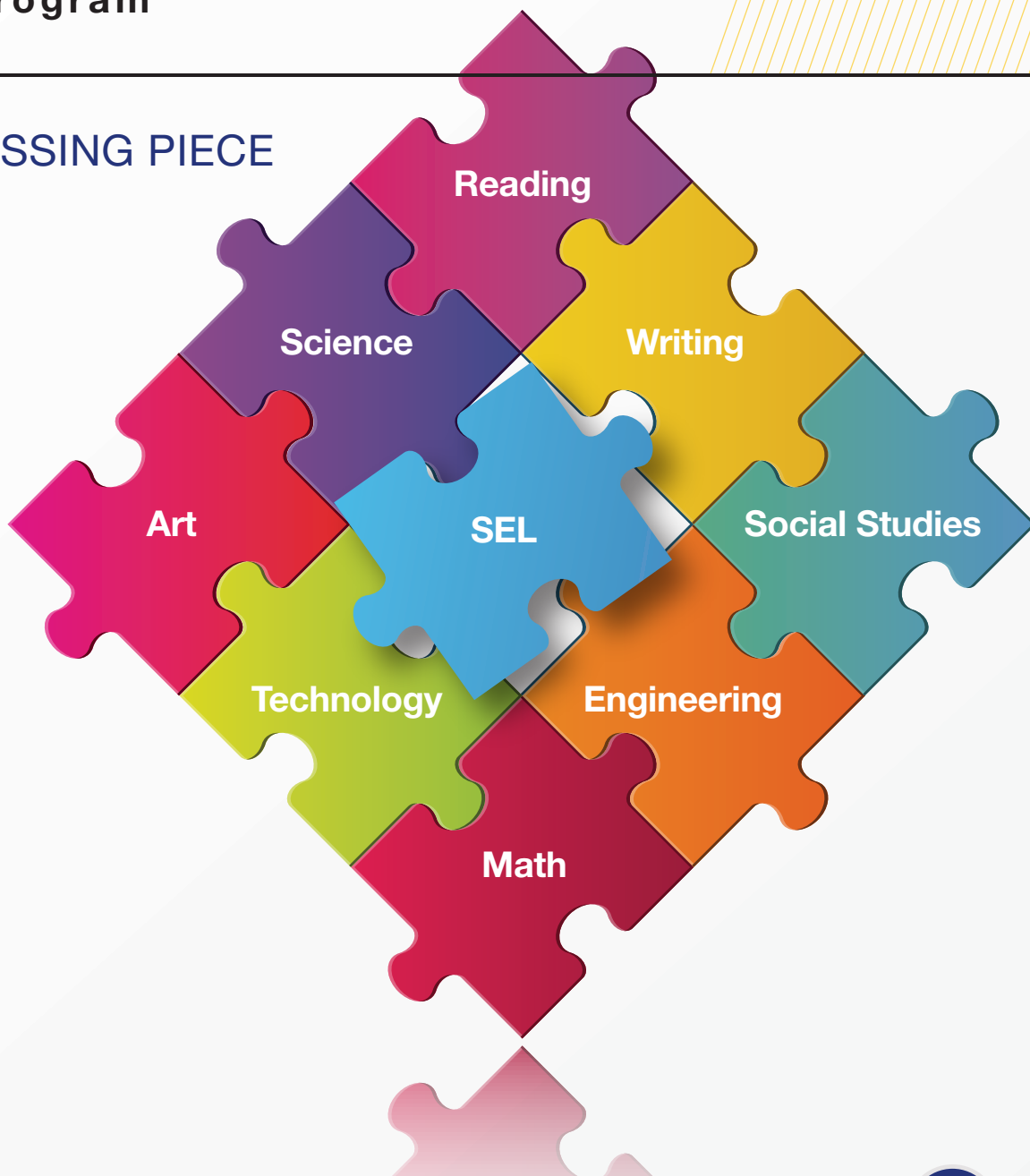


LIONS QUEST

PreK–12 Social and Emotional
Learning Program

SEL: THE MISSING PIECE



A Program of Lions
Clubs International
Foundation

Evidence Based



Easy to Implement



Curriculum and Professional Development





Lions Quest uses CASEL's four strategies that promote SEL

1 FREE-STANDING LESSONS

Scripted lessons are designed to be taught 1/week by classroom teachers, counselors, or other staff. The SEL instruction can be part of the regular curriculum, an advisory period, stand-alone class, or after-school program.

2 INTEGRATE SEL ACROSS THE CURRICULUM

Lions Quest lessons make connections to math, science, language arts, music, social studies, etc.

SOCIAL DEVELOPMENT

3.3 What Bugs You?

Being able to respond to bothersome behaviors in a positive way is an important relationship skill. It can build empathy and make the student more socially aware.

DISCOVERING 10 MINUTES

Tell students that today's lesson focuses on the skill of communicating our needs in a positive way when someone's behavior is bothering us. Ask them to think about a time when someone was bothering them and how they responded to that behavior. Quickly get students into standing triads. Display **Discovering Projectable 3.3.1** and invite them to brainstorm responses to the questions.

ASK: *What are some things people do that bug you?*

After students have brainstormed for two minutes, invite volunteers to share some behaviors that really bug them. Create a T-Chart on chart paper and label the left column "Behaviors that Bug Me" and the right column "Helpful Responses." Explain to students that people will always do things that bug us, but we can learn an effective and positive method to let them know so they can choose more helpful behaviors.

ASK: *What do you usually do when someone bugs you?*

Still standing in their triads, ask students to brainstorm what they typically do when someone is bugging them. Ask volunteers to share. Then ask them to brainstorm some more positive responses they might offer to improve the relationship. After two minutes, write their ideas in the right column on the T-chart. Explain that this lesson will help them learn lots of positive options for letting people know when their behavior is bugging them and what they could do instead to be helpful.

CONNECTING 10 MINUTES

Share with students that it can be difficult to talk to someone about their bothersome behavior because we do not want to hurt someone's feelings. Have conversations. Then tell students that the skill they are about to learn will help them show respect for others' feelings when discussing bothersome behaviors.

Introduce using Don't Bug Me Messages

Display **Connecting Projectable 3.3.2**, and tell students the information is also in their Student Journals. Explain that every Don't Bug Me Message has the following two parts:

Name the behavior that is bugging you.

- Describe the behavior that is happening and not the person doing it.
- Speak in a calm voice.

SKILLS Progression

LAST YEAR, students used appropriate words and phrases while working on a collaborative scavenger hunt.

THIS YEAR, students give helpful feedback when they feel annoyed by others.

NEXT YEAR, students will learn about What, Why, and How Messages as a positive way to give feedback to others.

SEL COMPETENCIES
Social Awareness, Relationship Skills

SKILLS communication, empathy, seeking help

MATERIALS

- Discovering Projectable 3.3.1
- Connecting Projectable 3.3.2
- Student Journals
- Family Connection Take-Home worksheet
- Chart paper, 8x10 paper

CLASSROOM CONFIGURATION

- whole class/triads
- whole class
- pairs
- individuals

OBJECTIVES

- Students will
- explain how to respond when a classmate's behavior irritates them;
- demonstrate responding in a positive way to annoying behaviors.

COMMON CORE CONNECTION

This lesson addresses the following Common Core Standards:

Speaking and Listening: COMPREHENSION AND COLLABORATION

- SL.3.1, SL.3.2, SL.3.3, SL.3.4

Lesson 3 53

Community Connection

Invite a group of younger students to come to your classroom and learn about what to do when someone's behavior bugs them. Have your the "Behaviors That Bug Me" list and role-play for them how to talk in a positive way about the bothersome behavior. Encourage younger students to volunteer to join in the practice conversations.

Family Connection

Ask students to team up with a family member to think about what bothers a character from a favorite movie, show, or book. Send home the Family Connection Take-Home worksheet called **Capturing Bugs**. Students will use it to write some Don't Bug Me Messages for the character and consider how these kinds of messages could help members of the family.

Applying Across the Curriculum

LANGUAGE ARTS Have students write a story about a person who is having a particularly bad day. As they draft their story, students should come up with Don't Bug Me Messages for the characters to say to one another. When the stories are completed, students can share them while classmates listen to how the characters deal with what bothers them.

FAMILY AND CONSUMER SCIENCE Have groups of students create skits based on a popular cooking show they have seen. Have students incorporate the steps of cooking a simple meal, such as scrambled eggs and toast, into their skits. Each "cook" or character, can be assigned one or more tasks to prepare this meal. Ask students to think of situations in which two or more cooks in a kitchen may annoy each other during the preparation of a meal. Have them write Don't Bug Me Messages for these characters so that the fictional cooking show goes smoothly. Invite volunteers to perform their skits for the rest of the class.

Say what you want to happen instead.

- Suggest a new activity.
- Try to think of something you can do together to solve the problem.

Model using Don't Bug Me Messages

Standing beside the "Behaviors That Bug Me" list, point to one of the behaviors on the list and restate what is bothersome about it. Then, think of a Don't Bug Me Message to address that behavior. Following are some sample Don't Bug Me Messages to share with the class:

SAY: *When you borrow my markers without asking, I don't know where they are. Next time, please ask before you borrow things from me.*

SAY: *Your humming is making it difficult for me to read my book. We are all supposed to be reading silently right now. Do you want me to help you find a new book?*

SAY: *When you poke me in the back, it really startles me and makes me lose track of what I'm doing. If you need my attention, please say my name.*

Continue referencing behaviors and providing Don't Bug Me Messages for them until you feel students have a grasp of how to respond politely to annoying behaviors. Then address the class.

ASK: *How would the Don't Bug Me Messages help me and the person bugging me?*

Explain that using Don't Bug Me Messages benefits the speaker by putting an end to the bothersome behavior without upsetting the person doing it. They also benefit the person doing the bothering by making him or her aware of how his or her actions impact others, as well as offering a new way to interact. In many ways, using these messages is to clarify the conflict.

PRACTICING 20 MINUTES

Explain the Don't Bug Me Messages activity

Tell students that they will soon write about a hypothetical situation. Explain that they will be using these situations to practice thinking of Don't Bug Me Messages with a partner.

Students practice using Don't Bug Me Messages

Pair students using a creative grouping strategy and remind them to take turns and share the time equally. Give each pair a sheet of paper and ask them to take turns writing the two situations on the paper:

- Someone stole my pencil off my desk.
- Someone spilled glue and said I did it.

Ask pairs to work together to write Don't Bug Me Messages for each situation on their piece of paper. Invite them to discuss their ideas first and then take turns, each writing one of the messages. Ask them to get creative and draw some bugs on their sheet of paper after they have finished the two messages. After all pairs have finished, invite pairs to share their Don't Bug Me Messages and drawings with the class. Summarize that today students learned an empowering skill of letting people know the behaviors that bother them and how they can choose more helpful behaviors in the future.

