

SO YOU'RE THINKING OF STAYING IN SCHOOL?

TABLE OF CONTENTS

ARISE Foundation: An Overview.....	3
What Are People Saying About ARISE?.....	4
Tips for Teaching ARISE Life Management Skills.....	6
Performance Evaluation.....	8
SECTION 1	
Introduction.....	11
Strong Communication Skills Are Important.....	12
Different Ways to Communicate.....	16
Time to Improve Your Communication Skills.....	21
Review Activity.....	25
SECTION 2	
Introduction.....	26
Learning from the Past.....	27
Building Healthy Relationships.....	31
Maintaining Healthy Relationships.....	36
Review Activity.....	39
SECTION 3	
Introduction.....	40
Decisions Affect Our Goals.....	41
How to Make Healthy Decisions.....	45
Building Positive Decision Making Skills.....	48
Review Activity.....	52
Worth Remembering.....	53

Table of Contents continued on the next page

SO YOU'RE THINKING OF STAYING IN SCHOOL? TABLE OF CONTENTS (CONT.)

LEARNER'S WORKSHEETS

SECTION 1.....	56
SECTION 2.....	77
SECTION 3.....	112

QUIZZES, ASSESSMENTS, ANSWER KEYS AND BONUS MATERIAL

Worksheet and Review Answers.....	142
Vocabulary.....	147
Quizzes and Assessments.....	149
Quiz and Assessment Answers.....	154
ARISE Bonus Material Introduction.....	156
Discussion Questions and Activity Ideas for the ARISE Inspirational Biographies.....	157
ARISE Inspirational Biographies.....	158
Using ARISE True Life Tales to Create Memorable Learning Experiences.....	161
Mind Map Activity.....	176
Create a Comic Activity.....	177
How to Use the ARISE Life Quotes Found in this Manual.....	178
How to Effectively Use ARISE Motivational Posters.....	179
ARISE Motivational Posters.....	180
ARISE Curricula and Training.....	184



SECTION ONE

INTRODUCTION

To finish your education and be successful, you need good communication skills. That means knowing how to listen, ask for help, have a positive attitude, give off the right vibes and use written skills.

Communication comes naturally to humans. Even as babies, we cry, coo and gesture in different ways to share our thoughts, ask for help and give affection. As we grow, our communication skills grow with us. If we are smart, we never stop developing our communication skills. As the group facilitator, you will give learners the information they need to continue the lifelong development of their personal communication skills.

The goal for this section is for learners:

**to understand the importance of strong communication skills,
a variety of communication methods and the need to improve
their personal communication skills.**

**REMEMBER TO INCLUDE THE WONDERFUL INTERACTIVE
RESOURCE MATERIAL BEGINNING ON PAGE 156
AS PART OF THIS EXCITING LEARNING EXPERIENCE.**



