



Lions Quest Program K-12 Implementation Overview



Basic Principles and Practices in Implementing Lions Quest Programs

K-5: Skills for Growing

6-8: Skills for Adolescence

9-12: Skills for Action

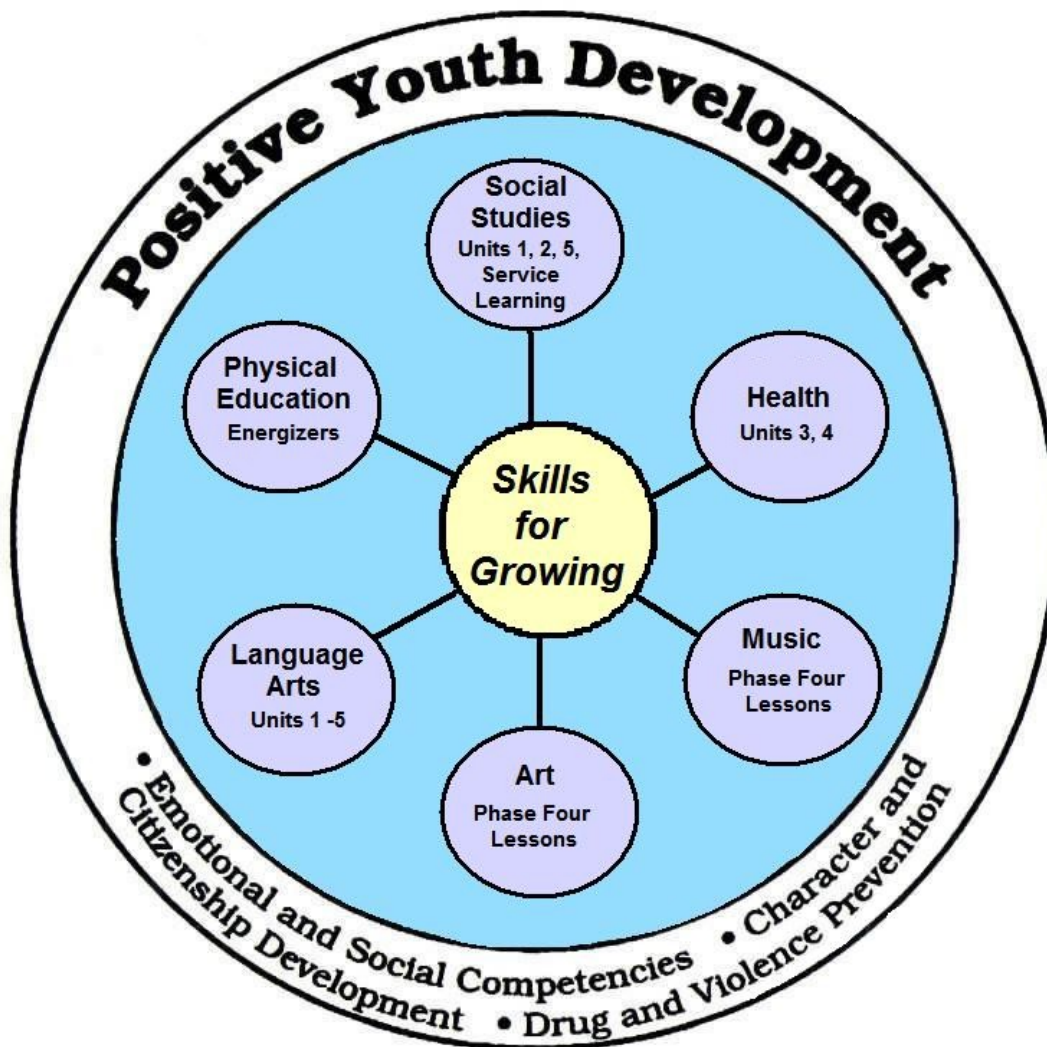
WHAT ARE THE IMPLEMENTATION MODELS FOR *SKILLS FOR GROWING?*

Overview of SFG Models

Skills for Growing complements and supports many aspects of the elementary school curriculum, and is designed to fit into several of the required subject areas and learning objectives of most states and provinces. For example, the program meets the national standards in social and emotional learning, character education, drug prevention, service-learning, bullying prevention, and suicide prevention. The program can be integrated into health, language arts, social studies, and guidance, since it addresses many of the national standards for those subject areas.