54 Unit 3

3 GENERAL TEACHING PRACTICES

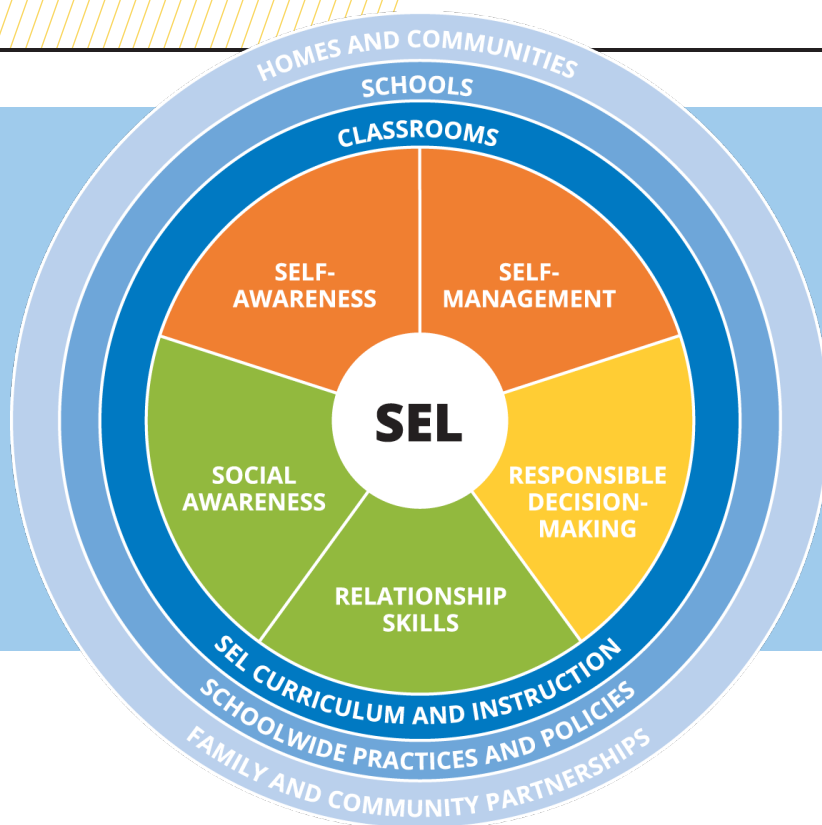
Lions Quest lessons use positive instructional strategies to create a relationship-centered learning community that is student centered, safe, engaging, cooperative, and well-managed.

4 GUIDANCE FOR SCHOOLWIDE SEL

Lions Quest offers guidance on forming a School Climate Team, an SEL Leadership Team, conducting a school climate survey, and provides gold standard professional development workshops.

**LIONS QUEST LESSONS ARE
BASED ON CASEL's FIVE CORE
COMPETENCIES.**

- **Self-awareness**
- **Self-management**
- **Social awareness**
- **Relationship skills**
- **Responsible decision-making**



POSITIVE IMPACT

14%
improvement in
academic
performance

72%
decline in
in-school and
out-of-school
suspensions

9%
improvements
in conflict
resolution

81%
increase in knowledge
of dangers of
drug use

75%
increase in
personal and
social development
skills

\$6
in benefit
for every
\$1 invested



GLOBAL IMPACT

Implemented in more than
100
countries

Impacted more than
18 million
students

Trained more than
750,000
educators

20+ years of research demonstrate that Lions Quest is evidence-based and proven effective. To review all research visit www.lions-quest.org



Short, 3-page, scripted lessons require minimal prep time

PERSONAL DEVELOPMENT

2.3 The Three-Legged Stool of Self-Confidence

Three factors that build self-confidence are developing skills, respecting self and others, and acting responsibly. Building self-confidence helps a person grow in all aspects of his or her life.

SEL COMPETENCY
Self-awareness

SKILL self-confidence

MATERIALS
✓ Discovering Projectable 2.3.1
✓ Connecting Projectable 2.3.2
✓ Printed copies of Projectable 2.3.2
✓ Student Journals
✓ Family Connection Take-Home worksheet

CLASSROOM CONFIGURATION
• whole class • whole class • pairs • individuals

OBJECTIVES
Students will
✓ describe the three components of self-confidence;
✓ identify their skills and abilities according to the three components.

*** COMMON CORE CONNECTION**
This lesson addresses the following Common Core Standards:
READING AND LITERACY: COMPREHENSION AND COLLABORATION
✓ SL.7.5, SL.7.6

READING AND LITERACY: PRESENTATION OF KNOWLEDGE AND IDEAS
✓ SL.7.5, SL.7.6

SKILLS progression
• **LAST YEAR**, students learned about the importance of perseverance in achieving success.
• **THIS YEAR**, students identify their own skills and abilities using the Three-Legged Stool of Self-Confidence.
• **NEXT YEAR**, students will identify positive role models and explain the relationship between what people achieve and their characteristics.

Lesson 3 21

Community Connection
Provide students with copies of several issues of the local newspaper. Have them work in small groups to find examples of citizens in their community neighborhood, town, or city who demonstrate the characteristics of self-confidence. Have each group write down the name of the leader, the actions of the leader described in the newspaper article, and how these actions reflect the characteristics of self-confidence. A few examples might be firefighters putting out a fire, police officers stopping a crime, someone adding a question at a town hall, or someone trying out for a team. Ask volunteers to share their findings with the rest of the class.

Family Connection
Have students interview family members about their own experience of an achievement and how they perceive their own three-legged stool of self-confidence. Have students first come up with a list of five or six questions that might include, "What age did you feel most confident?" or "What was one activity you had to work hard to develop skills in?" Then have students answer the questions on the Family Connection Take-Home worksheet called *These Legs Are Better Than These*.

Applying Across the Curriculum
SOCIAL STUDIES Have students use the lesson content to research a person they admire. Have students imagine they are going to interview that person about self-confidence. Have students write at least two questions for their subject about the three components of self-confidence. Have students pair with a classmate, interview each other, and answer the questions as they think their subject might answer.

SCIENCE Give groups of students a new egg carton, and have them, and paper cups. Give students 10 minutes to create a structure that will protect their egg when it is dropped from a height. Students are not allowed to speak during the activity. Tell students that while working on the competition they should be considering the way they are adding to their own three-legged stool of self-confidence. At the completion of the activity, invite students to talk about the experience as it relates to building self-confidence.

Model the three components of self-confidence
Use a think-aloud to model examples of each of the three components of self-confidence from your own experiences.
• Developing skills
SAY: *Developing skills is becoming able to do something well. I practiced very hard to become good at playing the piano. It took lots of practice but I stuck with it until I learned to play well.*
• Respecting yourself and others
SAY: *Respecting myself and others is being sure about myself and my ideas and honoring others. When I express appreciation for someone's artistic talent, for example, I am showing him or her respect.*
• Acting responsibly
SAY: *Acting responsibly is doing things that have positive consequences for myself and for others. Examples could include studying for tests and being on time.*

3 PRACTICING 20-25 MINUTES

Explain the Three-Legged Stool activity
Tell students they will be working in pairs to develop their own three-legged stool of self-confidence. Draw a three-legged stool on the board with enough room for some student responses.

Students practice the Three-Legged Stool activity
Divide students into pairs, making an effort to group students who don't know each other well. Give each student a printed copy of *Connecting Projectable 2.3.2*. Have students work together to identify three examples of each characteristic listed in the chart.

Have volunteers share their work with the class. Be sure to share some of your own responses. Write several student examples next to the appropriate legs of the drawing.

As an alternative, groups can share their work with other groups. Students should share their work with students they don't normally work with, if possible. If students struggle with thinking of items to add to their worksheets, prompt them with suggestions from your own experience or examples you have seen in the past few days around school.

Reflecting
Students use their journals to reflect individually and as a class on what they learned in this lesson.

What? What are the three legs of the stool of self-confidence?
So what? Why do you think it is important to build self-confidence?
Now what? What are some things you can do to strengthen each of the three legs of your three-legged stool?

22 Unit 2

Reflecting
Students use their journals to reflect individually and as a class on what they learned in this lesson.

What? What are Don't Bug Me Messages?
So what? How do you feel about using Don't Bug Me Messages with someone who may be annoying you? Do you think it is better to use these messages compared with how you have responded in similar situations in the past?
Now what? How do you think Don't Bug Me Messages will help you get along with your friends when you work and play together? What do you think you will do the next time someone bugs you?

A APPLYING 10 MINUTES
During the work, ask students to notice opportunities to apply the Don't Bug Me Messages. Invite students to complete the Applying page in their Student Journals, either as written homework, as a follow-up activity to support the lesson, or as a verbal discussion in a future lesson after students have applied the skill.

ASSESSING
PRACTICING (FORMAL FORMATIVE ASSESSMENT) Read the slips of paper and the responses to the Reflecting questions in the Student Journals to assess students' progress understanding and using Don't Bug Me Messages.
APPLYING (FORMAL FORMATIVE ASSESSMENT) Review responses in the Student Journals to see how well students understand the use of Don't Bug Me Messages in various situations.

Reflecting Resource: Student Journal p. 47

Applying Resource: Student Journal p. 48

BUILDING SKILLS BEYOND THE LESSON

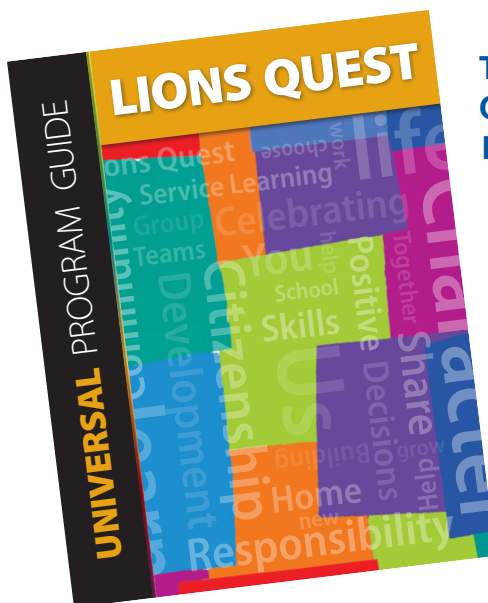
Keep it straight!
PRACTICING Have students prepare a physical representation of the two parts of a Don't Bug Me Message. Have them fold up two sheets of paper to create two messages. One message is to be labeled "Name Label" and the other "Be careful." The student practices writing each message. Have them speak into each message during the appropriate time in the message. This physical work will help solidify the distinction between the two parts.

Draw a cartoon!
APPLYING Have students pick one of the situations and draw a cartoon or comic strip depicting the situation. The first panel can have a character naming the annoying behavior. The second panel can have the same character reacting what he or she would do to respond to the behavior, and the third panel can depict the two characters carrying out the first character's suggestion. This will give students the opportunity to visualize using their Don't Bug Me Message.

Read the News!
PRACTICING Invite partners to browse a trusted news source to find a real-life conflict. Have them print out the article, paste it to poster board, and write Don't Bug Me Messages in the margins that would be helpful to the people directly involved in the conflict. Display the poster in the classroom.

Put On a Show!
APPLYING Encourage students to transform one of the situations from the Applying page of their Student Journals into a puppet show. They may use cut-out puppets to create fictional characters. They have them write out a script for each one. If they work, students can perform this show for a group of proper students to demonstrate their Don't Bug Me Message in action.

Lesson 3 55



THE UNIVERSAL PROGRAM GUIDE PROVIDES RESOURCES FOR:

- Effective schoolwide implementation
- Connecting SEL to RTI and PBIS
- Developing a positive school climate
- Strategies for a relationship-centered classroom
- Reflecting a multicultural classroom
- Implementing Service-Learning



The *Families as Partners* guide, included on the Digital Resources, provides all the resources you need to lead parent meetings in conjunction with the Lions Quest program



How is Lions Quest usually implemented?

Lions Quest is designed to be implemented to meet your needs. The most common implementation models include:

- **Advisory period.** Lions Quest can be part of the material covered during an advisory period that meets anywhere from 1-5 times per week.
- **Integrated into classroom instruction.** Often at the elementary level Lions Quest is taught by classroom teachers or school counselors on a weekly or bi-weekly basis.
- **Stand-alone class.** Lions Quest may also be offered as part of a 1-semester or 1-quarter stand-alone “Lifeskills” course that rotates with other courses throughout the year.
- **Health/prevention.** Lions Quest may be incorporated into the health or prevention curriculum.
- **O-S-T program.** Lions Quest may also be used during an out-of-school-time program.
- **Special education class.** Lions Quest may also be used in classes comprised of students that need special focus on social and emotional skills. However, it is not intended as a one-on-one intervention.

