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UNIVERSAL PROGRAM GUIDE

LIONS QUEST

A Program of the Lions Clubs International Foundation

Lions Clubs International Foundation 300 W. 22nd Street Oak Brook, IL 60523-8842

❝ At the heart of this program is the belief that young people are resources who can make a positive difference in the world. **❞**

LIONS QUEST

A Program of the Lions Clubs International Foundation

Lions Clubs International
FOUNDATION

NoVo Foundation
create. change.

Lions Clubs International Foundation

300 W. 22nd Street
Oak Brook, IL 60523-8842
Phone: 844-LN-QUEST (844-567-8378)
1-800-446-2700 (for ordering and shipping information)
Fax: 630-571-5735
Web: www.lions-quest.org
Email: lionsquest@lionsclubs.org

Lions Quest Message

The hope of every nation is its children. As teachers, counselors and youth advocates, we have an opportunity to touch the lives of young people every day. Working with families and communities, we can help guide young people to become productive citizens. We can make a real difference.

How do we encourage our children to strive to be the best they can be? We need to teach them more than what is included on standardized tests. We must help them develop respect for themselves and others. We must help them form strong commitments to their families, to positive peers, to their community, and to the world beyond.

Our children need the self-confidence that comes from recognizing and building on their strengths. They also need the insight to handle their emotions constructively, the ability to set goals, and the knowledge and skills to stay healthy and drug-free.

You can help them gain these skills. We thank you for your efforts on behalf of young people and for choosing, through this program, to touch their lives in a most important way.

Your friends at Lions Clubs International Foundation

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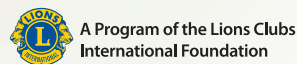
Lions Clubs International FOUNDATION

Lions Clubs International is the largest humanitarian service organization in the world, with more than 1.35 million members in 209 countries and geographic areas. Lions Clubs International Foundation is the official charitable and grant-making organization of LCI, and provides both financial and technical support for Lions Quest programs worldwide.

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Introduction to the Lions Quest Programs

Lions Quest is a comprehensive positive youth development and prevention programs for early learners through grade 8. Both programs bring together families, educators, and community members to help students develop life and citizenship skills within a safe, caring, and consistent environment. The program teaches skills in the following four main areas:

- Self-discipline
- Responsibility
- Good judgement
- Respect for others

Program Elements

To achieve the program goals, the following fundamental elements that are integral to overall success are embedded throughout the program:

- Classroom Curriculum
- Service-Learning
- Positive School Climate
- Family Involvement
- Community Involvement

Classroom Curriculum

The classroom curriculum consists of six core thematic units that are consistent across the grades from early learners through grade 8. These units support skill building in each of the five social and emotional learning core competencies: self-awareness, self-management, social awareness, relationship skills, and responsible decision making. Lessons on service-learning and drug, alcohol, tobacco, and violence prevention are also integrated into these core thematic units. Units 1 and 6 help create a safe, caring, and consistent classroom and encourage reflection on the concepts and skills developed in each grade level. The six units in each grade level are titled as follows:

Unit 1: A Positive Learning Community

Unit 2: Personal Development

Unit 3: Social Development

Unit 4: Health and Prevention

Unit 5: Leadership and Service

Unit 6: Reflection and Closure

The lessons in each of these six units include grade-appropriate content that develops sequentially by topic. The Lions Quest classroom curriculum complements standard elementary and middle school curricula and provides ways to teach, integrate, and reinforce program concepts and skills in the areas of language arts, social studies, science, health, and guidance.

Program Goals

The primary goals of Lions Quest are

- to engage students, families, the school, and community members in creating a learning environment that is based on caring relationships, high expectations, and meaningful involvement;
- to provide opportunities for students to learn the essential emotional and social skills needed to lead healthy and productive lives;
- to celebrate diversity and encourage respect for others;
- to promote a safe, healthy approach to life, free from the harm of tobacco, alcohol, and other drug use;
- to provide opportunities for students to practice good citizenship through cooperation and service to others;
- to strengthen students' commitments to their family, positive peers, school, and community.

Service-Learning

Lions Quest provides step-by-step lessons that engage students in service-learning—an essential program element. Unit 5 in each grade level consists of lessons that work through the service-learning steps systematically, giving students the opportunity to apply what they have learned in the program to real-life issues and problems. Not only do service-learning projects promote cooperation, caring, and concern for others, but they also help make subject matter real and relevant as young people use their knowledge and skills to contribute in their school and community.