Model One: Separate Course

Adopt the program as the core selected curriculum for an existing subject, such as advisory, guidance, or language arts. In this context, the program would be taught daily, using a core lesson at the beginning of the week with multidisciplinary activities reinforcing the skill through the week.



Model Two: Integrated into Academic Subject Areas

Integrate the program into one or more related areas of the curriculum to provide a meaningful context for teaching academic skills and knowledge. For example, the skills and concepts taught in Unit #3, “Making Positive Decisions” impact all aspects of learning and can be easily infused into content areas that teach personal and social responsibility. In this context, the program is designed to be **taught as a core skill-building lesson once per week, with additional multidisciplinary activities available to reinforce the skill throughout the week as needed.**

Grades K – 2:

- Social Studies (Units One through Five)
- Language Arts (Units One through Five)

Grades 3 – 5:

- Social Studies (Units One, Two, Three, and Five)
- Language Arts (Units One through Five)
- Health (Units Three and Four)

Model Three: Foundational Life Skills Program

Use the program as a foundational program to support state and local initiatives in social and emotional learning, character education, comprehensive prevention, and service-learning. In this context, the program is designed to be **taught as a core skill-building lesson once per week, with additional multidisciplinary activities available to reinforce the skill throughout the week as needed.**

Model Four: School-wide Initiative

The program can be used for a school-wide initiative in which all students and parents are involved. Each unit serves as the basis for a monthly or bi-monthly theme for whole-school activities; classroom lessons, applications in arts, music, and physical education classes; guidance activities; service-learning projects; school-to-work; and parent meetings.

Sample Curriculum Calendar

If Model One or Three is chosen, the sample calendar below shows one way to schedule the units. The shaded boxes indicate the week the unit would begin.

Week	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	March	April
1		Unit Two	Unit Two	Unit Three	Service Project	Unit Four	Unit Four	Unit Five
2	Unit One	Unit Two	Unit Three	Unit Three	Service Project	Unit Four	Unit Four	Unit Five
3	Unit One	Unit Two	Unit Three	Vacation	Service Project	Unit Four	Unit Four	Unit Five
4	Unit One	Unit Two	Unit Three	Vacation	Service Project	Unit Four	Vacation	Unit Five

Skills for Growing Implementation Matrix

Program Components	Classroom Implementation	School-Wide Implementation
Classroom Curriculum Kindergarten: 24 lessons Grade One: 24 Lessons Grade Two: 24 lessons Grade Three: 27 lessons Grade Four: 27 lessons Grade Five: 27 lessons	Classroom teachers(s) teach Units 1-5 at least once/week throughout the school year to support language arts, health, social studies, character education, and/or drug prevention efforts	The program provides a shared vision and language for a school-wide social and emotional learning, character education, and/or prevention effort. The principal and those teaching the program attend workshop training and coordinate their efforts to teach and reinforce program concepts across the grade levels.
Service-Learning	Students apply what they are learning to help plan and carry out at least one service-learning project.	Students at all grade levels participate in individual classroom and/or school-wide service-learning projects.
Positive Climate	Program skills and concepts are used to create a positive “norm” for supportive, respectful classroom behaviors.	Program skills and concepts are used to create a positive “norm” for supportive, respectful behaviors throughout the school. One or more school-wide events are held to reinforce program themes.
Family Involvement	Families reinforce program concepts and skills through the Together Times and special classroom events.	Families also participate on the School Implementation Team and School Climate Committee and attend SFG parent meetings and school-wide program events.
Community Involvement	Community members know about the program and participate as classroom speakers and interact with students through service-learning projects and special classroom events.	Local Lions Clubs and other community groups support the program. They serve on the School Implementation Team and the School Climate Committee and help with service-learning projects.

WHAT ARE THE IMPLEMENTATION MODELS FOR *SKILLS FOR ADOLESCENCE?*

Overview of SFA Models

The implementation models described on the following pages allow the course to be taught as a nine-week or one semester program, as well as in one-, two-, and three-year models. The curriculum manual includes four additional community-building lessons, placed at the end of Unit 1, to be used when the program is implemented on a two-or three-year schedule.

Research indicates that life skills programs are most effective when taught on a regular, intensive basis over a long period of time. Therefore, we strongly recommend that the program be offered as a three-year model and be taught no less than twice weekly.