How long does each Lions Quest lesson take?

Lessons last 30-45 minutes. If less time is available they may be divided into smaller segments lasting 10-20 minutes.

Do all facilitator's need a curriculum?

Each person facilitating the program should have a Teacher's Curriculum Kit. There is a separate kit for each grade level PreK-8. The high school kit contains all levels, grades 9-12.

Do I need to teach the lessons in order?

It is best if the lessons within a unit are taught in order.

PreK-8

Units 1-3 cover the core SEL skills and contain 18 lessons. Units 4 (Prevention) and Unit 5 (Service-Learning) are optional. Unit 6 is Reflection and Closure. If time is short it is possible to cover the SEL skills in 18-20 lessons.

9-12

There are 16 lessons per grade level which incorporate SEL and prevention. Service-Learning is covered in a separate 18-lesson Service-learning Curriculum Manual, which is included with the program.

Is the curriculum available online?

Lions Quest is available in print only. Ancillary materials for each lesson are included on the Digital Resource USB.

Is there a pre/post evaluation?

Yes, the pre/post student survey is found on the Lions Quest website. Lions Quest can provide technical assistance with evaluation when requested.





Program Components

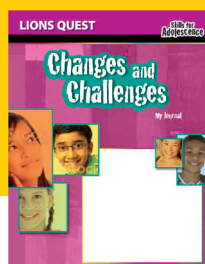
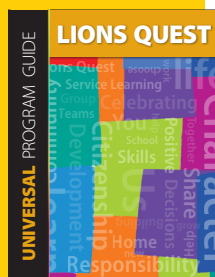
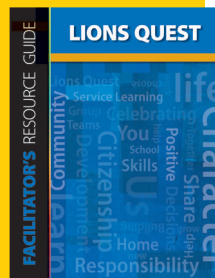
PreK-8 TEACHER'S CURRICULUM KIT INCLUDES:

The Facilitator's Resource Guide is an easy-to-use "teacher's edition" that contains annotated lesson plans, assessment and enrichment, and family and community connections activities.

The Universal Program Guide includes the program rationale and overview, classroom implementation models, and guidelines for effective schoolwide implementation. Also included are instructional strategies for creating a relationship-centered classroom, developing a positive school climate, and implementing service-learning.

The Digital Resources offer rich ancillary support including "Projectables" for whole-class presentations, Family Connection take-home worksheets (English and Spanish), and the Families as Partners guide designed to encourage family engagement and involvement in Lions Quest.

The Student Journal provides opportunities to practice and apply the skills found in each lesson. Also available in Spanish.



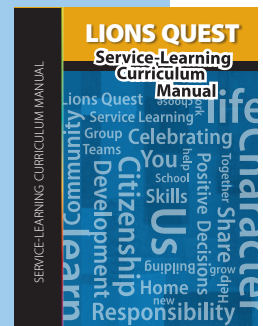
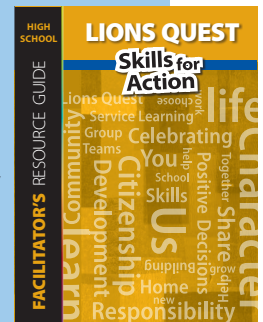
9-12 TEACHER'S CURRICULUM KIT INCLUDES:

The Facilitator's Resource Guide is an easy-to-use "teacher's edition" that contains the annotated lesson plans, assessment and enrichment, and family and community connection activities. The Facilitator's Resource Guide contains all 4 levels, 16 SEL lessons per level.

Service-Learning Curriculum Manual *Skill for Action* allows students to build their SEL skills by providing opportunities to practice them as they complete a service-learning project. The Service-Learning Curriculum Manual provides 18 lessons that can be used as the culmination of the SEL curriculum or as a stand-alone manual for those focusing on Service-Learning.

The Digital Resources offer the teacher/facilitator rich ancillary support including;

- "Projectables" for whole-class presentations to stimulate discussion and support instruction.
- Student Handout copy masters provide opportunities for insight as students process their thoughts and feelings.
- Family Connection worksheets allow students to practice each lesson's skill with their family.



Professional Development

LIONS QUEST WORKSHOPS

With a network of experienced trainers across the country Lions Quest offers professional development workshops targeted to the role each staff member plays in the implementation of the program. One-day or two-day workshops are capped at 40 people, held at your location, and scheduled to fit your school day. Follow-up workshops are always available at your request.

Pricing

- 1-Day Workshop – \$2,700
- 2-Day Workshop – \$3,500



Is training required?

Training is not required but is recommended, especially for schoolwide or larger implementations.

Who should attend the training?

Besides the staff who will be directly facilitating the program other staff members who will support the program are welcome to attend including: administrators and principals, implementation coaches, teacher's assistants, etc.

Are there additional fees to cover travel expenses, etc.?

There are no additional fees. It is a flat rate, one-time fee.

What is the difference between a 1-Day and 2-Day Workshop?

The biggest differences between the 1-Day and 2-Day Workshop is the opportunity for deeper engagement with the curriculum and the option for an additional module, covering either Service-Learning, Prevention, Introduction to Mindfulness, Schoolwide SEL, or Anti-bullying.

Is there a Training of Trainer (TOT) program?

Lions Quest offers schools, districts, and organizations a TOT program to help ensure program sustainability.

Sample workshop agendas may be found at www.lions-quest.org

Scope and Sequence PreK-12

UNIT	GRADE LEVEL	LESSON 1	LESSON 2	LESSON 3
UNIT 1 A Positive Learning Community	PreK-8	Making Introductions SEL COMPETENCY: Self-Awareness, Relationship Skills	Establishing Classroom Agreements SEL COMPETENCY: Self-Management, Relationship Skills	PreK-5 Only: Building Relationships and Community SEL COMPETENCY: Relationship Skills
	9-12	Making Introductions and Building Relationships SEL COMPETENCY: Self-Awareness, Relationship Skills		
UNIT 2: Personal Development	PreK-8	Clarifying Your Values SEL COMPETENCY: Self-Awareness	Assessing Strengths and Growth Opportunities SEL COMPETENCY: Self-Awareness, Relationship Skills	Building Self-Confidence and Self-Respect SEL COMPETENCY: Self-Awareness"
	9-12	Clarifying Your Values and Growth Opportunities SEL COMPETENCY: Self-Awareness	Building Self-Confidence and Setting Goals SEL COMPETENCY: Self-Awareness, Responsible Decision Making, Social Awareness	Exploring Emotions SEL COMPETENCY: Self-Awareness, Self Management
UNIT 3 Social Development	PreK-8	Listening SEL COMPETENCY: Relationship Skills, Social Awareness	Respecting Others SEL COMPETENCY: Social Awareness, Relationship Skills	Communicating with "What, Why, and How" messages SEL COMPETENCY: Social Awareness, Relationship Skills
	9-12	Listening and Respecting Others SEL COMPETENCY: Relationship Skills, Social Awareness	Communication SEL COMPETENCY: Social Awareness, Relationship Skills	Building Healthy Relationships SEL COMPETENCY: Social Awareness, Responsible Decision-Making, Relationship Skills
UNIT 4 Health and Prevention	PreK-8	Choosing Healthy Living SEL COMPETENCY: Responsible Decision-Making	Making Good Decisions Part I SEL COMPETENCY: Responsible Decision-Making	Growing in Responsibility SEL COMPETENCY: Responsible Decision-Making
	9-12	Choosing Healthy Living SEL COMPETENCY: Self-Management, Responsible Decision-Making	ATOD Use SEL COMPETENCY: Responsible Decision Making, Self Awareness, Self-Management	Responsible Decision-Making SEL COMPETENCY: Responsible Decision-Making
UNIT 5 Leadership and Service	PreK-8	Serving Your School and Community SEL COMPETENCY: Relationship Skills, Responsible Decision-Making	Assessing Classroom Assets and Interests for Service-Learning SEL COMPETENCY: Relationship Skills, Responsible Decision-Making, Self-Awareness	Identifying Classroom, School, and Community Issues and Needs SEL COMPETENCY: Relationship Skills, Responsible Decision-Making
	9-12	18 Lessons found in the Service-Learning Curriculum Manual		
UNIT 6 Reflection and Closure	PreK-8	Reflecting On Learning, Experience, and Goals SEL COMPETENCY: Relationships Skills, Responsible Decision-Making	Celebrating Class Successes and Acknowledging Contributions SEL COMPETENCY: Relationship Skills, Responsible Decision-Making	
	9-12	Reflecting On Learning SEL COMPETENCY: Self-Awareness, Social Awareness, Responsible Decision-Making		

LESSON 4	LESSON 5	LESSON 6	LESSON 7	LESSON 8
PreK-5 Only: Working Together SEL COMPETENCY: Relationship Skills				
Motivating Yourself SEL COMPETENCY: Self-Management	Setting Positive Goals SEL COMPETENCY: Self-Management	Labeling Emotions SEL COMPETENCY: Self-Awareness	Managing Stress and Strong Emotions SEL COMPETENCY: Self-Awareness, Self-Management	Recognizing the Thoughts, Emotions, Action Connection SEL COMPETENCY: Self-Awareness, Self-Management
Stress Management SEL COMPETENCY: Self-Management				
PreK-5 Building Healthy Relationship 6-8 Working Together SEL COMPETENCY: Relationship Skills	PreK-5 What is Bullying? 6-8 Building Healthy Relationships SEL COMPETENCY: Relationship Skills, Social Awareness	PreK-5 Dealing with Bullying Behavior 6-8 Handling Conflict in Relationships SEL COMPETENCY: Relationship Skills, Social Awareness	Dealing with Bullying Behavior SEL COMPETENCY: Relationship Skills, Social Awareness	6-8 Only: Dealing with Bullying Behavior SEL COMPETENCY: Relationship Skills, Social Awareness
Handling Conflict in Relationships SEL COMPETENCY: Relationship Skills, Social Awareness	Dealing with Bullying Behavior SEL COMPETENCY: Social Awareness, Relationship Skills	Cyberbullying SEL COMPETENCY: Social Awareness, Responsible Decision-Making		
PreK-2 Being Careful Around Medicines 3-8 Staying Away from Tobacco SEL COMPETENCY: Responsible Decision-Making	PreK-2 Staying Away from Poisons 3-8 Staying Away from Alcohol SEL COMPETENCY: Responsible Decision-Making	PreK-2 Making Good Decisions Part 2 3-8 Staying Away from Other Drugs SEL COMPETENCY: Responsible Decision-Making	Standing Up to Social Pressure SEL COMPETENCY: Self-Management, Responsible Decision-Making	6-8 Only: Reinforcing and Modeling a Healthy, Drug-free Lifestyle SEL COMPETENCY: Self Management, Responsible Decision-Making, Relationship Skills
Standing Up to Social Pressure SEL COMPETENCY: Self-Management, Responsible Decision-Making				
Deciding Together on a Service-Learning Project SEL COMPETENCY: Relationship Skills, Responsible Decision-Making	Planning a Service-Learning Project SEL COMPETENCY: Relationship Skills, Responsible Decision-Making	Implementing the Service-Learning Project SEL COMPETENCY: Relationship Skills	Reflecting on and Demonstrating the Service-Learning Project SEL COMPETENCY: Responsible Decision-Making	Demonstrating Service SEL COMPETENCY: Relationship Skills, Responsible Decision-Making

Lions Quest Skills for Growing (PreK-5)



“This program has elevated my students’ classroom participation and interest to a whole new level. Students became more comfortable and skilled in expressing themselves in different ways, through such media as singing, dancing, rapping, etc. This correlated to an improvement in their academic performance.” — Nicolette Russell, 3rd grade teacher, Lewis Yard Primary School



Do I need to begin the program at Kindergarten?

