

Overview of *Skills for Adolescence*

Lions Quest *Skills for Adolescence* is a comprehensive positive youth development and prevention program for young people in grades 6-8. It teaches life and citizenship skills within a safe, caring, and consistent environment.

PROGRAM GOALS

1. To engage students, families, the school, and community members in creating a learning community of caring relationships, high expectations for positive behaviors, and meaningful involvement.
2. To provide opportunities for young people to learn the essential skills needed to lead healthy and productive lives.
3. To promote a safe, healthy approach to life, free from the harm of alcohol and other drug use.
4. To engage young people in the practice of good citizenship through cooperation and service to others.
5. To strengthen young people's commitments to their families, positive peers, schools, and communities.

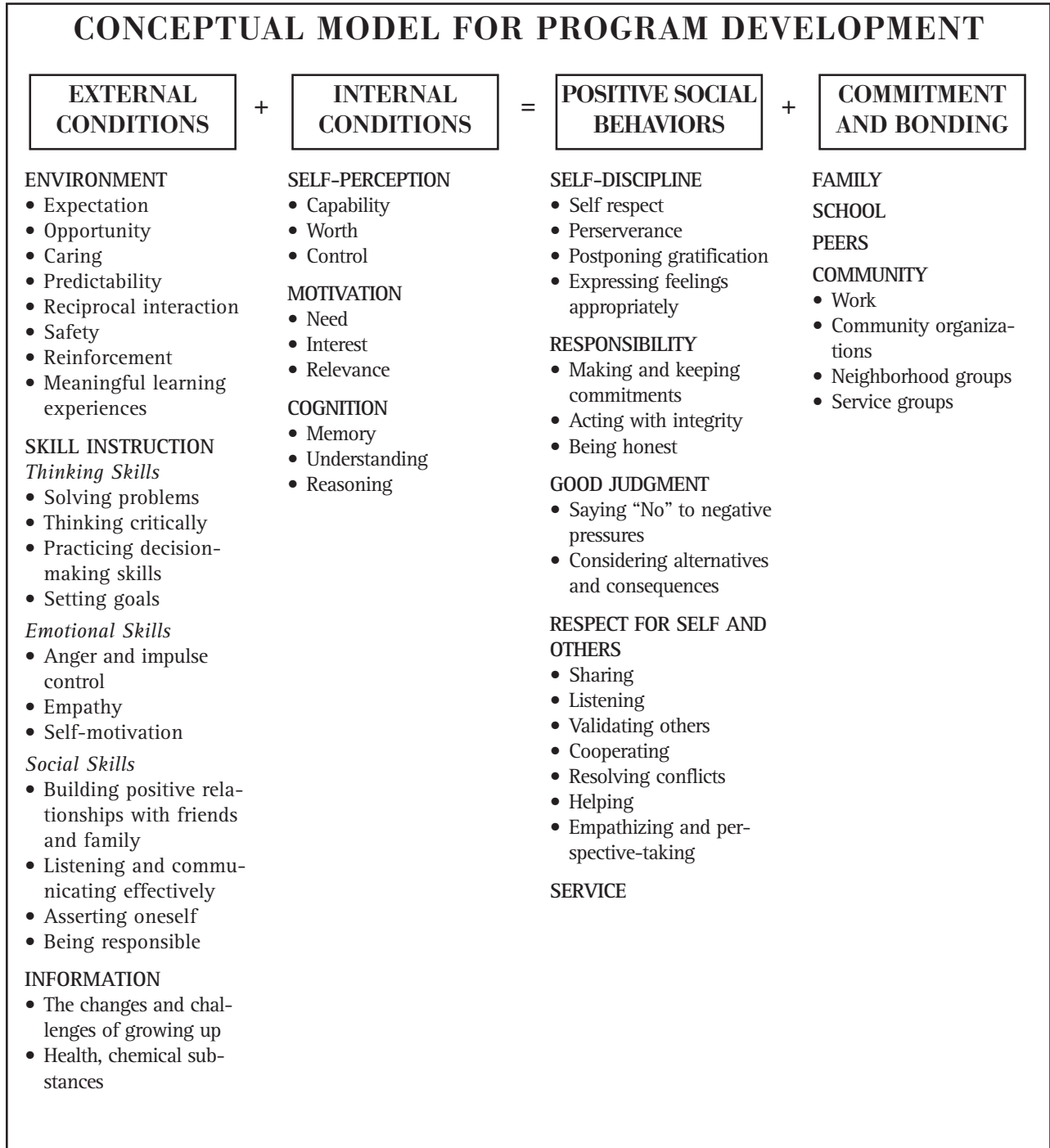
VALUES PROMOTED

Self-discipline
A healthy, drug-free lifestyle
Respect for self and others
Commitment to family
Kindness
Responsibility
Honesty
Courage
Service to others