Three-year model:

- Year 1:
Units 1 – Summing Up as a one-year course (taught twice weekly), a one-semester course (taught daily), and/or a nine-week course (see One-Year Model below)
- Year 2:
Year Two Community Building Activities from Unit 1
“Making Healthy Choices,” Year 2
- Year 3
Year Three Community Building Activities from Unit 1
“Making Healthy Choices,” Year 3

Two-Year Model:

- Year 1:
Units 1 – Summing Up as a one-year course (taught twice weekly), a one-semester course (taught daily), and/or a nine-week course (see One-Year Model below)
- Year 2:
Year Two Community Building Activities from Unit 1
“Making Healthy Choices,” Year 2

One-Year Model:

Option 1: One-year course (taught twice weekly)

Option 2: One-semester course (taught daily)

Option 3: Nine-week course (taught daily)

- Unit 1: Lessons 1, 2, 4, 8, 10
- Unit 2: Lessons 1, 4, 5, 8
- Service-Learning: Lessons 1 – 5
- Unit 3: Lessons 1, 3, 4, 6, 7,
- Unit 4: Lessons 1, 5, 6, 7, 9,
- Unit 5: Lessons 4-5
- Unit 6: Year 1, Lessons 1 – 15
- Unit 7: Lessons 1, 4, 5
- Summing Up: Lesson 2

Skills for Adolescence *Implementation Matrices*

Skills for Adolescence Three Year Matrix

Program Elements	Three-Year Model	Two-Year Model	One-Year Model
Professional Development	The principal and implementing staff attend the Lions Quest <i>Skills for Adolescence</i> introductory workshop and plan for implementation at three grade levels. Optional: Remaining staff participate in a Lions Quest <i>Supporting and Strengthening</i> workshop.	The principal and implementing staff attend the Lions Quest <i>Skills for Adolescence</i> introductory workshop and plan for implementation at two grade levels. Optional: Remaining staff participate in a Lions Quest <i>Supporting and Strengthening</i> workshop.	The principal and implementing staff attends the Lions Quest <i>Skills for Adolescence</i> introductory workshop and plan for implementation at one grade level. Optional: Remaining staff participate in a Lions Quest <i>Supporting and Strengthening</i> workshop.
Program Leadership	The principal actively advocates for, supports, and oversees the program.	The principal actively supports the program and someone else may provide leadership.	Teachers actively collaborate to plan and implement the program in their classrooms with support from the principal.
Classroom Curriculum and Service-Learning	School adopts the Three-Year Model. Service-Learning and community outreach projects are implemented all three years.	School adopts the Two-Year Model. Service-Learning and community outreach projects are implemented in years 1 and 2.	School adopts one of the One-Year Models, ensuring that the program is reinforced in the preceding and succeeding years by other positive prevention programs and interventions. After Unit Two, service-learning projects continue throughout the course.
Positive School Climate	Staff and students work to apply program concepts in the classroom and school. The school holds at least two school events to reinforce program themes.	Staff and students work to apply program concepts in the classroom and school. The school holds at least one school event to reinforce program themes.	Program concepts and skills are learned, practiced, and applied to create a positive classroom environment. A school-wide event is encouraged.
Family Involvement	Parents receive a letter describing the program and a parent book. Three or more parent meetings are held per year.	Parents receive a letter describing the program and a parent book. Two or more parent meetings are held per year.	Parents receive a letter describing the program. One or more parent meetings are held per year.
Community Involvement	Community members participate in program activities. A Lions Club is actively involved.	Community members participate in program activities. A Lions Club actively supports the program.	Community members know about and participate in program activities. A Lions Club supports the program.