No, you may begin the program at any grade level PreK-12.

Is it the same lesson every year?

No, the topics of the lessons are the same every year, but the lessons are unique.



Unit 3

Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6
A Positive Learning Community	Personal Development	Social Development	Health and Prevention	Leadership and Service	Reflection and Closure

SEL COMPETENCIES

Relationship Skills
Social Awareness

Students will learn the following skills:

- ☐ communication
- ☐ empathy
- ☐ respect for others
- ☐ perspective-taking
- ☐ appreciating diversity
- ☐ seeking help
- ☐ working cooperatively
- ☐ social engagement
- ☐ resolving conflicts

PREPARATION

Non-classroom materials needed for this unit

Lesson 1: Chart paper, 8x10 paper

Key Listening Skills Key Concept Card

Lesson 2: Chart paper, tape

Lesson 3: Chart paper, 8x10 paper

Lesson 4: Index cards (2 per student), tape, construction paper, art supplies

Lesson 5: Bullying Means HARM Key Concept Card

Lesson 6: Chart paper

Ways to Respond to Bullying Behaviors Key Concept Card

Lesson 7: STOP the Bullying Key Concept Card

Advanced preparation needed for this unit

Lesson 2: Find three brief literature selections with characters who interact in positive ways.

Cut construction paper into strips to make a paper chain; you will need three strips per student.

Arrange to have magazines available for students.*

Lesson 3: Arrange for students in a younger grade to visit your class to learn about Don't Bug Me Messages from your students.

Arrange for your students to visit a 4th grade class to observe group work.*

Arrange for students to have access to the Internet.*

Organize supplies to make homemade instruments.*

Lesson 5: Have students bring wrapping paper.*

Lesson 6: Students will need the Practicing page in the Student Journal from Lesson 5 for this lesson.

** Materials are used in Building Skills Beyond the Lesson, Applying Across the Curriculum, and/or Community Connection activities.*

ENERGIZERS

JUMP FOR COOPERATION Select two students to hold a jump rope while student pairs line up to jump. The first pair jumps once and takes the places of the students holding the rope. The players who were holding the rope go to the end of the line. The second pair jumps twice and takes the place of the students holding the rope. The students who were holding the rope go to the end of the line. The third pair jumps three times and so on. If anyone misses, the next pair begins all over again, jumping once.

TICKLERS

NOT LISTENING Read the following poem to the class, and ask students to name ways to show others that they are listening:

When someone else is talking,	He never makes a comment
A poor listener starts to squirm.	Or even asks you, "Why?"
You can tell that she's not listening	Or nods or pats you on the arm
'Cause she wiggles like a worm.	It makes you want to sigh.

SOCIAL DEVELOPMENT

Planning

3.3

What Bugs You?

Being able to respond to bothersome behaviors in a positive way is an important relationship skill. It can build empathy and make the student more socially aware.

SEL COMPETENCIES

Social Awareness,
Relationship Skills

SKILLS communication, empathy,
seeking help

MATERIALS

- ✓ Discovering Projectable 3.3.1
- ✓ Connecting Projectable 3.3.2
- ✓ Student Journals
- ✓ Family Connection Take-Home worksheet
- ✓ Chart paper, 8x10 paper

CLASSROOM CONFIGURATION

- D** whole class/triads **C** whole class
- P** pairs **A** individuals

OBJECTIVES

- Students will
- ✓ explain how to respond when a classmate's behavior irritates them;
 - ✓ demonstrate responding in a positive way to annoying behaviors.

★ COMMON CORE CONNECTION

This lesson addresses the following Common Core Standards:

SPEAKING AND LISTENING: COMPREHENSION AND COLLABORATION

- ✓ SL.3.1, SL.3.1.b, SL.3.1.d

SKILLS Progression

← **LAST YEAR**, students used appropriate words and phrases while working on a collaborative scavenger hunt.

↓ **THIS YEAR**, students give helpful feedback when they feel annoyed by others.

→ **NEXT YEAR**, students will learn about What, Why, and How Messages as a positive way to give feedback to others.

D DISCOVERING

8 MINUTES

Lesson Link

ACTIVITY 1

Tell students that today's lesson focuses on the skill of communicating our needs in a positive way when someone's behavior is bothering us. Ask students to think about a time when someone was bothering them and how they responded to that behavior. Quickly get students into standing triads. Display **Discovering Projectable 3.3.1**, and invite them to brainstorm responses to the questions.

ASK: *What are some things people do that bug you?*

After students have brainstormed for two minutes, invite volunteers to share some behaviors that really bug them. Create a T-Chart on chart paper and label the left column "Behaviors that Bug Me!" and the right column "Helpful Responses." Explain to students that people will always do things that bug us, but we can learn an effective and positive method to let them know so they can choose more helpful behaviors.

ASK: *What do you usually do when someone bugs you?*

Still standing in their triads, ask students to brainstorm what they typically do when someone is bugging them. Ask volunteers to share. Then ask them to brainstorm some more positive responses they might offer to improve the relationship. After two minutes, write their ideas in the right column on the T-chart. Explain that this lesson will help them learn lots of positive options for letting people know when their behavior is bugging them and what they could do instead to be helpful.

C CONNECTING

10 MINUTES

INSTRUCTION

Share with students that it can be difficult to talk to someone about their bothersome behavior because we do not want to hurt someone's feelings. Have volunteers share reminders about respectful speaking and listening in general conversations. Then tell students that the skill they are about to learn will help them show respect for others' feelings when discussing bothersome behaviors.

Introduce using Don't Bug Me Messages

Display **Connecting Projectable 3.3.2**, and tell students the information is also in their Student Journals. Explain that every Don't Bug Me Message has the following two parts:

Name the behavior that is bugging you.

- Describe the behavior that is happening and not the person doing it.
- Speak in a calm voice.

3.3.1 *Discovering Projectable*

What are some things that people do that bug you?

What do you usually do when someone bugs you?

What are some helpful responses when people bug you?

3.3.2 *Connecting Projectable*

Don't Bug Me Messages

1. Name the behavior that is bugging you.
 - Describe the behavior that is happening and not the person doing it.
 - Speak in a calm voice.
2. Say what you want to happen instead.
 - Suggest a new activity.
 - Try to think of something you can do together to solve the problem.

**Community Connection**

Invite a group of younger students to come to your classroom and learn about what to do when someone's behavior bugs them. Have your students show the younger students the "Behaviors That Bug Me" list and role-play for them how to talk in a positive way about the bothersome behavior. Encourage younger students to volunteer to join in the practice conversations.

**Family Connection**

Ask students to team up with a family member to think about what bothers a character from a favorite movie, show, or book. Send home the Family Connection Take-Home worksheet called **Capturing Bugs**. Students will use it to write some Don't Bug Me Messages for the character and consider how these kinds of messages could help members of the family.

**Applying Across the Curriculum**

LANGUAGE ARTS Have students write a story about a person who is having a particularly bad day. As they draft their story, students should come up with Don't Bug Me Messages for the characters to say to one another. When the stories are completed, students can share them while classmates listen to how the characters deal with what bothers them.

FAMILY AND CONSUMER

SCIENCE Have groups of students create skits based on a popular cooking show they have seen. Have students incorporate the steps of cooking a simple meal, such as scrambled eggs and toast, into their skits. Each "cook," or character, can be assigned one or more tasks to prepare this meal. Ask students to think of situations in which two or more cooks in a kitchen may annoy each other during the preparation of a meal. Have them write Don't Bug Me Messages for these characters so that the fictional cooking show goes smoothly. Invite volunteers to perform their skits for the rest of the class.

Say what you want to happen instead.

- Suggest a new activity.
- Try to think of something you can do together to solve the problem.

Model using Don't Bug Me Messages

Standing beside the "Behaviors That Bug Me" list, point to one of the behaviors on the list and restate what is bothersome about it. Then, think of a Don't Bug Me Message to address that behavior. Following are some sample Don't Bug Me Messages to share with the class:

SAY: *When you borrow my markers without asking, I don't know where they are. Next time, please ask before you borrow things from me.*

SAY: *Your humming is making it difficult for me to read my book. We are all supposed to be reading silently right now. Do you want me to help you find a new book?*

SAY: *When you poke me in the back, it really startles me and makes me lose track of what I'm doing. If you need my attention, please say my name.*

Continue referencing behaviors and providing Don't Bug Me Messages for them until you feel students have a grasp of how to respond politely to annoying behaviors. Then address the class.

ASK: *How would the Don't Bug Me Messages help me and the person bugging me?*

Explain that using Don't Bug Me Messages benefits the speaker by putting an end to the bothersome behavior without upsetting the person doing it. They also benefit the person doing the bothering by making him or her aware of how his or her actions impact others, as well as offering a new way to interact. In many ways, using these messages is to clarify the conflict.

**PRACTICING**

20 MINUTES

ACTIVITY 2

Explain the Don't Bug Me Messages activity

Tell students that they will soon write about a hypothetical situation. Explain that they will be using these situations to practice thinking of Don't Bug Me Messages with a partner.

Students practice using Don't Bug Me Messages

Pair students using a creative grouping strategy and remind them to take turns and share the time equally. Give each pair a sheet of paper and ask them to take turns writing the two situations on the paper:

- Someone stole my pencil off my desk.
- Someone spilled glue and said I did it.

Ask pairs to work together to write Don't Bug Me Messages for each situation on their piece of paper. Invite them to discuss their ideas first and then take turns, each writing one of the messages. Ask them to get creative and draw some bugs on their sheet of paper after they have finished the two messages. After all pairs have finished, invite pairs to share their Don't Bug Me Messages and drawings with the class. Summarize that today students learned an empowering skill of letting people know the behaviors that bother them and how they can choose more helpful behaviors in the future.

Reflecting

Students use their journals to reflect individually and as a class on what they learned in this lesson.

What?	What are Don't Bug Me Messages?
So what?	How do you feel about using Don't Bug Me Messages with someone who may be annoying you? Do you think it is better to use these messages compared with how you have responded in similar situations in the past?
Now what?	How do you think Don't Bug Me Messages will help you get along with your friends when you work and play together? What do you think you will do the next time someone bugs you?

A APPLYING 2 MINUTES

During the week, ask students to notice opportunities to apply the Don't Bug Me Messages. Invite students to complete the Applying page in their Student Journals, either as written homework, as a follow-up activity to support the lesson, or as a verbal discussion in a future lesson after students have applied the skill.

ASSESSING

PRACTICING (INFORMAL FORMATIVE ASSESSMENT) Read the slips of paper and the responses to the Reflecting questions in the Student Journals to assess students' progress understanding and using Don't Bug Me Messages.

APPLYING (FORMAL FORMATIVE ASSESSMENT) Review responses in the Student Journals to see how well students understand the usage of Don't Bug Me Messages in various situations.

Reflecting Resource: Student Journal p. 47

Reflecting Reflect on what you've learned about what communications create conflict, and how to respond to hurtful behavior in this lesson.

What? What are Don't Bug Me Messages?

So what? How do you feel about using Don't Bug Me Messages with someone who may be annoying you? Do you think it is better to use these messages compared with how you have responded in similar situations in the past?

Now What? How do you think Don't Bug Me Messages will help you get along with your friends when you work and play together? What do you think you will do the next time someone bugs you?