SKILL CATEGORIES

Responsibility
Decision making
Communication
Goal setting
Cooperation
Managing emotions
Resisting negative peer pressure
Higher-order thinking and problem solving
Service-learning
Strengthening relationships
Appreciating the family

The program’s conceptual model integrates key findings of youth development and prevention research studies (Catalano, et al., 1998; Hansen, 1997, Benson, 1997; Hawkins et al. 1999; Hawkins et al. 1992; Solomon et al., 1985; Bandura 1977; Hirschi, 1969). According to this model, if certain external and internal conditions are met, young people will be more likely to exhibit positive social behaviors and develop positive commitments in key areas of their lives.



Lions Quest *Skills for Adolescence* Implementation Matrix

Program Components	Classroom Implementation	School-Wide Implementation
<p>Classroom Curriculum 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 and skills across the 6-8 grade levels.</p>
<p>Service-Learning 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 Team and attend SFA parent meetings and school-wide program events.</p>
<p>Community Involvement</p>	<p>Community members know about the program, 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 by funding workshops and student materials. They help plan and support service-learning projects and school-wide events.</p>



Appendix A: Unit Goals and Objectives

UNIT 1: ENTERING THE TEEN YEARS: THE JOURNEY OF ADOLESCENCE

UNIT GOALS:

- 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.

LESSON OBJECTIVES: The student will:

- Describe the topics covered in the course.
- Identify class members by name.
- State some interests of classmates.
- List some conditions that help people feel comfortable and respected when sharing their thoughts and ideas.
- Help generate classroom agreements for appropriate behavior in class.
- Describe differences between statements and actions that tear people down and those that build people up.
- Explain the effects of put-downs and build-ups on the classroom atmosphere.
- Practice using build-ups and eliminating put-downs.
- Identify some unique characteristics of class members.
- Recognize some characteristics classmates share.
- Decorate his or her journal cover with items that share personal history, characteristics, and interests.
- Identify similarities class members share with other young adolescents.
- Identify some of the normal physical, intellectual, social, and emotional changes of early adolescence as described in an article.
- Explain the main message of the article.
- Identify questions and concerns students might have about the early teen years.
- Identify important sources of positive values.
- Be introduced to the nine positive values that form the basis of *Skills for Adolescence*.
- Describe ways people demonstrate these positive values.
- Talk with adults and high school students about issues and concerns of adolescence.

- Compare and contrast others' early adolescent experiences with his or her own expectations of adolescence.
- Describe the process for setting goals.
- Use the process for setting and planning a personal goal for the course.
- Give feedback to a classmate about his or her goal-setting plans.

UNIT 1, YEAR 2 OBJECTIVES: The student will:

- Identify class members by name.
- State some of his or her own characteristics.
- Identify similarities and differences among class members.
- Generate rules that help build cooperation in the classroom.
- Reach a consensus with classmates on classroom rules.

UNIT 1, YEAR 3 OBJECTIVES: The student will:

- Identify class members by name.
- Introduce himself or herself.
- Share some of his or her characteristics.
- Practice effective listening.
- Explain why rights involve responsibilities.
- Help generate and select rules to encourage cooperation within the classroom.

UNIT 2: BUILDING SELF-CONFIDENCE AND COMMUNICATION SKILLS

UNIT GOALS:

- 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.

LESSON OBJECTIVES: The student will:

- Define self-confidence.
- Describe three components of self-confidence.
- Identify some of his or her skills and abilities.
- Identify several successes in his or her life.
- Have an opportunity to share his or her successes with the class.



- Explain why recognizing successes can strengthen self-confidence.
- Compare listening and not-listening behaviors.
- Identify verbal and nonverbal ways that people demonstrate they are not listening.
- Explain how not listening can affect others' self-confidence and interfere with communication.
- Identify and give examples of three key elements of effective listening.
- Practice applying effective listening skills in the classroom and at home.
- Evaluate the benefits of effective listening for the speaker and the listener.
- Identify reasons for treating others in respectful ways.
- Distinguish between “clear” and “cloudy” statements of appreciation.
- Acknowledge qualities, abilities, interests, or actions of each classmate.
- Identify concepts from the unit that are included in an article.
- Describe ways that helping others builds our own self-confidence.
- Compare behaviors that are responsible and irresponsible.
- Identify influences that shape responsible behavior.
- Analyze the consequences of responsible and irresponsible behavior for the individual and others, including family, school, and community.
- Explain why decision making is an important skill.
- Explain why young people need guidance from responsible adults in the decisions they make.
- Describe and practice the steps in making positive decisions.