Positive School Climate

The program offers many different ways to build a caring and supportive learning environment through the classroom curriculum and service-learning projects, the Families as Partners guide, and a School Climate Team or Committee of parents, students, community members, and facilitators.

Family Involvement

Families are invited to play a vital role in shaping the learning experiences of their children by serving on planning teams, carrying out activities at home with their children using the Family Connection take-home worksheets, participating in meetings on child-rearing issues, and assisting with service-learning projects.

Community Involvement

Members of service organizations, businesses, law enforcement groups, youth-serving organizations, and religious institutions are also encouraged to become involved with Lions Quest programs by participating in workshops, school climate activities, panel discussions, service-learning projects, and school-sponsored parent meetings.

Training and Follow-Up Support

To ensure successful implementation of Lions Quest, a workshop is provided for each school's implementation team. Workshops help implementers:
- learn more about effective youth development and prevention strategies;
- gain hands-on experience with program materials;
- plan for effective program implementation.

Under the guidance of a skilled educator, the workshop serves as a model of what should take place in the classroom. It is recommended that an implementation team consist of the principal or another key administrator and all school staff who will teach the program, as well as parent and community representatives.

Follow-up support is available through supplementary program materials, web site services, and a toll-free telephone line (U.S.: 800-446-2700; Canada: 800- 265-2680). Additional staff development workshops are offered on a variety of topics, including conflict management, peer mediation, service-learning, school community team building, and classroom management. There are also refresher workshops for schools already implementing the program.

Creating the Schools We Want for Our Children

Imagine walking through the main door of a school and being greeted by a poster: "Our School Is a Caring Community In Which Respect, Responsibility, and Relationships Rule!" The principal greets you and explains that this poster reflects their shared school vision.

As you walk through the halls, you see colorful student-made posters with the words self-awareness, self-management, social awareness, positive relationships, and responsible decision making hanging in the halls, complete with descriptions of what those behaviors look like, sound like, and feel like. Student work is displayed throughout the school and classrooms.

During the morning announcements piped into classrooms, the principal and students remind everyone about the values and behaviors that create a safe and caring learning environment. As you visit classrooms, you discover that facilitators and students have created Shared Agreements about how to treat one another respectfully, and students are helping each other stick to them.

You step into a language arts classroom where the facilitator and students are actively engaged in a collaborative writing activity about what it means to express empathy. In a social studies class, the facilitator and students are exploring the skills needed to live in a respectful, responsible, and caring way with people of different cultures. In a technology lab, students are working cooperatively with an overseas partner school to develop a social networking campaign on energy efficiency. In another class, called advisory, students are learning about managing anger and resolving conflicts effectively. Students in several science classes are in the process of generating ideas and thinking through possibilities for their service-learning project, which will launch a schoolwide recycling program and beautify the school grounds.

Parent and community volunteers are helping the School Climate Team or Committee prepare for the upcoming Family Fun Evening. Throughout the school, the atmosphere is positive, creative, and energetic. It's clear that people enjoy being there.

Overview

*T*his scenario represents many of our highest aspirations for a school that balances academic, social, emotional, and ethical learning through a whole child approach to education. And it is a reality in thousands of elementary and middle schools throughout the world that are implementing Lions Quest as a comprehensive program that

1) creates a relationship-centered school community;

2) unites students, school staff, families, and communities to teach and support 21st century skills; and

3) integrates social and emotional learning (SEL), positive prevention, character development, and service-learning into a universal approach that maximizes success for all students in school and life.

A recent Civic Enterprises survey of teaching staff in preschool through high school found that teaching staff consider these skills essential to students' success in school and life, a priority in curriculum and instruction, and important to be reflected in learning standards.[1] The Collaborative for Academic, Social, and Emotional Learning (CASEL) recently published a brief on the central importance of the school-family partnership in enhancing students' academic, social, and emotional growth and the readiness of families to embrace this important role.[2]

Through an integrated approach that actively engages the school, home, and community in supporting high-quality education that addresses the needs of the whole child, we can expect to see the following educational areas emphasized in the program.