Applying Resource: Student Journal p. 48

Applying During the week, look for opportunities to use the Don't Bug Me Messages in your life. Fill in the blanks below with real examples of how you used your messages to communicate what was bothering you and what could happen instead.

When someone _____
I said _____

When someone _____
I said _____

When someone _____
I said _____

BUILDING SKILLS BEYOND THE LESSON

Keep It Straight!

REINFORCEMENT

PRACTICING To give students a physical representation of the two parts of a Don't Bug Me Message, have them roll up two sheets of paper to craft megaphones. One megaphone is to be labeled "name behavior" and the other "do instead." As students practice stating each message, have them speak into each megaphone during the appropriate time in the message. This physical switch will help solidify the distinction between the two parts.

Draw a Cartoon!

APPLYING Have students pick one of the situations and draw a cartoon or comic strip depicting the situation. The first panel can have a character naming the annoying behavior. The second panel can have the same character naming what he or she would like to happen instead, and the third panel can depict the two characters carrying out the first character's suggestion. This will give students the opportunity to visualize using their Don't Bug Me Message.

Read the News!

ENRICHMENT

PRACTICING Invite partners to browse a trusted news source to find a real-life conflict. Have them print out the article, paste it to poster board, and write Don't Bug Me Messages in the margins that would be helpful to the people directly involved in the conflict. Display the poster in the classroom.

Put On a Show!

APPLYING Encourage students to transform one of the situations from the Applying page of their Student Journal into a puppet show. They may use socks or paper to create fictional characters. Then have them write out a script for each one. If they wish, students can perform the show for a group of younger students to demonstrate their Don't Bug Me Message in action.

3.3 FAMILY CONNECTION!

Capturing Bugs

FAMILY MEMBERS READ THIS:
Have children drawing lines to address and respond positively to behaviors that bug him or her. In class, children practiced thinking of Don't Bug Me Messages, which help identify the bothersome behavior and offer an alternative. Help your child find someone to which respect Don't Bug Me Messages would be beneficial. Select a class, home, or book character with your child, and talk about what bugs one of the main characters in the story. Then help your child answer the questions below.

LET'S DO THIS!
Think about what bugs one of your favorite characters from a movie, show, or book. Work with a family member to think of a Don't Bug Me Message for that character.

USING DON'T BUG ME MESSAGES

REMEMBER TO

- ☐ name the behavior that is bugging you.
- ☐ say what you want to happen instead.

After speaking with a family member about what bothers the character, answer the following questions:

Write down the name of the character and what show, movie, or book he or she is in. What is one Don't Bug Me Message he or she could say?

How would using that Don't Bug Me Message help the character?

How could Don't Bug Me Messages help your family members?

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Family Connection Worksheet

Reflecting Reflect on what you've learned about responding to bothersome behaviors in this lesson.

SKILLS communication, empathy, seeking help

What? What are Don't Bug Me Messages?

How do you feel about using Don't Bug Me Messages with someone who may be annoying you?

Now What? How do you think Don't Bug Me Messages will help you get along with your friends when you work and play together?

Reflecting Student Journal Page

Applying During the week, look for opportunities to use the Don't Bug Me Messages in your life. Fill in the blanks below with real examples of how you used your messages to communicate what was bothering you and what could happen instead. Example: When someone interrupted me, I said, "When you interrupt me, I feel unhappy because I have something to tell you. Please let me finish what I have to say."

When someone _____

I said _____

When someone _____

I said _____

When someone _____

I said _____

48 Unit 3

Applying Student Journal Page

3.3.1 Discovering Activity

What are some things that bug you?

What do you usually do when you are bugged?

What are some helpful responses that people bug you?

Projectables

3.3.2 Connecting Activity

Don't Bug Me Messages

- Name the behavior that is bugging you.**
 - Describe the behavior that is happening and not the person doing it.
 - Speak in a calm voice.
- Say what you want to happen instead.**
 - Suggest a new activity.
 - Try to think of something you can do together to solve the problem.

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Skills for Adolescence (6-8)



“With every lesson we see growth in the students who participate. Yesterday the 6th grade class worked together to practice a statement of appreciation. Students gave at least two other students or adults in the room a statement of appreciation. It was fun to watch how the students’ faces lit up as someone gave them a statement of appreciation.... All of the students were excited and happy to give and receive it. A few students said that it felt really good to say something nice and make someone else’s day.”

— Erin Heilman, 6th grade teacher, Communities in Schools of the Lehigh Valley, Allentown, PA

“Lions Quest provides a safe platform to base our conversations on. Ticklers and energizers lighten the atmosphere before digging deeper and the kids LOVE them!! My students look forward to Monday mornings and the Lions Quest program. I too enjoy how this program has helped me to understand my students on a much deeper level!”

— Lisa Moran, Mulligan Middle School, Central Islip, NY



Unit 2

Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6
A Positive Learning Community	Personal Development	Social Development	Health and Prevention	Leadership and Service	Reflection and Closure

SEL COMPETENCIES

Self-awareness
Self-management

Students will learn the following skills:

- ☐ accurate self-perception
- ☐ self-confidence
- ☐ self-motivation
- ☐ goal setting
- ☐ identifying emotions
- ☐ stress management
- ☐ impulse control
- ☐ self-discipline

PREPARATION

Non-classroom materials needed for this unit

- Lesson 1:** Positive Values Poster **Lesson 2:** Construction paper, art supplies
- Lesson 3:** Raw egg*, cardboard*, duct tape*, straws*, paper cups* (1 of each item per group)
- Lesson 6:** Modeling clay*
- Lesson 7:** Six Steps of Stress Management Poster

Advanced preparation needed for this unit

- Lesson 1:** Print a copy of Projectable 2.1.2 and cut the values and the definitions into strips. Post the values in various places around the room; place the definitions into a container. Prepare two to four folktales or short stories.*
- Lesson 3:** Printed copies of Projectable 2.3.2. Arrange to have several issues of a local newspaper available for students.*
- Lesson 4:** Arrange for computer/Internet access in order for students to research how to form letters in American Sign Language. * Make copies of the MyPlate nutrition information.*
- Lesson 5:** Arrange for students to have access to presentation software.*
- Lesson 7:** Prepare a list of local emergency responders who are willing to be interviewed by students.*
- Lesson 8:** Arrange for students to have access to presentation software.*

*Materials are used in Building Skills Beyond the Lesson, Applying Across the Curriculum, and/or Community Connection activities.

ENERGIZERS

PETE AND REPEAT Seat students in groups of six to eight. One student makes a simple statement such as "It's hot in here." The second student repeats the first statement and adds an explanation such as "It's hot in here because I'm wearing a sweater." The third player repeats what the second player added and adds more such as "I'm wearing a sweater because my shirt is torn." The fourth player says something like "My shirt is torn because an eagle landed on my shoulder." This pattern continues until everyone has had a turn. Vary the activity by having the speaker choose the next person to pick up the story instead of simply moving around the circle.

TICKLERS

DE-ENERGIZER Challenge students to put their heads down or close their eyes for exactly three minutes. When students think three minutes have passed, they quietly raise their hands without speaking. Mark down the times as students raise their hands. Then discuss the differences in opinion.

PERSONAL DEVELOPMENT

Planning

2.3

The Three-Legged Stool of Self-Confidence

Three factors that build self-confidence are developing skills, respecting self and others, and acting responsibly. Building self-confidence helps a person grow in all aspects of his or her life.

SEL COMPETENCY

Self-awareness

SKILL self-confidence

MATERIALS

- ✓ Discovering Projectable 2.3.1
- ✓ Connecting Projectable 2.3.2
- ✓ Printed copies of Projectable 2.3.2
- ✓ Student Journals
- ✓ Family Connection Take-Home worksheet

CLASSROOM CONFIGURATION

- 1 whole class 2 whole class
3 pairs 4 individuals

OBJECTIVES

- Students will
- ✓ describe the three components of self-confidence;
 - ✓ identify their skills and abilities according to the three components.

★ COMMON CORE CONNECTION

This lesson addresses the following Common Core Standards:

SPEAKING AND LISTENING: COMPREHENSION AND COLLABORATION
✓ SL.7.1

SPEAKING AND LISTENING: PRESENTATION OF KNOWLEDGE AND IDEAS
✓ SL.7.5, SL.7.6

SKILLS Progression

← **LAST YEAR**, students learned about the importance of perseverance in achieving success.

↓ **THIS YEAR**, students identify their own skills and abilities using the Three-Legged Stool of Self-Confidence.

→ **NEXT YEAR**, students will identify positive role models and explain the relationship between what people achieve and their characteristics.

1 DISCOVERING

8 MINUTES



ACTIVITY 1

State that today's lesson is about self-confidence. Show **Discovering Projectable 2.3.1**. Ask students to think about a time when they felt very sure of themselves and what they could accomplish. Ask volunteers to demonstrate how a self-confident person may look and act, and have them describe what that person might be thinking. After some discussion, explain that self-confidence is belief in oneself and in one's strengths, skills, and qualities.

ASK: *What are some strengths, skills, and qualities of a self-confident person?*

Acknowledge that there are more characteristics of a self-confident person but that these are a good place to start. During this lesson, be on the lookout for students who may need encouragement to develop self-confidence. This may be the first time many students have approached this topic.



2 CONNECTING

10 MINUTES

INSTRUCTION

Remind students that self-confidence is a belief in oneself and one's abilities. Invite students to think about a time when their self-confidence helped them accomplish a task successfully.

ASK: *How do you think our level of self-confidence affects our actions?*

Introduce the concept of self-confidence

Display the Three-Legged Stool of Self-Confidence projectable (**Connecting Projectable 2.3.2**). Invite students to take notes while you share this information.

Explain that genuine self-confidence is like a three-legged stool. It comes from three important sources that build a solid foundation for success in life:

- Developing skills
- Respecting yourself and others
- Acting responsibly





Community Connection

Provide students with copies of several issues of the local newspaper. Have them work in small groups to find examples of leaders in their community (neighborhood, town, or city) who demonstrate the characteristics of self-confidence. Have each group write down the name of the leader, the actions of the leader described in the newspaper article, and how those actions reflect the characteristics found on the three-legged stool of self-confidence. A few examples might be firefighters putting out a fire, police officers stopping a crime, someone asking a question at a town hall, or someone trying out for a team. Ask volunteers to share their findings with the rest of the class.



Family Connection

Have students interview family members about their own experiences as an adolescent and how they perceive their own three-legged stool of self-confidence. Have students first come up with a list of four or five questions that might include, "What age did you feel most responsible?" or "What was one activity you had to work hard to develop skills for?" Then have students answer the questions on the Family Connection Take-Home worksheet called **Three Legs Are Better than Two!**



Applying Across the Curriculum

SOCIAL STUDIES Have students use the library or Internet to research a person they admire. Then have students imagine they are going to interview that person about self-confidence. Have students write at least five interview questions for their subject about the three components of that person's self-confidence. Have students pair with a classmate, interview each other, and answer the questions as they think their subjects might.

SCIENCE Give groups of students a raw egg, cardboard, duct tape, straws, and paper cups. Give students 15 minutes to create a structure that will protect the egg when it is dropped from a height. Students are not allowed to speak during the activity. Tell students that while working on the contraption they should be considering the ways they are adding to their own three-legged stool of self-confidence. At the completion of the activity, invite students to talk about the experience as it relates to building self-confidence.

Model the three components of self-confidence

Use a think aloud to model examples of each of the three components of self-confidence from your own experiences.

