't as important as *reading needs*, but are important to *each student* personally. Wants can include a mystery book, a magazine about a favorite hobby, or a comic book.
3. Finally, they need to seek help perfecting reading skills and satisfying needs and wants. Ask students if they know of places or people that will help improve their reading abilities. Write these on the board or a large piece of paper where all can see. Make sure they include the following:
 - Teachers
 - Friend or family member who is a good reader
 - Libraries (ask if they have a literacy or reading program)
 - Yellow pages (look under "literacy," "reading improvement," or "reading instruction." Most of these programs are set up especially for adults — young and old — and are free!)
 - Adult education classes (call a nearby high school and ask if they offer night classes on reading improvement)

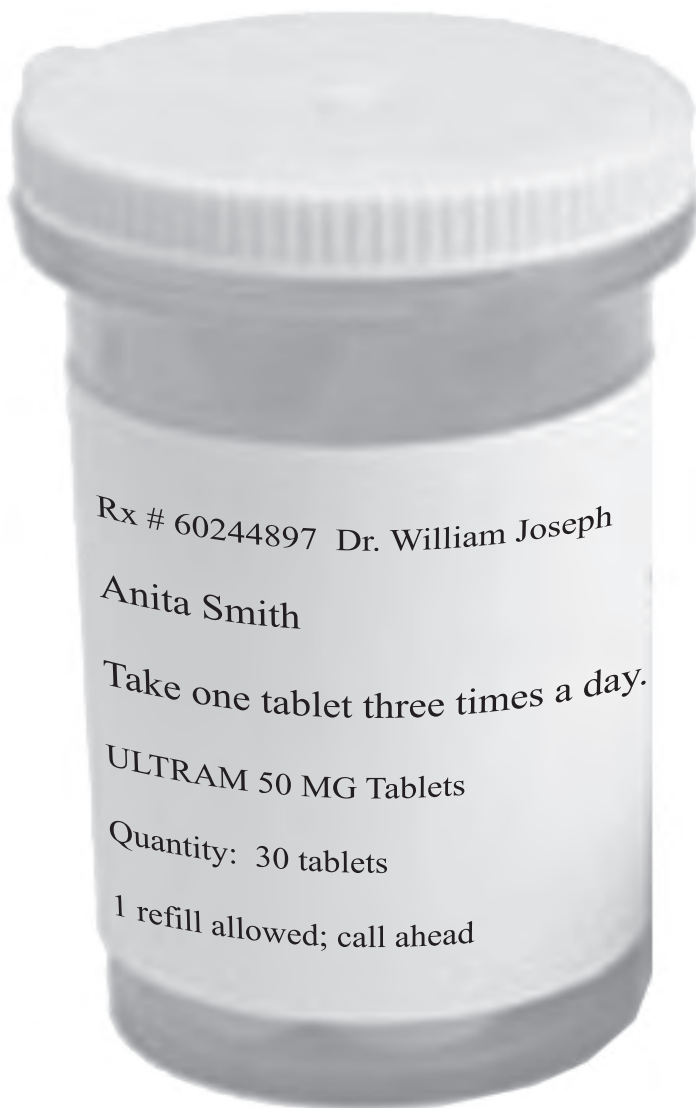
Note: Some tutors and literacy organizations charge for their services. Children should ask around if they need to find free help. Remind them to go to the library and use their newly improved reading skills!

INDEPENDENT READING CHECKLIST

Learner's Workbook: *Page 3*

1. Use the checklist on page 3 to help children make a reading plan. List their reading needs and wants, along with the places or people who can help satisfy these. Tell the group once they have a *plan*, they'll know where to start and will be on their way to becoming independent, motivated readers. This is something to be proud of!

READING TO LIVE



What is the Rx number of this medication? _____

How many times a day must it be taken? _____

How many tablets are in this prescription? _____

Who is the prescribing doctor? _____

READING TO LIVE (cont.)

Dear Kimberly,

You're invited to attend the Valentine's dance party we're having at 7 p.m., Wednesday, February 14. We're having pizza. Wear red and white and bring a friend. Please R.S.V.P. by February 7.

Sincerely,

Josh Young

Why is this letter important? _____

When is the party? _____

What will you be eating? _____

By when should you respond? _____

INDEPENDENT READER CHECKLIST

Independent readers *must* be able to read:

- Newspapers
- Bus, train, and other transportation signs
- Street signs
- Letters, memos, and notices
- Important mail
- Instruction manuals
- Phone books
- Applications
- Insurance forms
- Food labels
- Medicine labels
- Tax forms
- Information about people who are dependent on them
- Books, magazines, and other materials for enjoyment
- School books and tests
- Sales advertisements
- Written part of a driving test
- Recipes
- Maps or travel guides
- ATM (Automated Teller Machine) instructions



People/places that can help you learn or improve reading skills:

- Teachers
- Friend or family member who is a good reader
- Local literacy programs
- Schools with adult education classes (night school)