**INFORM LEARNERS:
THERE WILL BE A QUIZ FOLLOWING EACH SECTION.**

1

STRONG COMMUNICATION SKILLS ARE IMPORTANT

COMMUNICATION SKILLS ARE IMPORTANT

Worksheet: *None*

1. Tell learners that human beings have been trying to communicate with each other since 45,000 B.C., when our ancestors drew on cave walls. Ask learners to brainstorm reasons why early humans probably drew pictures of themselves hunting animals for other people to see. Write their answers on the board or large piece of paper. (*They wanted to brag about what they did, tell people where good hunting grounds were, and share their story with future people.*)
2. Tell learners that with every generation, the ways we communicate grow and become better. Ask learners, What are some ways we communicate with the people around us? Write their answers on the board or large piece of paper. Answers may include *talking, writing, texting, instant messaging, emailing, smiling, waving, talking on the phone, hugging, shouting and making faces.*
3. Ask learners what would happen if we didn't have the ability to communicate with other people. (*We wouldn't be able to ask for help; we couldn't share our thoughts and feelings with others; we couldn't order a hamburger at McDonald's; and we'd feel alone.*) To demonstrate the importance of communication, ask for a volunteer to come up in front of the group. Blindfold the volunteer and tell him he must find the way back to his chair (or another part of the room) without anyone speaking to him, making any noises or touching him. Tell the rest of the group they can't help the blindfolded person at all. After you have given the instructions and made sure there isn't anything to trip or harm learners, let the blindfolded learner begin walking. After one minute, have the learner stop and take off the blindfold. Ask the group if it would be easy to go through life without being able to communicate with people. (*No*) What happened to our blindfolded volunteer as a result of poor communication? (*He struggled to find his way. Everyone was powerless to help him.*) Explain to learners that without good communication skills, you will struggle to find your way in life, much like the blindfolded person. You won't be able to effectively help others when they need you.
4. Now ask for a new volunteer to come up to the front of the room. Blindfold the volunteer. This time, have learners take turns giving the blindfolded learner directions back to his seat. Once the blindfolded learner has found it and sat down, ask the group why it was easier for the learner to move around the room this time. Explain that good communication makes life easier.

ARE WE REALLY LISTENING?

Worksheet: Page 56

Learner's Workbook: Page 5

1. Share this quote from Bernard M. Baruch (a former advisor to U.S. Presidents): "Most of the successful people I've known are the ones who do more listening than talking." Ask learners to raise their hands if they think they're good listeners. (Many will raise their hands.) Inform learners that there's a difference between simply hearing and actually listening. Hearing is something the body does when vibrations take place in the ear. It isn't something you learn to do. Babies can hear. That's why they move suddenly when there's a loud noise. Even animals can hear. That's why the dog barks when the doorbell rings. Unlike hearing, listening is a skill we practice. Listening allows us to make sense of what another person is saying. Babies can't listen. They haven't had time to practice that skill. You can tell a three-week-old baby not to cry because you are going to get her a bottle, but she won't listen to you. She can't. She can't make sense of what you're saying and she will keep crying until the bottle is in her mouth.
2. Have learners turn to the "Listening for Success" worksheet on page 56, Learner's Workbook page 5. Ask volunteers to read each statistic one at a time. Discuss each statistic. Then ask, Based on these statistics, do you think we miss a lot of what is said to us? (*Yes*) If we learn most of what we know by listening, what do you think happens when we don't listen properly? (*We don't learn properly.*) What are some problems that can come from only remembering half of what another person says? (*We might not remember to do something they ask; We might do something that is incorrect and harm someone; We really don't understand what was said if we don't listen.*)
3. Tell learners they are going to play a game of "telephone." Have 10 volunteers line up across the front of the room. Tell the volunteer that is closest to you that you're going to whisper a story in his ear. Then he will whisper the story to the person beside him. This will continue until all 10 volunteers have heard the story. The last volunteer tells the group the story he heard. Then you will read the original story to the group to show how much the story has changed. The following is a story you can use for the game:

"Jackson Davis is planning to visit Tiffany Johnson in Tampa, Florida. He lives in Miami and was trying to figure out a way he could drive through Orlando before arriving in Tampa."

After you have played the game, have learners sit down. Ask the group how much the story changed by the time it got to the tenth volunteer. (*A lot*) Ask, What if we weren't playing a game? What if I were your boss and I were giving you important instructions that you needed to share with the other employees at our company? Would having good listening skills be important? (*Yes*) Why? (*If you don't have good listening skills, you might not pass along the right information. That could cost you your job.*)