- Developing skills

SAY: *Developing skills is becoming able to do something well. I practiced very hard to become good at playing the piano. It took lots of practice but I stuck with it until I learned to play well.*

- Respecting yourself and others

SAY: *Respecting myself and others is being sure about myself and my ideas and honoring others. When I express appreciation for someone's artistic talent, for example, I am showing him or her respect.*

- Acting responsibly

SAY: *Acting responsibly is doing things that have positive consequences for myself and for others. Examples would include studying for tests and being on time.*



PRACTICING 20–25 MINUTES

ACTIVITY 2

Explain the Three-Legged Stool activity

Tell students they will be working in pairs to develop their own three-legged stools of self-confidence. Draw a three-legged stool on the board with enough room for some student responses.

Students practice the Three-Legged Stool activity

Divide students into pairs, making an effort to group students who don't know each other well. Give each student a printed copy of **Connecting Projectable 2.3.2**. Have students work together to identify three examples of each characteristic listed in the chart.

Have volunteers share their work with the class. Be sure to share some of your own responses. Write several student examples next to the appropriate legs of the drawing.

As an alternative, groups can share their work with other groups. Students should share their work with students they don't normally work with, if possible.

If students struggle with thinking of items to add to their worksheets, prompt them with suggestions from your own experience or examples you have seen in the past few days around school.

Reflecting

Students use their journals to reflect individually and as a class on what they learned in this lesson.

What?	What are the three legs of the stool of self-confidence?
So what?	Why do you think it is important to build self-confidence?
Now what?	What are some things you can do to strengthen each of the three legs of your three-legged stool?

4 APPLYING 2 MINUTES

Ask students to look for an opportunity to develop their self-confidence during the next week. For example, students may help a younger sibling with his or her homework, try out a new skill on their sports team, or volunteer to help clean up the classroom after an art project. Invite students to complete the Applying page in the Student Journals, either as written homework, as a follow-up activity to support the lesson, or as a verbal discussion in a future lesson after students have applied the skill.

ASSESSING

PRACTICING (INFORMAL FORMATIVE ASSESSMENT) Check for student understanding of the three characteristics: developing skills, respecting themselves and others, and acting responsibly. Review Student Journal Practicing page for student understanding of the importance of self-confidence. Review their answers to the Reflecting questions in the Student Journals to assess whether students have an understanding of the connection between the three components of self-confidence.

APPLYING (FORMAL FORMATIVE ASSESSMENT) Review the Applying page in the Student Journals to assess how well students can develop their self confidence in activities beyond the classroom.

Reflecting Resource: Student Journal p. 18

Applying Resource: Student Journal p. 19

BUILDING SKILLS BEYOND THE LESSON

Picture It!

PRACTICING Help students reinforce the connection between the three legs of the stool by having them come up with another visual means of expressing the lesson content. For example, students may suggest a Bridge of Self-Confidence. Students might draw a bridge and the two points it connects. They could then label each part and describe to a partner what would happen if any of the parts were damaged in some way.

Create It!

APPLYING Help students reinforce the concept of action in developing self-confidence by having them create an action plan for strengthening one of the weaknesses they identified in the activity. Have them illustrate each step of the plan to help them better visualize how they might achieve their goal.

REINFORCEMENT

Write It!

PRACTICING Have students write two skits. In one, a character has little self-confidence and tries out for a team sport. In the other, the same character is very self-confident and tries out for the same team. Stories should reflect how self-confidence can lead to greater success.

Think About It!

APPLYING To help students realize that self-confidence may have more than three components, have them suggest a fourth leg for the stool. Ask them to develop examples and explanations for how the fourth leg can be used.

ENRICHMENT

2.3 FAMILY CONNECTION!

FAMILY MEMBERS READ THIS:
Your adolescent is learning about the three components of self-confidence. Encourage your adolescent to have a conversation about building self-confidence. Help your adolescent by discussing your own adolescent experiences with developing skills, respecting yourself and others, and being responsible. Talk about other characteristics that you believe helped you build self-confidence as you were growing up. Then ask your adolescent to describe some of his or her experiences with developing a skill, showing respect, and being responsible and how they contribute to feeling self-confident.

THE THREE-LEGGED STOOL OF SELF-CONFIDENCE

REMEMBER TO

- ☐ develop skills.
- ☐ respect yourself and others.
- ☐ act responsibly.

LET'S DO THIS!
After listening to your family member, discuss the three-legged stool of self-confidence as it relates to you and ask him or her might best self-confident. Then the

2.3

WH

Write your responses below.

What did your family member say about your skills and abilities and how you could further develop them?

Think about how responsible you are and about your family member's description of responsibility. What advice did or would your family member give to you about becoming more responsible?

Think about how you show your family member. What ways you can show the same for yourself?

What other characteristics do you think need to develop to become more self-

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Family Connection Worksheet

23 Reflecting
SKILL self-confidence

Reflect on what you've learned about building self-confidence in this lesson.

WHAT?
What are the three legs of the stool of self-confidence?

Why do you think it is important to build self-confidence?

SO W

NOW WHAT?
What are some things you can do to strengthen each of the three legs of your three-legged stool?

18 Unit 2

Reflecting Student Journal Page

Applying

Look for an opportunity to develop your self-confidence during the next week. For example, you might help a younger sibling with homework, try out a new skill on your sports team, or volunteer to help clean up the classroom after an art project.

Describe the opportunity you found to develop your self-confidence.

In what ways do you think this opportunity helped you develop your self-confidence?

As you looked for an opportunity to develop your self-confidence, which leg or legs of your three-legged stool presented the biggest challenge to you? Why might that be true?

Lesson 3 19

Applying Student Journal Page

2.3.1

DISCOVERING ACTIVITY

- ☐ Stands up for own beliefs
- ☐ Has a positive attitude
- ☐ Is willing to learn new skills
- ☐ Not afraid to make mistakes
- ☐ Makes friends easily
- ☐ Treats people with respect
- ☐ Is helpful
- ☐ Works hard to achieve goals
- ☐ Listens and supports others
- ☐ States opinions while honoring others' opinions
- ☐ Handles peer pressure effectively
- ☐ Expresses appreciation

- ☐ Eats healthfully and takes care of his
- ☐ Studies and honors
- ☐ Is d

2.3.2

CONNECTING ACTIVITY


The Self

Developing Skills	Respecting and Caring

2.3.2

CONNECTING
ACTIVITY

The Three-Legged Stool of Self-Confidence



Developing Skills	Respecting Yourself and Others	Acting Responsibly

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Projectables

Skills for Action (9-12)



Is there a separate Teacher's Kit for each grade level?

No, each high school Teacher's Kit contains all 4 grade levels.

What is the difference between the high school program and the PreK-8 programs?

The high school program offers 16 SEL lessons at each grade level and a separate Service-learning Manual with 18 lessons. The PreK-8 program offers 20 SEL lessons, 8 Prevention lessons, and 8 Service-learning lessons in one Facilitator's Resource Guide.

Skills for Action also offers the Student Journal activities as copy masters, no separate Student Journal is needed.

Are there Student Journals for the high school program *Skills for Action*?

No. The student activities are found on the Digital Resources USB drive as copy masters and may be printed as needed.



UNIT 3

Unit 1	Unit 2	Unit 3	Unit 4	Unit 5
A Positive Learning Community	Personal Development	Social Development	Health and Prevention	Reflection and Closure

3

SEL COMPETENCIES

Relationship Skills
Social Awareness
Responsible Decision-Making

Students will learn the following skills:

- ☐ active listening
- ☐ analyzing situations
- ☐ communication
- ☐ empathy
- ☐ ethical responsibility
- ☐ evaluating
- ☐ identifying problems
- ☐ perspective-taking
- ☐ reflecting
- ☐ relationship building
- ☐ resolving conflicts
- ☐ respect for others
- ☐ self-confidence
- ☐ self-efficacy
- ☐ social awareness
- ☐ solving problems

PREPARATION

Non-classroom materials needed for this unit

ENERGIZERS

LINE UP! Increasing group communication skills.

1. Instruct the group to remain silent during this activity.
2. Explain that they need to arrange themselves into a line according to a certain criteria, such as month and day of birth, height, first name, etc.

TICKLERS

Write the quotations on the board and ask the class to discuss what they mean about bullying.

As you live your life and accumulate friends, both IRL and on social media, ask yourself, are you a bully too? – Julie Plec

There really is no difference between the bully and the victim. – Lady Gaga

SOCIAL DEVELOPMENT

PLANNING

3.5

From Bystander to Upstander

The role of the bystander is critical when dealing with bullying. We can give students strategies to deal with bullying but strategies aren't always enough. It takes confidence and courage for students to intervene in what can be stressful situations.

SEL COMPETENCIES

Social Awareness, Relationship Skills

SKILLS self-confidence, self-efficacy, ethical responsibility

MATERIALS

- ✓ Discovering Projectable 3.5.1
- ✓ Discovering Projectable 3.5.2
- ✓ Connecting Projectable 3.5.3
- ✓ Reflecting Projectable 3.5.4
- ✓ Student Handout: Practicing
- ✓ Student Handout: Applying
- ✓ Family Connection Worksheet

CLASSROOM CONFIGURATION

- D** whole class **C** whole class
- P** small groups **A** individuals

OBJECTIVES

Students will

- ✓ review the strategies to prevent and confront the different types of bullying;
- ✓ learn strategies to become an active bystander to prevent bullying.

SKILLS Progression

← **LAST YEAR**, students learned strategies to prevent and confront the different types of bullying.

↓ **THIS YEAR**, students will discuss and explore the ways they can overcome their reluctance to intervene in bullying situations.

→ **NEXT YEAR**, students will examine sexual bullying/sexual harassment.

D DISCOVERING

10 MINUTES



INSTRUCTION

Welcome the students and tell them that today's lesson will focus on one of the most important issues in school outside of academic progress – bullying. Review the definition of bullying - repeated verbal, physical or psychological abuse accompanied by a real or perceived imbalance of power. (Perhaps have a student write it on the board.)

ASK: *Let's review the basic types of bullying. Last year you discussed four basic types. Do you remember what they are?*

Reinforce their answers as you guide them to identify the following four basic types — physical, verbal, social/relational, and cyberbullying. (Cyberbullying will be covered in the next lesson.) There are variations, but most can fit into these broad categories.

Show the **Discovering Projectable 3.5.1** and make sure students understand the types of bullying.

ASK: *Last year you also discussed strategies for dealing with bullying, both as the bullied and as a bystander. This lesson will focus on the role of the bystander in a bullying situation.*

Time permitting you may ask students if they recall some of the strategies for dealing with physical, verbal, and social bullying, or you may go directly to **Discovering Projectable 3.5.2** and review the strategies with the class, asking for examples as you cover the material.