Skills for Adolescence Implementation Matrix

Program Components	Classroom Implementation	School-Wide Implementation
<p>Classroom Curriculum</p> <p>Unit 1: 10 lessons Unit 1, Year 2: 2 lessons Unit 1, Year 3: 2 lessons Unit 2: 8 lessons Unit 3: 10 lessons Unit 4: 10 lessons Unit 5: 8 lessons Unit 6, Year 1: 16 lessons Unit 6, Year 2: 12 lessons Unit 6, Year 3: 7 lessons Unit 7: 9 lessons Summing Up: 5 lessons</p>	<p>Classroom teachers may configure the 99 lessons in Units 1 – Summing Up as a 45-lesson course; one-semester, one-, two-, or three-year course; or integrate them within an existing course, such as language arts, social studies, health, or home ecology. The 45 lesson course has been rigorously evaluated and proven to be effective in reducing drug use. The one-, two, and three-year models would be the most effective in sustaining long-term behavior change. (See <i>SFA Program Guide</i>, pp. 25-26).</p>	<p>The program provides a shared vision and language for a school-wide social and emotional learning, character education, and/or prevention effort. The principal and those teaching the program attend workshop training and coordinate their efforts to teach and reinforce program concepts across the 6-8 grade levels.</p>
<p>Service-Learning</p> <p>5 lessons</p>	<p>Students apply the skills and concepts they are learning to help plan and carry out at least one service-learning project.</p>	<p>Students in grades 6-8 participate in individual classroom and/or school-wide service-learning projects.</p>
<p>Positive Climate</p>	<p>Program skills and concepts are learned, practiced, and applied to create a positive classroom environment.</p>	<p>Program skills and concepts are learned, practiced, and applied in grades 6-8 to establish a positive climate throughout the school. One or more school-wide events are held to reinforce program themes.</p>
<p>Family Involvement</p>	<p>Classroom parents receive a letter describing the program and a parent book. Families reinforce program concepts and skills through shared homework assignments, <i>The Surprising Years</i>, and special classroom events.</p>	<p>Families also participate on the School Implementation Team and School Climate Committee and attend SFA parent meetings and school-wide program events.</p>
<p>Community Involvement</p>	<p>Community members know about the program and participate as classroom speakers, and interact with students through service-learning projects and special classroom events.</p>	<p>Local Lions Clubs and other community groups support the program. They help plan and support service-learning projects and school-wide events.</p>

WHAT ARE THE IMPLEMENTATION MODELS FOR *SKILLS FOR ACTION*?

Overview of SFC Models

Skills for Action is designed to be a flexible program for high schools that allows for a variety of implementation options. It can be taught as a one-semester course, a one-year course, or a multi-year course that is repeated as a service-learning educational methodology for subsequent classes incorporating service-learning into their content areas. It can be integrated into academic or other subject areas, such as social studies, language arts, family and consumer sciences, or health. It can be used as a social and emotional learning and character education advisory course, using the Skills Bank. The *Teens – Alcohol and Other Drugs* supplementary unit can serve as the drug prevention and service learning course that can be incorporated into a health or advisory period 15-session unit.

Model One: Separate Course

Offer as a one-semester course by teaching the curriculum daily, with 33 sessions (which amount to 70 class periods), appropriate skills from the Skills Bank, and activities from the *Making a Difference* magazine. Offer as a one-year course by extending the number of service-learning projects, teaching the entire Skills Bank, and including *Teens – Alcohol and Other Drugs*.

Model Two: Integration into Existing Courses (teach in subsequent years as a service-learning educational methodology)

- Part 1, Sessions 2, 4, 5
- Part 2, Sessions 2, 3, 5, 6, 8
- Part 3B, Parts of Session 4 (Brainstorm possible projects and Parts of Sessions 5, 6 (Planning)
- Part 3C, Parts of Sessions 2, 3, (Prepare for Placements) and Parts of Sessions 4, 5 (Placement Assignments)
- Part 4, Parts of Sessions 1, 2 (Share Experiences) and Session 7
- Skills Bank (teaching and reinforcing skills as needed)
- *Teens – Alcohol and Other Drugs* supplemental unit

Model Three: Integration into Existing Courses - Short-term Class and Individual Project

- Part 1, Sessions 2, 4, 5
- Part 2, Sessions 2, 3, 5, 6, 8
- Skills Bank

Model Four: Teach the Skills Bank as a Life Skills Course

Teach the 26 skills sets in the Skills Bank (each with 5 – 8 activities) as a one-semester course taught daily or integrate the Skills Bank in Health, Family, and Consumer Sciences, or Advisory.

Model Five: Integrate Teens – Alcohol & Other Drugs into Health or Advisory Curriculum

Use the *Teens -- Alcohol and Other Drugs* with its 15 lessons on drug prevention taught through a service-learning approach as a unit in the Health Curriculum.

