



LIONS QUEST *Skills For Adolescence*

Connections with National Learning Standards

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Activities	English Language Arts (1)	Social Studies (2) Career-Related Learning (3)	Health Education (3 or 4) Family & Consumer Science (4)
<p><u>Unit 1: The Teen Years</u></p> <ul style="list-style-type: none"> • To create a supportive classroom learning community • To identify the normal changes that occur during adolescence • To accept increased responsibility for healthy living • To identify character traits for healthy growth and development 	<p><u>National Standards</u> 1, 2, 4, 5, 6, 7, 9, 10</p>	<p><u>National Standards</u> 1, 2, 4, 5, 10</p>	<p><u>National Standards</u> 1, 2, 3, 6 (Health) 12, 13 (FCS)</p>
<p><u>Unit 2: Building Self-Confidence and Communication Skills</u></p> <ul style="list-style-type: none"> • To identify factors that strengthen self-confidence • To practice listening and responding effectively • To identify ways to act responsibly • To understand the importance of respecting yourself and others • To learn and practice a six-step approach for making positive decisions 	<p><u>National Standards</u> 3, 4, 6, 12</p>	<p><u>National Standards</u> 1, 2, 4</p>	<p><u>National Standards</u> 3, 5, 6 (Health) 13 (FCS)</p>
<p><u>Unit 3 – Managing Emotions in Positive Ways</u></p> <ul style="list-style-type: none"> • To understand that young adolescents experience a wide range of emotions and that these emotions are normal. • To become more aware of the range of emotions different people may experience in response to the same situation. • To better understand how others’ words and actions can influence our emotions and how our words and actions can affect others. • To practice making positive decisions in situations that involve strong emotions. 	<p><u>National Standards</u> 3, 4, 12</p>	<p><u>National Standards</u> 4, 5, 10</p>	<p><u>National Standards</u> 3, 6 (Health) 12, 13 (FCS)</p>



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<p><u>Unit 4 – Improving Peer Relationships</u></p> <ul style="list-style-type: none"> • To learn ways to establish and strengthen healthy, mutually respectful friendships. • To recognize and practice resisting peer pressure. • To identify different ways of responding to intimidating and bullying behaviors. • To learn ways to hand conflict in peer relationships. 	<p><u>National Standards</u> 1, 3, 4, 7, 8, 9, 12</p>	<p><u>National Standards</u> 1, 4</p>	<p><u>National Standards</u> 4, 5 (Health) 13 (FCS)</p>
<p><u>Unit 5 – Strengthening Family Relationships</u></p> <ul style="list-style-type: none"> • To better understand the family’s role in the nurturing and development of its members. • To increase our appreciation of the heritage and background of our own families and other families. • To learn how families have changed over the years. • To find more ways to use positive skills from the <i>Skills for Adolescence</i> program at home. • To focus on ways family members can enjoy time together. 	<p><u>National Standards</u> 1, 2, 4, 7, 8, 9</p>	<p><u>National Standards</u> 1, 2, 4</p>	<p><u>National Standards</u> 5, 7 (Health) 6 (FCS)</p>



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<p><u>Unit 6, Year 1 – Making Healthy Choices</u> (Influences, Tobacco, Alcohol, Marijuana, Other Drugs, Pressure to Use, Standing Up to Pressure)</p> <ul style="list-style-type: none"> • To recognize that using alcohol, tobacco, marijuana, and other drugs is not the norm among young people and to have a personal commitment not to use drugs. • To recognize the social pressures that influence tobacco, alcohol, marijuana, and other drug use and to build support for non-use. • To develop the self-management, problem-solving, stress reduction and assertiveness/refusal skills that help prevent drug use. • To learn accurate, age-appropriate information about the impact of drug use on a young person’s health, friendships, interests, and future goals. • To strengthen the connections with friends, family, and community members who support healthy choices and well-being. 	<p><u>National Standards</u> 1, 3, 4, 5, 6, 7, 8, 12</p>	<p><u>National Standards</u> 1, 2, 4, 7</p>	<p><u>National Standards</u> 1, 2, 3, 4, 5, 6, 7 (Health) 13 (FCS)</p>
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<p><u>Unit 6, Year 2 – Making Healthy Choices</u> (What’s Important to You, Myths and Facts About Drugs, Tobacco, Alcohol, Illicit Drugs, Dealing with Anxiety and Stress, Handling Social Pressures, Thinking Critically, Reaching Out to Others)</p> <ul style="list-style-type: none"> Unit Goals for Year 2 are the same as those for Year 1. 	<p><u>National Standards</u> 1, 3, 4, 5, 6, 7, 8, 12</p>	<p><u>National Standards</u> 1, 2, 4, 7</p>	<p><u>National Standards</u> 1, 2, 3, 4, 5, 6, 7 (Health) 13 (FCS)</p>
<p><u>Unit 6 – Year 3 – Making Healthy Choices</u> (Identifying Problems and Resources, Deciding on a Drug Prevention Project, Planning and Acting, Reflection and Celebration, Family Forum)</p> <ul style="list-style-type: none"> To choose, plan, and carry out a drug prevention service-learning project in the school or community. To serve as positive role models for peers and younger students by taking action against drug use. To reinforce and strengthen individual and peer support for not using tobacco, alcohol, and other drugs. 	<p><u>National Standards</u> 1, 3, 4, 5, 6, 7, 8, 12</p>	<p><u>National Standards</u> 1, 2, 4, 7</p>	<p><u>National Standards</u> 1, 2, 3, 4, 5, 6, 7 (Health) 13 (FCS)</p>



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<p><u>Unit 7 – Setting Goals for Healthy Living</u></p> <ul style="list-style-type: none"> • To plan for the future. • To understand that achieving goals requires a sense of purpose, commitment, and self-discipline. • To learn and practice a seven-step goal-setting process. • To identify and seek out positive role models. • To learn ways to deal with the challenges involved in working toward goals. 	<p><u>National Standards</u> 1, 2, 3, 5, 6, 7, 8, 12</p>	<p><u>National Standards</u> 2, 4</p>	<p><u>National Standards</u> 6 (Health)</p>
<p><u>SUMMING UP: Developing Your Potential</u></p> <ul style="list-style-type: none"> • Review the key skills taught in the program. • Describe how specific skills, knowledge, and positive attitudes learned in the program build self-confidence and strengthen relationships. • Identify ways each person contributed to the class during the course. • Review the ways that participating in the program has made a positive difference in the lives of students and others in the school and community. 	<p><u>National Standards</u> 5, 6, 12</p>	<p><u>National Standards</u></p>	<p><u>National Standards</u> 5, 6 (Health) 13 (FCS)</p>



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<p><u>SERVICE-LEARNING</u></p> <ul style="list-style-type: none"> • To apply academic knowledge and interactive skills to address important school and community needs. • To discover new interests and abilities. • To work cooperatively and take leadership roles. • To reinforce the value of caring about and helping others. 	<p>Depending on the project selected:</p> <p><u>National Standards</u> 1, 2, 7, 8, 12</p>	<p>Depending on the project selected:</p> <p><u>National Standards</u> 1, 2, 4, 5, 6, 10</p>	<p>Depending on the project selected:</p> <p><u>National Standards</u> 2, 4, 7 (Health) 7, 13 (FCS)</p>
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