3.5.1 DISCOVERING Types of Bullying		
TYPE	CHARACTERISTICS	EXAMPLE
Physical Bullying	• Tries to control or gain power	• Punching, pushing, shoving • Stealing someone's things • Rude gestures
Verbal	• Using words or statements	• Insults • Name-calling • Inappropriate sexual comments • Threatening to cause harm
Social/Relational	• Attempt to sabotage a peer's social standing and increase their own social standing	• "Mean girls," "friendzoning" • Isolating, ignoring, or excluding • Spreading rumors • Embarrassing someone in public
Cyberbullying	• Use of the internet	• Hurtful images • Threats • Emails, texts

3.5.2 DISCOVERING If you're a bystander		
RESPONSE	EXAMPLE	
Group Intervention	<ul style="list-style-type: none"> • Get others to stand up - there's strength in numbers. • It can create a ripple effect, once someone steps in others will follow. 	
Show disapproval	<ul style="list-style-type: none"> • Show the bully that their behavior is not normal. 	
Distract the bully	<ul style="list-style-type: none"> • Ask them something totally unrelated. 	
Reason with the student doing the bullying	<ul style="list-style-type: none"> • Point out what they're doing is wrong. • Tell them to stop. • Do not provide support. Do not gang up on the victim. 	
Counter or change the focus of the bully	<ul style="list-style-type: none"> • Lessen the severity of the situation. 	
Exit	<ul style="list-style-type: none"> • Help the victim exit the situation. 	
	<ul style="list-style-type: none"> • Connect with other bystanders through eye contact and body language. • Support the victim. See how they're feeling after the incident is over. • Sometimes a hard stare is enough. • What time is the game on Saturday? • "I like your shirt, where'd you buy it?" • "You're bullying, we don't do that at this school." • "This whole thing is getting old and I need you to stop." • "Take it easy, we all make mistakes." • "Hey, Mr. Smith needs to see you in his classroom. Come with me." 	

C CONNECTING

15 MINUTES

ACTIVITY 1

Tell the students that it's one thing to say that you should all be active bystanders to stop bullying, but it's another thing to actually step forward to help. When bullying occurs there are some very formidable issues involved in what can be a very intense situation.



Community Connection

Have students research the community resources that are available to combat bullying and address student mental health issues. Students could work individually or in groups to create posters that identify the resources, explain the purpose, and provide the contact information.



Family Connection

Recognizing the warning signs is an important first step in taking action against bullying. Send home the Family Connection Worksheet and have students share the warning signs of bullying with their family or caregivers.



Applying Across the Curriculum

SOCIAL STUDIES As a class meet with your school administration and student council to examine the role that students can play in improving school climate. What is currently being done and how could the students play a more consistent and active role in reducing bullying and harassment, improving student mental health, and creating a safer and more secure school?

SCIENCE The bystander effect is a well-known psychological phenomenon. Have students conduct research on the bystander effect and why it occurs in many people. Have them prepare a short presentation about what they learned and explain how their knowledge can be applied to bullying prevention in their school.

Discuss the reasons people are reluctant to intervene

SAY: *Let's say you and some other students are in the hallway and a few feet away one of your classmates is confronting another. The aggressor is both verbally and physically abusing the other student — calling them names, shoving, invading their personal space, an obvious bullying situation. You know enough to know that it's wrong.*

ASK: *What might be some reasons that you or others are reluctant to intervene?*

Guide the discussion to encourage students to respond. You or a volunteer can write their responses on the board. To sum up and categorize their responses display **Connecting Projectable 3.5.3** and discuss any items that were not mentioned by the students.

ASK: *Does anything change if you are a friend one of the participants? Does it make it harder or easier to intervene?*

CONNECTING	
Five Reasons Bystanders Choose Not to Intervene in Bullying Situations	
Someone else will surely step in.	In school, students often think an adult will always be there to step in, but often they are not.
If I say anything, he/she will go after me next.	People do not want to become the next victim.
I don't like what she/he is doing, but she/he is still my friend.	People know that bullying is wrong, but they don't want to hurt their friendship.
I would say something, but she and I aren't really friends.	Bullies often pick victims they know few other classmates will defend. These people are already isolated, may be members of a group that is easy to target, and be the subject of bias and prejudice.
I don't want to stand out.	It's very difficult to call attention to yourself in many situations. People like to be part of the "herd."



PRACTICING

20 MINUTES

ACTIVITY 2

Use a creative grouping strategy to divide the class into groups of 3-5. Distribute **Student Handout: Practicing** and tell students that they're going to do an activity that has them explore strategies they can use to overcome these issues and move from being a passive bystander to an active bystander — an "Upstander."

Be an upstander

Review the instructions and assign each group one of the issues. Duplication is preferred i.e. it would be best if at least two different groups had the same issue. Allow 10 minutes for the students to complete their portion of the activity, then have the groups share their responses and discuss as a class. Use the following questions to help discuss each of the reasons bystanders are reluctant to intervene.

- What are the reasons you may be reluctant to help?
- What can you do to breakthrough your reluctance and intervene? Is there an opposite reason you can use to intervene? (Is this really the kind of friend I want? Who will stand up for me if I'm bullied? Maybe I need to be part of a different herd.)
- Is there a way you could get other bystanders to support or join in your intervention?
- Once the bullying has ended are there things you can do to support the victim?
- Would it help if the majority of students at this school were active bystanders? i.e. Would bullying decrease if it was common for other students to intervene? Is their strength in numbers?

Have students hand in their Practicing Handout after the discussion is complete.

Reflecting

Display **Reflecting Projectable 3.5.4**. Students use their class notebooks to reflect individually and as a class on what they learned in this lesson.

What?	Why is the role of the bystander so important in stopping bullying?
So What?	What is the main reason that would prevent you from becoming an active bystander?
Now What?	What are some strategies you can use to overcome your reluctance and intervene when you see bullying?

A APPLYING 5 MINUTES

Two of the biggest reasons that students don't intervene in a bullying situation are opposite sides of the same coin. They are either good friends of the bully, or they don't know or may even dislike the person being bullied. Distribute **Student Handout: Applying** which asks students to further examine ways they can become an active bystander in these two difficult situations.

ASSESSING

PRACTICING (INFORMAL FORMATIVE ASSESSMENT) Review student responses to the Practicing Activity to assess how well they have learned the strategies they can use to become an active bystander.

APPLYING (FORMAL FORMATIVE ASSESSMENT) Review student responses to the Applying Activity to assess how well student completed the lesson objectives.

Practicing Resource: Student Handout

15 **PRACTICING**

Name: _____

Your group will be assigned one of the five reasons that people don't intervene in bullying situations. Complete the handout as you discuss strategies you can use to overcome your reluctance to intervene in a bullying situation and become an active bystander — an "applier."

Reason	Strategies	Your group's reason (A-B)
1. They are good friends of the bully.	1. They are good friends of the bully.	
2. They are good friends of the person being bullied.	2. They are good friends of the person being bullied.	
3. They are good friends of the person being bullied.	3. They are good friends of the person being bullied.	
4. They are good friends of the person being bullied.	4. They are good friends of the person being bullied.	
5. They are good friends of the person being bullied.	5. They are good friends of the person being bullied.	

Is this often an issue at your school? Does your school have a lot of cliques and social groups? Is it a large school where a lot of students could be isolated or is it a small school with where everyone knows everyone else? Are there populations that are the picked-on ones?

Why would this be a reason to be a passive bystander?

What are some strategies, reminders, ideas, or things you can tell yourself to break down your reluctance to help and become an active bystander?

Are there things that can be done schoolwide to help?

Applying Resource: Student Handout

15 **APPLYING**

Name: _____

Two of the biggest reasons that students don't intervene in a bullying situation are opposite sides of the same coin. They are either good friends of the bully, or they don't know or may even dislike the person being bullied.

1. Do you have a friend or friends that bully? Are you part of a group or clique that often targets other students?
2. How does it make you feel?
3. How do you think the bullied student feels?
4. What can you do to stop your friend from bullying?
5. Have you ever been bullied that you don't know or may even dislike? Do you think that it's either not your business, or that they deserve it?
6. How does that make you feel?

BUILDING SKILLS BEYOND THE LESSON

Brown Bag It!

REINFORCEMENT

PRACTICING Some schools have adopted a "no one sits alone at lunch" program. Students can search the web to discover the way in which other schools have introduced the program or they can develop the goals/outcomes and strategies themselves.

Research It!

PRACTICING Have students work together in teams to research and create a presentation that explores the issue of "othering" and how to combat it. "Othering" is a human behavior that divides people into "us and them" by singling out some for aggression once they are branded as the despised "other." The common denominator is cruel speech and actions.

Campaign!

ENRICHMENT

APPLYING Have students create a plan to organize and conduct a schoolwide anti-bullying campaign. Guest speakers can be contacted, signage and posters can be created, events can be held, merchandise (t-shirts) can be created, and local community organizations may be able to help fund or support the program.

Film It!

APPLYING Have students work together to write, act, and record short dramatic videos that demonstrate ways students can transform from passive to active bystanders. They can be presented at the end of the Lions Quest course at a school anti-bullying "film festival."

Warning Signs of Bullying

There are many warning signs that may indicate that someone is affected by bullying — either being bullied or bullying others. Every child is different and can have an “off” day, so look instead for a pattern of behavior that is not typical for your child. It is important to talk with your child to identify the cause of the problem. If your child is in immediate risk get help right away.

FAMILY MEMBERS READ THIS Your son or daughter is learning about the problem of bullying. Support from trusted adults is critical as students deal with an issue that can have serious and lasting effects on their life. Young people may be reluctant to talk with parents or caregivers about bullying so it's important to know the warning signs.



Signs a Child is Being Bullied

- Unexplained injuries
- Lost or destroyed clothing, books, electronics, or jewelry
- Withdrawn, evasive, sad, moody, angry, or anxious
- Marked change in behavior
- Declining grades, loss of interest in schoolwork, or not wanting to go to school
- Sudden loss of friends or avoidance of social situations
- Feelings of helplessness or decreased self-esteem
- Self-destructive behaviors such as running away from home, harming themselves, or talking about suicide
- Begins bullying younger siblings or younger children

Signs a Child is Bullying Others

- Gets into physical or verbal fights
- Have friends who bully others
- Are increasingly aggressive
- Get sent to the principal's office or to detention frequently
- Have unexplained extra money or new belongings
- Blame others for their problems/don't accept responsibility for their actions

Family Connection Worksheet

PRACTICING

Someone else will surely step in.	In school, students often think an adult will always be there to step in, but often they are not.	Your group's reasons (A-E)
If I say anything, he/she will go after me next.	People do not want to become the next victim.	
I don't like what she/he is doing, but she/he is still my friend.	People know that bullying is wrong, but they don't want to hurt their friendships.	
I would say something, but she and I aren't really friends.	Bullies often pick victims they know few other classmates will defend. These people are already isolated, may be members of a group that is easy to target, and be the subject of bias and prejudice.	
I don't want to stand out.	It's very difficult to call attention to yourself in many situations. People like to be part of the "herd."	

Is this often an issue at your school? (Does your school have a lot of cliques and social groups? Is it a large school where a lot of students could be isolated or is it a small school with everyone knows everyone else? Are there populations that can be picked on easily?)

Why would this be a reason to be a passive bystander?

What are some strategies, reminders, ideas, or things you can tell yourself to break down your reluctance to help and become an active bystander?

Are there things that can be done schoolwide to help?

Practicing Student Handout

Name: _____

35

APPLYING

1 Do you have a friend or friends that bully? Are you part of a group or clique that often targets other students?

2 How does it make you feel?

3 How do you think the bullied student feels?

4 What can you do to stop your friend from bullying?

5 Have you seen someone bullied that you don't know or may even dislike? Do you think that it's either not your business, or that they deserve it?

6 How does that make you feel?

Applying Student Handout

3.5.1

DISCOVERING

Types of Bullying

TYPE
Physical Bullying
Verbal
Social/Relational
Cyberbullying

3.5.2

DISCOVERING

If you're a bystander

RESPONSE

Group intervention

- Get others to stand up
- It can create a ripple effect others will follow.

Show disapproval

- Show the bully that they are not popular

Distract the bully

- Ask them something

Reason with the student

- Point out what they're doing
- Tell them to stop.
- Do not provide support

Counter or change the situation

- Lessen the severity of the situation

Exit

- Help the victim exit the situation

3.5.3

CONNECTING

Five Reasons Bystanders Choose Not to Intervene in Bullying Situations

3.5.4

REFLECTING

What?