TEACHERS HELP STUDENTS SUCCEED

Worksheet: Page 57

Learner's Workbook: Page 6

1. Explain to learners that you can't be successful in school without good communication skills. In order to graduate from high school, teachers will expect you to write papers, read books, take notes and participate in class discussions by asking and answering questions. These are all ways of telling the teacher you understand what she's taught you. Ask learners what it says to a teacher when a person doesn't complete his homework, doesn't participate in class and fails tests? (*He doesn't care about school; He doesn't respect the teacher; He's lazy; He is not smart; He has given up on the class.*)
2. Tell learners that teachers are there for more than just leading a class and assigning homework. They can help you learn how to function as an adult and be a lifelong learner. A good relationship with a teacher today can help you in the future. Students can use teachers' written recommendations to apply to college or a job after high school. Teachers are often very aware of the community and may be the first to find out about local competitions, activities, contests, or job openings. They also know about grants and scholarships. Teachers are a group of adults in your life who can look out for you, guide you, and provide you with an adult point of view. Many are willing to answer questions, offer advice, and help with personal problems. Ask volunteers to share a time when a teacher was kind, made them feel good about themselves, or helped them when they didn't understand something.
3. Share with learners that some teachers aren't so easy to get along with. That doesn't mean it's okay to give up in their class. Ask learners to brainstorm some ways they can show any teacher they want to succeed in school. Write their answers on the board or large piece of paper. (*Show up for class on time with all assignments completed; Be alert; Be respectful; Ask questions; Show an interest in the subject.*)
4. Tell learners that common courtesy and respect are basic requirements of any relationship. Just as teachers need to be fair and treat everyone equally, students need to be polite to teachers. Have learners open to worksheet page 57, Learner's Workbook page 6 and write a poem, story or rap about the importance of teachers. When everyone is finished, have them share their work with the group.

IT'S OK TO ASK FOR HELP

Worksheet: Page 58

Learner's Workbook: Page 7

1. Ask learners what they think the old saying "No man is an island" means? (*People need other people; You can't always do everything yourself.*) Tell learners it's okay to ask for help when you're struggling at home or school. There are many people who want you to succeed. But the people around you aren't mind readers. If you don't ask for help, they probably won't know you need it.

LISTENING FOR SUCCESS

- When people are awake, they spend 45 percent (nearly half) of their time listening.
- 85 percent of what we know we have learned through listening.
- Instead of being good listeners, most of us are distracted, thinking about something else or forgetful about 75 percent of the time.
- The average attention span for adults is 22 seconds.
- When someone has finished speaking, we remember about half of what we heard.
- Within a few hours we can only remember about 20 percent.
- Less than five percent of Americans have had any training in listening skills.
- Americans rank “My spouse never listens to me” as the #1 reason why marriages break up.
- 46 percent of those who quit their jobs do so because they feel like they are not listened to and are therefore not appreciated.
- Thirty-five different studies in the last five years have listed listening as the top skill needed for success in business.

(Source: International Listening Association, 2009; Clark College, 2009; The Sacred Art of Listening Book, 2003; The US Department of Labor Statistics, 2009)

TEACHERS HELP STUDENTS SUCCEED

Use the space below to create a poem, story or rap about the importance of teachers. For these purposes, don't worry about spelling or grammar. The important thing is that you participate.



PEOPLE WHO CAN HELP ME

You are not alone. There are people all around you who want you to succeed. These helpful people are in your family, school and community. Write your name in the middle circle. Fill in the other circles with the names (or professions) of people you can ask for help when you need it.

People in my family I can ask for help:

People at school I can ask for help:

ME:

People in my community I can ask for help:

Friends I can ask for help:

ATTITUDE IS EVERYTHING

A positive attitude:

- Helps you achieve goals and be successful.
- Enables you to complete tasks faster and with less stress.
- Helps you experience more happiness.
- Gives you more energy.
- Gives you greater inner power and strength.
- Gives you the ability to inspire and motivate yourself and others.
- Makes it seem like there are fewer difficulties along the way.
- Makes it seem like life is smiling at you.
- Makes people respect you.



A negative attitude:

- Blocks your goals and success.
- Drags tasks out and stresses you the entire time you're working.
- Means you will experience more sadness and anger.
- Drains your energy.
- Will give you a headache and make you sick.
- Can cause you to be grumpy with others and ruin their day.
- Makes it seem like there are more difficulties along the way.
- Makes it seem like life is against you.
- Makes people want to avoid you.