SERVICE-LEARNING

UNIT GOALS:

- 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.

LESSON OBJECTIVES: The student will:

- Name reasons why service-learning is important.
- Identify important needs in the school or community that the class can address.
- Begin to identify school or community service-learning projects that can help meet these needs.
- Select one important need in the school or community that the class can address.
- Choose a short-term service-learning project that meets this need.

- Understand the reciprocal nature of service.
- Help define the purpose and plan for a short-term project.
- Identify the roles and responsibilities, timelines, and resources required.
- Accept a committee assignment for the project.
- Accept and carry out a responsibility for the project.
- Review and reflect upon what has occurred and what has been learned.
- Identify the skills used to complete the project.
- Discuss accomplishments and insights as a result of the project.
- Demonstrate what has been achieved through the process of service-learning.
- Acknowledge and celebrate everyone's contribution.

UNIT 3: MANAGING EMOTIONS IN POSITIVE WAYS

UNIT GOALS:

- 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 learn how emotions, thoughts, and actions are related and how positive thoughts can lead to more positive outcomes.
- To practice making positive decisions in situations that involve strong emotions.

LESSON OBJECTIVES: The student will:

- Define *emotion*.
- Identify a range of emotions in various categories.
- Explain why experiencing a range of emotions is normal.
- Recognize that certain emotions can be triggered by external events.
- Describe various emotions different people might experience in response to the same event.
- Identify ways emotions are affected by external influences.
- Describe how external events can influence self-confidence.
- Describe how thoughts affect behavior.
- Recognize how emotions change.
- Identify ways of influencing our thoughts in a positive direction.



- Practice making positive responses to difficult and challenging experiences.
- Identify external actions that serve as “anger buttons” for himself/herself.
- Identify physical signals of anger.
- Learn how to calm down.
- Learn how to apply the pits-to-peaks approach in responding appropriately to strong emotions.
- Explain why it is important to tell others how we feel.
- Practice using “What, Why, and How” messages to communicate strong emotions such as anger or frustration in a positive, appropriate way.
- Learn about occasional and chronic stress.
- Learn ways to manage stress effectively.
- Practice using decision-making steps in situations that involve strong emotions.
- Review the short-term service-learning project completed after Unit 2.
- Help select a new project to carry out.
- Develop plans, timelines and responsibilities for the project.

UNIT 4: IMPROVING PEER RELATIONSHIPS

UNIT GOALS:

- 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 handle conflict in peer relationships.

LESSON OBJECTIVES: The student will:

- Identify the characteristics of an admirable friend
- Identify qualities he or she brings to a friendship.
- Share qualities he or she brings to a friendship.
- Understand how being in a clique can affect making new friends.
- Describe and practice ways to make new friends.
- Define *intimidation* and *bullying* and identify these behaviors.
- Discuss possible motivations behind intimidation and bullying.
- Identify different ways of responding to intimidation.
- Analyze reasons why people become friends.
- Recognize relationships that are based on mutual respect.
- Identify ways to improve or change peer relationships.
- Define *internal messages* and give examples.

- Identify situations that may involve internal or “inside” pressure.
- Learn and practice ways to resist overwhelming inside pressure.
- Describe three steps for identifying and standing up to negative peer pressure.
- Explain how and when the steps might be helpful.
- Practice using the steps.
- Identify concepts from the unit that are included in an article.
- Explain why it’s important to know how to form and strengthen constructive and positive friendships.
- Explain why conflict is inevitable in friendships.
- Describe the steps in the SOLVED approach.
- Practice using the SOLVED approach to resolve a conflict.
- Continue completing responsibilities for the service-learning project.
- Demonstrate the cooperation and commitment necessary to complete a service-learning project.

UNIT 5: STRENGTHENING FAMILY RELATIONSHIPS

UNIT GOALS:

- 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 *Skills for Adolescence* program at home.
- To focus on ways family members can enjoy time together.

LESSON OBJECTIVES: The student will:

- Define *family*.
- Identify needs met by families and by family members.
- Recognize the diversity of family patterns.
- Compare and contrast families today with families several generations ago.
- Recognize the strengths and uniqueness of his or her own family.
- Compare and contrast the characteristics, interests, and heritage of his or her family with those of other families.
- Identify skills learned in this program that would be helpful at home and other places.
- Work with a group to determine specific ways to use these skills outside school, especially at home.



