What Bugs You?

People often have different ways of dealing with others. Sometimes we feel upset when others are distant, rude, or do something that makes us feel uncomfortable. The lessons in this unit will help you deal with those situations.

D  DISCOVERING
Activity: Don’t Bug Me Messages

INSTRUCTION

1. Name the behavior that is bugging you.
   - Describe the behavior that is happening and not the person doing it.
   - Try to think of something you can do together to solve the problem.

2. SAY:
   - When you poke me in the back, it really startles me and makes me lose focus.
   - I’m supposed to be reading silently right now. Do you want me to help you find a new book?

3. DISCOVERING
   - Have groups of students brainstorm situations they’ve experienced and record the behaviors that really bug them. Create a list of situations from the story. Use this list to create Don’t Bug Me Messages. Then have volunteers share reminders about respectful speaking and listening in general.

P  PRACTICING
Activity: Don’t Bug Me Messages

INSTRUCTION

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 write creative and draw some bugs on their sheet of paper after they have finished the two messages. After all pairs are done, have the class share what they wrote.

ACTIVITY 2

What Bugs You?

INSTRUCTION

1. Name the behavior that is bugging you.
   - Describe the behavior that is happening and not the person doing it.
   - Try to think of something you can do together to solve the problem.

2. SAY:
   - When you poke me in the back, it really startles me and makes me lose focus.
   - I’m supposed to be reading silently right now. Do you want me to help you find a new book?

3. DISCOVERING
   - Have groups of students brainstorm situations they’ve experienced and record the behaviors that really bug them. Create a list of situations from the story. Use this list to create Don’t Bug Me Messages. Then have volunteers share reminders about respectful speaking and listening in general.

P  PRACTICING
Activity: Don’t Bug Me Messages

INSTRUCTION

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 write creative and draw some bugs on their sheet of paper after they have finished the two messages. After all pairs are done, have the class share what they wrote.

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

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

GLOBAL IMPACT

Implemented in more than 100 countries

Impacted more than 18 million students

Trained more than 750,000 educators

POSITIVE IMPACT

14% improvement in academic performance

81% increase in knowledge of dangers of drug use

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

75% increase in personal and social development skills

9% improvements in conflict resolution

$6 in benefit for every $1 invested
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.
FAQs

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.

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.

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.
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

FAQs

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
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<thead>
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<th>UNIT</th>
<th>GRADE LEVEL</th>
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<td>9-12</td>
<td>Clarifying Your Values and Growth Opportunities SEL COMPETENCY: Self-Awareness</td>
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<td>Reflecting on and Demonstrating the Service-Learning Project</td>
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“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

FAQs

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.
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.

ENERGIZERS

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,
A poor listener starts to squirm.
You can tell that she’s not listening
‘Cause she wiggles like a worm.

He never makes a comment
Or even asks you, “Why?”
Or nods or pats you on the arm
It makes you want to sigh.

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.
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.

**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.

**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.
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 boring 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.

**ACTIVITY 2**

**PRACTICING 20 MINUTES**

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.

<table>
<thead>
<tr>
<th>What?</th>
<th>What are Don’t Bug Me Messages?</th>
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<tbody>
<tr>
<td>So what?</td>
<td>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?</td>
</tr>
<tr>
<td>Now what?</td>
<td>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?</td>
</tr>
</tbody>
</table>

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.

BUILDING SKILLS BEYOND THE LESSON

Keep It Straight!

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!

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.

Reflecting Resource:
Student Journal p. 47

Applying Resource:
Student Journal p. 48
Discovering Activity

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?

3.3.1 Discovering Activity

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.

Connecting Activity

3.3.2 Connecting Activity

Don’t Bug Me Messages

Family Connection Worksheet

Reflecting Student Journal Page

Applying Student Journal Page

Reflecting

What?

So What?

Now 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?

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

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

Skills

communication, empathy, seeking help

Capturing Bugs

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.”
“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
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.

ENERGIZERS

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.
Lesson 3
Planning

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

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.

1 DISCOVERING 8 MINUTES

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

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

ACTIVITY 1

INSTRUCTION

PERSONAL DEVELOPMENT

2.3

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.
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.

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!

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.

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.

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

<table>
<thead>
<tr>
<th>What?</th>
<th>What are the three legs of the stool of self-confidence?</th>
</tr>
</thead>
<tbody>
<tr>
<td>So what?</td>
<td>Why do you think it is important to build self-confidence?</td>
</tr>
<tr>
<td>Now what?</td>
<td>What are some things you can do to strengthen each of the three legs of your three-legged stool?</td>
</tr>
</tbody>
</table>
**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.

**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.

**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.

**Reflecting Resource:**
Student Journal p. 18

**Applying Resource:**
Student Journal p. 19
The Three Legged Stool of Self-Confidence

Three Legs Are Better than Two!

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

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

2.3.2 Connecting Activity

The Three-Legged Stool of Self-Confidence

<table>
<thead>
<tr>
<th>Developing Skills</th>
<th>Respecting Yourself and Others</th>
<th>Acting Responsibly</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Reflecting Student Journal Page

Applying Student Journal Page

Family Connection Worksheet

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?
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.
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
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.

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.

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.
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?

**PRACTICING 20 MINUTES**

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.

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

**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.

---

**BUILDING SKILLS BEYOND THE LESSON**

**Brown Bag It!**
**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!**
**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.”
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.