Why is the role of the bystander so important in stopping bullying?

So what?

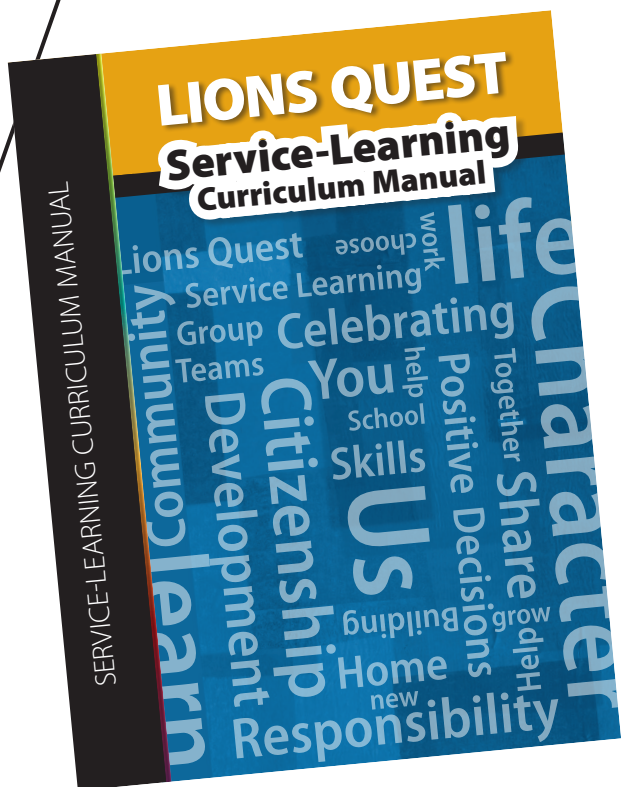
What is the main reason that would prevent you from becoming an active bystander?

Now what?

What are some strategies you can use to overcome your reluctance and intervene when you see bullying?

Projectables

Service-Learning Curriculum Manual



The Service-Learning Curriculum Manual provides all the information and resources you'll need to implement the *Lions Quest Service-Learning* program for high school.

18 lessons teach the concepts of service-learning and guide students through the process of planning a service-learning project, taking action, reflecting on the service-learning project, sharing the results of the project, and celebrating the students' achievement.

Appendix A provides suggestions for service-learning projects that connect to academic subjects, including language arts, social studies, mathematics, and science.

Appendix B contains includes information, activities, and planning templates that will help students plan and execute their service-learning project.



Is Service-Learning optional?

Yes, Service-Learning may be completed as part of the SEL curriculum, a stand-alone course, or not at all.

What are the benefits of Service-Learning?

Through Service-Learning students apply their social-emotional skills in practical settings. Students develop their personal and interpersonal skills as they gain increased knowledge of academic materials, their communities, and themselves.



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STEP TWO: PREPARATION AND PLANNING

LESSON 1 Deciding on a Project

In this lesson, students advocate for service-learning projects and choose the main service-learning project(s). As part of the process, students must analyze the advantages and disadvantages of potential projects. The lesson will take two or more class periods to complete, depending on the number of students in your class, the amount of time you allot each advocate for his or her need presentation, and whether the class will be doing one or several projects.

SEL COMPETENCIES
Social awareness
Relationship skills

SKILLS Perspective taking, building healthy relationships, including those with diverse individuals and groups; communicating clearly, working cooperatively

PREPARATION
Make copies of the Service-Learning Handouts listed under Materials. Decide whether the service-learning project will be a whole-class project or a small-group project.

MATERIALS
✓ Service-Learning Handout 20: Four Kinds of Service Projects
✓ Service-Learning Handout 21: Skills and Experience Form
✓ Service-Learning Handout 22: Project Preference Form
✓ Chart paper
✓ Marker
✓ Adhesive dots

CLASSROOM CONFIGURATION
□ whole class
□ whole-classroom groups
□ whole-classroom groups
□ individuals

OBJECTIVES
Students will
✓ Advocate for a specific service-learning project and discuss the pros and cons of the advocating
✓ Help select the project(s) the class will plan and carry out
✓ Describe the skills and experience he or she can contribute to the project

D DISCOVERING **INDEPENDENT** **INSTRUCTIONS**

Discuss the purpose of this lesson.

Write on the board the purpose as it applies to the student:

To advocate for service-learning projects and decide which one(s) to plan and carry out. To advocate means to speak in favor of.

Explain to students that advocating will help them select a project. It also will give them practice in certain important skills—explaining ideas to a large group, listening with an open mind, considering the opinions and viewpoints of others, and thinking critically about decisions.

C CONNECTING **INDEPENDENT** **ACTIVITY 1**

Introduce four kinds of service-learning projects.

Distribute Service-Learning Handout 20: Four Kinds of Service Projects. Ask for a volunteer to read it aloud. The four kinds of projects are direct service, indirect service, advocacy, and research. Share an example of each type of service, using one topic throughout. Ask students to think about which kind of service-learning project might best use their strengths, skills, and qualities.

Model the four kinds of service-learning projects. SAT:

Provide examples of each type of service-learning project:

- An example of a direct service-learning project might be helping to find and take of animals at an animal shelter.
- An example of an indirect service-learning project might be cleaning where animals are kept at an animal shelter.
- An example of advocacy might be helping raise funds for the animal shelter or publicizing its services to the community.
- An example of a research type of project might be investigating and publicizing the benefits of the animal shelter and publicizing how the shelter is important to the community.

Students name the project(s) they chose to advocate for.

Ask students to describe briefly their project ideas. List on chart paper each project and research in the name(s) of the student advocate(s). Projects may have more than one student advocate(s).

Students with similar projects pool their ideas.

Ask students with the same or very similar projects to get together, take five or ten minutes to decide how best to advocate for that project, and select one person among them to present the argument upon which they all agree. Encourage students whose projects address the same need to different ways to make separate presentations.

Students explore the pros and cons of advocating.

Point out that it is important to learn with an open mind when classmates are advocating for projects they support. **ASK:**

- What are some benefits of advocating for a project?
- What are some problems you may encounter in advocating?
- What are some ways you can help yourself keep an open mind while listening to classmates describe their project ideas?
- What should you do if you discover you are the only person advocating for your project?
- What are some things you can tell yourself if your project is not selected?
- How should you act if your project is selected?

Students advocate for the projects they support.

Group the presentation by issue. Remind students to take notes, as they will select their service project(s) from the ones being presented.

Students vote for projects.

Give students three adhesive dots each. Ask the students to look over the chart paper list of projects and place dots beside the three on which they would most like to work. Students should identify what kind of project each one is: direct action, indirect action, advocacy, or research. If there is no clear consensus, eliminate projects with fewer than four dots, give everyone three more dots, and have the class vote again on the remaining projects. Repeat the process until students have chosen as many projects as they will carry out.

P PRACTICING **INDEPENDENT** **ACTIVITY 2**

Students fill out forms.

ACTIVITY OPTION 1

If the class is working together on one project, have students fill out Service-Learning Handout 20: Skills and Experience Form.

ACTIVITY OPTION 2

If the class is undertaking two or more projects, have students fill out Service-Learning Handout 21: Project Preference Form. Explain that you will make every attempt to assign students to the project they prefer. Have students turn in to their completed preference forms, and explain that you will return them during the next lesson.

Community Connection

Community very well may have a keen interest in the student service-learning projects. To communicate about their project, ask them to create a newsletter about their project. This could be a print or an online newsletter. The newsletter should have short articles about the project, an after project, for example, if they are doing a recycling project, they can report on the amount of the community that agreed to increase their recycling over the next year.

Family Connection

Ask students to explain to their families which service-learning project they are carrying out at school. They should explain the background—what the need is—and their hopes and goals for the project. Students should ask for additional ideas, suggestions, and advice for their service-learning projects. Students should report back to their families on the suggestions that their families give.

Applying Across the Curriculum

MATHEMATICS As students start their service-learning projects, ask them to set some measurable goals for their projects. For example, if they are doing a recycling project, how much do they want to reduce recycling? Then ask them to keep track of their measurable goals and to report back at the end of the project. For example, they could use charts or graphs to present the data.

Service-Learning Handout 20: Skills and Experience Form

Service-Learning Handout 21: Project Preference Form

Service-Learning Handout 22: Project Preference Form

Reflecting

Ask students to describe their reactions to the project selection process in their Service-Learning Log by answering the questions below. Then discuss the answers.

What	What did you like about the way the class selected a project? What didn't you like?
So what	What are you looking forward to as the class begins planning the project? What kinds of problems might the class encounter?
Now what	What are you personally prepared to do to make planning the project a success?

A APPLYING **INDEPENDENT**

Bring closure to the lesson by discussing the following questions: How well did your project selection process work? What, if any, problems did you encounter during the process? What might you do differently next time to select projects? How did this selection process enable us to make a wise decision?

ASSESSING

PRACTICING (INFORMAL FORMATIVE ASSESSMENT) Informally assess students' participation in the process of deciding on a service-learning project. Did they participate actively in class discussions about advocating for projects? Did they take part in the advocating for a project? If a particular student seems hesitant or unsure, consider pairing him or her with a classmate who is a strong leader and shows empathy.

APPLYING (FORMAL FORMATIVE ASSESSMENT) Review how well and thoroughly students filled out the Handouts for this lesson. On Service-Learning Handout 20: Skills and Experience Form, were they specific in their responses? Did they show an understanding of the skills and experience that will be relevant to their service-learning project? On Service-Learning Handout 21: Project Preference Form, did they give clear reasons for their preferred service-learning project?

BUILDING SKILLS BEYOND THE LESSON

Write in the Service-Learning Log! **REINFORCEMENT**
APPLYING Explain to students that before undertaking an important project, it helps to assess the feelings. Ask them to write in their Service-Learning Log about their feelings about the project. What are they anxious about? What are their hopes about the project?

Research a Similar Project!
APPLYING Have students do research on a project that is similar to theirs. For example, perhaps students do research that recycling can be helping more cities to recycling. Students can do their research using print and online resources. Have them present their findings to the class.

Build a Team!
APPLYING Explain that one of the key reasons of the service-learning project is to help effectiveness as a team. Have them discuss how and what aspects in business or athletics says the key to strong effective teams. Have students come up with three to five characteristics of a strong team and present their teams to the class.

Develop a Logo!
APPLYING Have students develop a logo and a slogan for their service-learning project. Explain that a slogan is one sentence that captures the essence of the project, and a logo is a design that also communicates a positive feeling about the project. One approach to creating a logo is using the initials of the name of the project.

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Can I preview the program?

We do not normally send sample copies. In order to allow schools and organizations the ability to review the program we provide a comprehensive overview on our website www.lions-quest.org including 2 complete lessons from each grade level.

May I order Lions Quest online?

Online ordering is not available. To order you may call toll free, FAX, or email.

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Yes.

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For more than 25 years, Lions have embraced the idea of helping children grow in a positive direction. With implementation in over 105 countries Lions Quest is a global program.

- Over 750,000 educators around the world have been trained by LCIF to implement Lions Quest in classrooms, after-school settings, and even on the athletic field!
- More than 18 million young people have benefited from the program, making it one of the most widely used life skills and prevention programs in the world.



Lions Club Support

Your local Lions Club can support the Lions Quest program through grants from the Lions Clubs International Foundation (LCIF). To find out who to contact in your local club email Lions Quest lionsquest@lionsclubs.org or call toll free 844-567-8378.

For more information

- **Visit:** www.lions-quest.org
- **Call:** 844-567-8378
- **Email:** lionsquest@lionsclubs.org



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