- Answer factual and interpretive questions about an article.
- Identify some common family problems and describe positive ways to deal with them.
- Identify activities families can enjoy together.
- Help create a class booklet of family recipes and activities.
- Continue carrying out responsibilities related to the service-learning project.
- Demonstrate the cooperation and commitment necessary to complete a service-learning project.

UNIT 6, YEAR 1: MAKING HEALTHY CHOICES

UNIT GOALS:

- 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.

LESSON OBJECTIVES: The student will:

- Name important goals for adolescence and adulthood.
- Consider possible obstacles to reaching these goals.
- Discuss the relationship between obstacles and drug use.
- Identify the negative and positive influences on young people their age.
- Explain the difference between inside and outside pressures.
- Determine influences that affect his or her choices and actions.
- Estimate adolescent attitudes and use of tobacco, alcohol, and marijuana and compare these estimates with actual data.
- Recognize that most adolescents do not use tobacco or approve of its use.
- Examine the tobacco addiction process.
- Explain how tobacco use can affect important aspects of a young person's life.
- Explain why male and female adolescents may use or not use tobacco.
- Identify the reasons and misperceptions that support tobacco use.
- Present positive, tobacco-free ways to meet needs and goals.
- Identify different types of drinking behaviors.
- Describe the effects of alcohol abuse on family members and positive approaches a young person can take.

- Correct common misperceptions about drinking.
- Recognize that most teenagers do not drink.
- Examine the reasons why some young people drink and the misperceptions behind these reasons.
- Describe ways that alcohol can affect a young person's life.
- Consider risks and positive options in common situations involving alcohol.
- Explain the purpose of advertising.
- Identify common tobacco and alcohol advertising techniques.
- Re-write tobacco and alcohol ads to make them more accurate and realistic.
- Describe ways that drugs such as marijuana can invite trouble.
- Consider reasons and situations that promote marijuana use.
- Demonstrate how to persuade a friend not to use marijuana.
- Identify reasons and situations that promote use of the drug.
- Describe the harm of using this drug.
- Consider positive options for handling pressure to use the drug.
- Identify the problems that can result from first-time or occasional drug use.
- Suggest situations in which there is pressure to use drugs.
- Differentiate between inside and outside pressures to use drugs.
- Learn assertive, effective ways to handle pressure to use drugs.
- Describe assertive approaches to communicating.
- Practice using verbal and non-verbal assertiveness skills to resist drug use.
- Give feedback to classmates about effective assertive responses.
- Demonstrate responding assertively to pressure to use drugs.
- Identify symptoms of stress and the situations that can cause them.
- Practice techniques for relaxing and managing stress.
- Identify trusted adults who can help with problems.
- Reflect on positive activities he or she has done.
- Consider the benefits of participating in positive activities.
- Contribute to a classroom resource of positive activities for young people.
- Prepare a presentation about the importance of making healthy choices and not using tobacco, alcohol, marijuana, or other drugs.
- Practice giving the presentation to a classmate.
- Present something he or she has learned from the unit about the importance of making healthy choices and avoiding harmful drugs.
- Write a positive message to future classes about a way he or she will help support a healthy, drug-free lifestyle.
- Complete service-learning project responsibilities.
- Begin evaluating the service-learning project.



(UNIT 6) YEAR 2: MAKING HEALTHY CHOICES

UNIT GOALS:

- 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.

LESSON OBJECTIVES: The student will:

- Share perceptions of tobacco, alcohol, marijuana, and other drug issues in the school and community and the facts about teenage drug use.
- Select a unit research assignment.
- Learn basic interviewing skills for the research assignment.
- Begin work on a Personal Reflection Paper.
- Identify the special benefits and challenges of life as a second-year middle/junior high student.
- Discuss the knowledge and skills needed to navigate successfully through adolescence.
- Consider how drug use can create dependence at a time when young adolescents seek more independence and control in their lives.
- Discuss common myths and realities of adolescent drug use.
- Explain what is meant by *chemical dependence*.
- Discuss differences between drug use and abuse.
- Consider the physical and emotional risks of drug use by young adolescents.
- Assess how chemical dependence can affect a young adolescent's life.
- Analyze ways that tobacco use affects important aspects of a teenager's life.
- Explain how smoking affects the nonsmoker, including a developing fetus.
- Describe how to stop using tobacco and name local resources that can help.
- Explain why using alcohol presents a special risk to young adolescents.
- Analyze the relationship between using alcohol, loss of control, and high-risk behaviors.
- Assess the risks in alcohol-related situations and propose positive options for dealing with these situations.
- Analyze the impact of marijuana, cocaine and crack, LSD, and steroids on the user and others.
- Identify physical symptoms of anxiety and stress and the situations that can cause them.