21st Century Skills: Preparing to Thrive in the 21st Century

The purpose of school and curriculum of the 21st century must reflect a balance of cognitive and affective competencies that cultivate capable, caring, and competent young people who want to thrive in and contribute to their communities, as well as a global society. Schools must achieve an integration of academic knowledge with life skills such as self-reflection, the ability to identify and manage emotions, empathy and perspective taking, relationship building, decision making, and civic action. These skills are essential for young people to participate in a rapidly changing, internationally interdependent world that requires the abilities to manage the stress of rapidly changing circumstances, gather and assess information quickly, and cooperate and collaborate with people with vastly different world views and ways of working and being together. The Partnership for 21st Century Skills has developed a vision for student success in the new global economy. To help practitioners integrate skills into the teaching of core academic subjects, the partnership has developed a Framework for 21st Century Learning that describes the skills, knowledge, and expertise students must master to succeed in work and life.[3]

Lions Quest programs are designed to fulfill all of these requirements and prepare young people for a rich and rewarding life of personal well-being and health, strong relationships, fulfilling family life, active citizenship, and meaningful employment in the 21st century.

Social and Emotional Learning: The Foundation for Success in School and Life

Social and Emotional Learning Defined

Lions Quest programs are built upon the foundation of an educational approach known as Social and Emotional Learning (SEL). SEL is a process through which children and adults acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve goals, feel and show empathy for others, establish positive relationships, and make responsible decisions.[5]

These five competency clusters are interrelated and often operate simultaneously. As **Figure 1** illustrates, two of the clusters (in dark orange) focus on skills related to the self, two (in blue) focus on skills related to others, and the third (in green) focuses on decision making. The ability of adults to enhance these competencies is critically important for student success.

Figure 1. Social and Emotional Learning Core Competencies (CASEL, 2015)

Core Subjects and 21st Century Themes

Within the context of core knowledge instruction, schools must promote an understanding of academic content at much higher levels by weaving **21st century interdisciplinary themes** into core subjects such as:

- Global Awareness
- Civic Literacy
- Health Literacy
- Environmental Literacy

Learning and Innovation Skills

Learning and innovation skills are what separate students who are prepared for increasingly complex life and work environments in today's world and those who are not. They include:

- Creativity and Innovation
- Critical Thinking and Problem Solving
- Communication and Collaboration

Information, Media, and Technology Skills

Today, we live in a technology and media-driven environment, marked by access to an abundance of information, rapid changes in technology tools, and the ability to collaborate and make individual contributions on an unprecedented scale. Effective citizens and workers must be able to exhibit a range of functional and critical thinking skills, such as:

- Information Literacy
- Media Literacy

Life and Career Skills

Today's life and work environments require far more than thinking skills and content knowledge. The ability to navigate the complex life and work environments in the globally competitive information age requires students to pay rigorous attention to developing adequate life and career skills, such as:

- Flexibility and Adaptability
- Initiative and Self-Direction
- Social and Cross-Cultural Skills
- Productivity and Accountability
- Leadership and Responsibility[4]

Research has identified the following five interrelated clusters of social and emotional competencies shown in Figure 1: Social and Emotional Learning Core Competencies.

Self-awareness refers to the ability to recognize one's own feelings and thoughts and how they influence one's behaviors. This includes accurately assessing personal strengths (as well as one's challenges or limitations), setting realistic goals, and possessing a well-grounded sense of confidence and optimism.

Self-management is the ability to regulate one's emotions, thoughts, and behaviors in different situations. This includes skills and strategies for delaying gratification, managing stress, controlling impulses, motivating oneself, and achieving personal and academic goals.

Social awareness is the ability to take the perspective of and empathize with others, including those from diverse backgrounds and cultures. Social awareness also includes understanding social and ethical norms for behavior and recognizing family, school, and community resources.

Relationship skills refers to the ability to establish and maintain healthy and rewarding relationships, including those with diverse individuals and groups. Relationship skills include knowing how to communicate clearly, listen well, cooperate with others, resist negative social pressure, negotiate conflict constructively, and effectively seek help when needed.

Responsible decision making is the ability to make constructive choices about personal behavior and social interactions, including school and life expectations, based on a consideration of ethical standards, safety concerns, social norms, and realistic evaluation of consequences of various actions. Responsible decisions reflect concern for one's well-being as well as the well-being of others.[6]

Research has shown that school staff are more effective at fostering and supporting student SEL when they themselves are socially and emotionally competent. Principals and school administrators set the tone for SEL by the way they conduct themselves and treat staff, students, families, and community members. School leaders with strong social-emotional competencies also set an important example as they build and maintain positive and trusting relationships among members of the school community.[7, 8]

The Five SEL Core Competencies are comprised of skill sets that support the development of the competency.