Skills for Adolescence *Implementation Matrix*

Skills for Action Implementation Matrix

Program Components	Classroom Implementation	School-Wide Implementation
<p>Classroom Curriculum</p> <p>Part 1: 5 sessions (takes approximately 9 class periods to complete)</p> <p>Part 2: 8 sessions (takes approximately 14 class periods to complete)</p> <p>Part 3B: 7 sessions (takes 10-12 class periods plus 1-6 weeks for service project)</p> <p>Part 3C: 6 sessions (takes 9 class periods plus 1-6 weeks for service project.</p> <p>Part 4: 7 sessions (will vary according to teacher; 8 class periods plus number of class periods used for Sessions 2, 6, 7)</p>	<p>Classroom teachers may configure the 33 lessons in Parts 1-4 as a one semester, one-, two-, three-, or four-year program. If the course is conducted as it is written, it will take one semester. If more than one service-learning project is completed and Part 4 is completed at the end of each project, it will take a full school year.</p> <p>If service-learning projects are conducted each year of a students' high school career, then Parts 1, 3B, 3C, and 4 can be integrated into the school curriculum each school year after the initial course has been taken. In addition, the course can be integrated into any subject area where service-learning projects can enhance learning. The shortened course includes Part 1, Sessions 2, 4, 5; Part 2, Sessions 2, 3, 5, 6, 8, and Part 4, Sessions 1, 2, and 7.</p>	<p>The program provides a shared vision and language for a school-wide service-learning and life skills initiative. The principals and staff attend a school-wide introductory workshop training and coordinate their efforts to teach and reinforce service-learning as an educational methodology in any subject area. When integrating the program into existing courses, teachers can choose from an integration plan that utilizes the entire curriculum and a long-term service-learning project or an integration model that guides teachers in how to conduct a short service-learning project with their students. The longer plan includes Part 1-4 of the curriculum while the shorter plan focuses on Parts 1, 2, and 4. Both incorporate the <i>Skills Bank</i> as a way to support service-learning with social and emotional competencies necessary to be successful with service-learning.</p>
<p>Service-Learning</p> <p>5 lessons</p>	<p>The <i>Skills Bank</i> is a highly flexible component of the program that contains four broad categories of skills – Cultural Awareness, Interpersonal Communication, Personal Management and Responsibility, and Study and Writing. The 26 skills sets within these categories are referenced in each lesson in Parts 1-4. Teachers may use the guidelines and activities to teach students skills for the first time that will be necessary to be successful with the particular step in the service-learning process at which they are to reinforce or enrich mastery of skills with which students are already familiar</p>	<p>The <i>Skills Bank</i> is a complete compendium of essential social and emotional competencies that can serve as the foundation for teaching social and emotional learning at the high school level in any subject area and across grade levels. There are a minimum of five lesson plans for each of the 26 skill sets, so the <i>Skills Bank</i> has enough learning activities for up to four years of a students' high school career.</p>
<p>Teens – Alcohol and Other</p>	<p>This 15-session supplemental unit</p>	<p>This unit can be taught to a</p>

Program Components	Classroom Implementation	School-Wide Implementation
Drugs	is a complete drug prevention unit for high school students with a strong service-learning and life skills framework that can be taught as a unit of study within the core curriculum or as a supplement to the program when it is taught as a year-long course.	particular grade level as a school-wide prevention initiative. Classes are required to develop at least one service-learning project that involves young people in being role models for healthy, drug-free behaviors for others in the school and community.
Positive Climate	Program skills and concepts are learned, practiced, and applied to create a positive classroom environment.	Program skills and concepts are learned, practiced, and applied throughout a grade level or grade levels participating in the program. Service-learning projects may be conducted as school-wide thematic events to reinforce the themes of personal and social responsibility and the ethic of service.
Family Involvement	Classroom parents and caregivers receive a letter describing the program. Each session includes topics to be discussed with adults at home. Parents are invited to a student-developed and led Community Forum where parents and young people discuss issues in the school and community and develop common solutions.	Parents and caregivers are invited to participate in the introductory workshop, in service-learning projects and school-wide events, and on the Implementation Team.
Community Involvement	Community members know about the program, are invited to participate in service-learning projects and in the Community Forum.	Local Lions Clubs and other community groups support the program. They help plan and support service-learning projects and school-wide events.