- Practice techniques for managing stressful situations and relaxing.
- Identify trusted adults who can help with problems.
- Describe inside and outside pressures that promote drug use.
- Analyze situations involving pressure to use drugs and identify effective ways to handle those situations.
- Describe assertive approaches to communicating.
- Practice using verbal and nonverbal assertiveness skills to resist drug use.
- Give feedback to classmates about effective assertive responses.
- Demonstrate responding assertively in drug use situations.
- Examine key advertising strategies.
- Assess the strategies behind tobacco and alcohol advertising.
- Analyze ways tobacco and alcohol ads target young people.
- Present something he or she has learned in the unit about the importance of making healthy choices and avoiding harmful drugs.
- Share a positive message with younger students about a way he or she will help support a healthy, drug-free lifestyle.

(UNIT 6) YEAR 3: MAKING HEALTHY CHOICES

UNIT GOALS:

- 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.

LESSON OBJECTIVES: The student will:

- Discuss the differences between the youngest and oldest students in the school.
- Identify ways to serve as positive role models in the school.
- Prepare and conduct a student survey about drug use issues.
- Optional: Identify reasons and situations that promote use of the drug.
- Optional: Consider the misperceptions and harm associated with the drug.
- Optional: Identify positive options for handling situations involving the drug.
- Identify ways that drug use affects individuals, families, and the community.
- Describe school and community resources for drug-related problems.
- Explain ways people can cope with a family member who has a drug problem.
- Present student survey findings about drug issues.
- Consider school and community influences that encourage or discourage adolescent drug use.



- Brainstorm potential service projects that address identified needs.
- Help choose a service-learning project.
- Help set goals for a service-learning project(s).
- Identify the roles and responsibilities, timelines, and resources required to carry out the project(s).
- Accept responsibilities for the project.
- Carry out the responsibilities needed to complete the project.
- Identify the benefits and share insights from the service-learning experience.
- Recognize ways that people contributed.
- Reflect on his or her ability to be a positive role model.
- Demonstrate what has been learned and accomplished.

UNIT 7: SETTING GOALS FOR HEALTHY LIVING

UNIT GOALS:

- 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.

LESSON OBJECTIVES: The student will:

- Define *purpose*, *goal*, and *goal setting*
- Explain how having a purpose helps us make wise choices and set effective goals.
- Identify ways that setting goals can help someone be successful and productive.
- Distinguish between short-term and long-term goals.
- Identify the characteristics of positive role models.
- Explain the relationship between what people achieve and their characteristics.
- Describe different ways that people define and achieve success.
- Identify positive choices, values, and goals that have led people to become successful.
- Name characteristics of personal goals.
- Explain why ownership of goals is important.
- Practice setting short-term and long-term goals.
- Explain how to apply the pits-to-peaks approach to the disappointments involved in working toward goals.

- Practice applying the approach to challenging situations..
- Identify concepts from the unit that are included in the article.
- Explain how setting and achieving goals can help us succeed in life.
- Outline goals he or she hopes to reach during the next twenty years.
- Write a biography describing how he or she reached those goals.
- Share his or her biography with classmates.
- Reflect upon on the accomplishments, design, organization, and lessons learned through participation in the service-learning project.
- Plan a way to demonstrate what has been accomplished and learned.
- Plan a celebration of the project.

SUMMING UP: DEVELOPING YOUR POTENTIAL

UNIT GOALS:

- To review the key skills taught in the program.
- To describe how specific skills, knowledge, and positive attitudes learned in the program build self-confidence and strengthen relationships.
- To identify ways each person contributed to the class during the course.
- To 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.

LESSON OBJECTIVES: The student will:

- Identify specific skills, knowledge, and positive attitudes he or she has gained during this course.
- Describe how gaining skills, knowledge, and a positive attitude builds self-confidence and strengthens relationships with others.
- Acknowledge ways he or she has contributed to the group experience during this course.
- Compliment classmates on their contributions.
- Help to acknowledge and celebrate the contributions of everyone involved with the service-learning project.
- Summarize what he or she has learned from the course.
- Apply some of the skills learned.