**Types of Bullying**

<table>
<thead>
<tr>
<th><img src="image" alt="Types of Bullying" /></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Physical Bullying</strong></td>
</tr>
<tr>
<td><strong>Verbal</strong></td>
</tr>
<tr>
<td><strong>Social/Relational</strong></td>
</tr>
<tr>
<td><strong>Cyberbullying</strong></td>
</tr>
</tbody>
</table>

**Warning Signs of Bullying**

- Unexplainable injuries
- Lost or stolen clothing, books, electronics, or jewelry
- Withdrawal, anxiety, fear, sadness, anger, or anxiety
- Marked change in behavior
- Difficulty getting along with others
- Self-esteem or behavior that is changing away from home, learning circumstances, or other areas
- Begins bullying younger siblings or younger children

**Signs a Child is Being Bullied**

- Blame others for their problems/don’t accept responsibility for their actions
- Have unexplained extra money or new belongings
- Get sent to the principal’s office or to detention frequently
- Are increasingly aggressive
- Have friends who bully others
- Gets into physical or verbal fights
- Begins bullying younger siblings or younger children
- Marked change in behavior
- Withdrawn, evasive, sad, moody, angry, or anxious
- Unexplainable injuries

**Cyberbullying**

Use of the internet

- Hurtful images
- Untrue stories
- Threats

**Social/Relational**

Attempt to sabotage a peer’s social standing and increase their own social standing

**Verbal**

Using words or statements

- Insults
- Rude gestures
- Breaking someone’s things

**Physical Bullying**

Tries to control or gain power

- Punching
- Pushing
- Shoving

**Family Connection Worksheet**

3.5.1

**DISCOVERING**

Types of Bullying

- Physical Bullying
- Verbal
- Social/Relational
- Cyberbullying

**DISCOVERING**

If you’re a bystander

- Show disapproval
- Show the bully that they are not alone
- Distract the bully
- Ask them something

**RESPONSE**

- Reason with the student
- Point out what they’re doing
- Tell them to stop
- Do not provide support

**CONNECTING**

Five Reasons Bystanders Choose Not to Intervene in Bullying Situations

1. Have you seen someone bullied that you don’t know or may even dislike?
2. Do you think that it’s not your business, or that they deserve it?
3. What do you think the bullied student feels?
4. What would you say?
5. What do you think the bully feels?
6. What are some strategies you can use to overcome your reluctance and intervene when you see bullying?

**Practicing Student Handout**

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. Bullying creates conflict and creates an active bystander — an “upstander” — who is someone who helps get the bully to stop. If you have an “upstander,” then there will be no ripples. However, if you don’t have an “upstander,” then there is a ripple effect, once someone steps in, others will follow.

**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 that 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?
6. Do you think that it’s not your business, or that they deserve it?
7. How does that make you feel?

**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?
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.

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.
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Deciding on a Project

Students with similar projects pool their ideas.
Students with different projects group together, then discuss their ideas in small groups. Groups that want to do the same thing are paired together. Each group selects one project leader, or one person among them to present the argument upon which they all agree.

Step 1: Investigation

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Building Skills Beyond the Lesson

Practice Student Leadership Handout

Reflecting

Reflect students back to what they did in the previous session, discussing the role and purpose of theSession and the questions. Review the assignment. Ask if you have any questions or if you need any help with the assignment. Ask students to share any thoughts or reflections they have had since the last session.

APPLYING

Have students apply their newly acquired skills to real-life situations. Ask them to think about a time when they were faced with a challenge and how they used the skills they learned in this session. Encourage them to share their experiences with the class.

ASSESSING

Reflective assessment is essential to the learning process. Encourage students to use the reflective questions provided to help them assess their understanding of the skills and concepts they learned in this session. Ask them to write a short reflection on how they applied the skills and concepts in real-life situations.

PRACTICING

Students work in pairs or small groups. Ask them to practice applying the skills they learned in the previous session. Encourage them to share their experiences and ideas with the class.

ACTIVITY 1:

Service-Learning Handouts

ACTIVITY 2:

Service-Learning: An Introduction

ACTIVITY 3:

Identifying the Need for Action

ACTIVITY 4:

Identifying Socially Responsible Members of the Community

ACTIVITY 5:

An Experience in Service

ACTIVITY 6:

Reflecting on Service

COMMUNITY CONNECTION

Social Awareness Handout

BUILDING SKILLS BEYOND THE LESSON

What did you learn from the session?

 Did you apply any new skills or strategies to your project?

How did you improve your project as a result of this session?

What challenges did you face and how did you overcome them?

How do you plan to use the skills you learned in this session in your future projects?
<table>
<thead>
<tr>
<th>Item Description</th>
<th>Item Code</th>
<th>Price</th>
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<tbody>
<tr>
<td>Lions Quest: Skills for Growing PreK-5 ©2017</td>
<td>1560950465</td>
<td>$150</td>
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<tr>
<td>Teacher's Curriculum Kit</td>
<td>1560950554</td>
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<td>Early Learners</td>
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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.

May I use a Purchase Order or Credit Card?
Yes.

How much is shipping?
9% of your order total.

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How long does it take to receive my order?
It usually takes less than one week to receive your order.

What is the Classroom Set of Student Journals?
Classroom sets consist of 30 individual copies of the Student Journal and offers a 20% price discount.

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.
Lions Clubs International Foundation

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.