Self-Awareness

- Labeling one's feelings accurately
- Recognizing the connection between feelings, thoughts, and behavior
- Accurately assessing one's strengths and limitations
- Motivating oneself
- Working toward and achieving goals
- Setting realistic goals
- Having a well-grounded sense of self-efficacy and optimism
- Having a positive mindset

Self-Management

- Regulating one's emotions
- Managing stress
- Controlling one's impulses
- Motivating oneself
- Working toward and achieving goals

Social Awareness

- Perspective taking
- Empathy
- Respecting diversity
- Understanding social and ethical norms of behavior
- Recognizing family, school, and community supports

Relationship Skills

- Building healthy relationships, including those with diverse individuals and groups
- Communicating clearly
- Working cooperatively
- Resisting negative social pressure
- Resolving conflicts
- Seeking help when needed

Responsible Decision Making

- Making constructive, safe choices about self, relationships, and school
- Considering the well-being of self and others
- Recognizing one's responsibility to behave ethically
- Basing decisions on safety, social, and ethical considerations
- Evaluating realistic consequences of various actions[9]

Outcomes Associated with the Five SEL Core Competencies

A growing body of research indicates that social and emotional skills, knowledge, and attitudes are critical both to academic learning and to the competencies students will need to be successful in the 21st century. The short-term goals of SEL programs are to: 1) promote students' self-awareness, self-management, social-awareness, relationship, and responsible decision-making skills; and 2) improve student attitudes and beliefs about self, others, and school.

These, in turn, provide a foundation for better adjustment and academic performance as reflected in more positive social behaviors and peer relationships, fewer conduct problems, less emotional distress, and improved grades and test scores.[10]

SEL Approaches
- Explicit SEL Skills Instruction
- Integration with Academic Curriculum Areas
- Teacher Instructional Practices

SEL Skill Acquisition: Five Competency Areas

Improved Attitudes about Self, Others, and Schools

Positive Social Behavior

Fewer Conduct Problems

Less Emotional Distress

Academic Success

Figure 2: Logic Model for SEL Approaches and Outcomes

Providing students with explicit evidenced-based SEL skills instruction throughout the curriculum within safe, caring, and well-managed learning environments addresses many of these learning barriers through enhancing school attachment, reducing risky behaviors, and promoting positive development, and thereby positively influencing academic achievement.

Research confirms that SEL can have a positive impact on school climate and promotes a host of academic, social, and emotional benefits for students. Durlak, Weissberg et al's recent meta-analysis of 213 rigorous studies of SEL in schools indicates that students receiving quality SEL instruction demonstrated:

- **Better academic performance**—achievement scores an average of 11 percentile points higher than students who did not receive SEL instruction.
- **Improved attitudes and behaviors**—greater motivation to learn, deeper commitment to school, increased time devoted to schoolwork, and better classroom behavior.
- **Fewer negative behaviors**—decreased disruptive class behavior, noncompliance, aggression, delinquent acts, and disciplinary referrals.
- **Reduced emotional distress**—fewer reports of student depression, anxiety, stress, and social withdrawal.[11]

These studies also found that the outcomes described above were the result of high-quality implementation in which SEL programs were offered through S.A.F.E. practices: Skill development is Sequenced, instructional methods are Active, time in the curriculum is Focused on skill development, and skills are Explicitly taught in the curriculum.

Social and Emotional Learning Standards

Illinois has developed Social and Emotional Learning Standards around three goals at early elementary, late elementary, middle/junior high school, early high school, and late high school with performance indicators for each standard. The lessons in the Lions Quest programs teach all the social and emotional learning competencies and accompanying skills at all grade levels, and they are listed in each lesson.

The three goals are:

Goal 1: Develop self-awareness and self-management skills to achieve school and life success.

Goal 2: Use social awareness and interpersonal skills to establish and maintain positive relationships.

Goal 3: Demonstrate decision-making skills and responsible behaviors in personal, school, and community contexts.

These standards now serve as national SEL standards and can be accessed at www.isbe.net.

School-Related Risk Factors

Research shows that young people's behaviors are shaped by powerful factors related to the family, peer group, school, and community. Factors that increase the risk of harmful behaviors, such as drug use, are known as *risk factors.* School-related risk factors include:

- Chaotic home environments, particularly those in which parents abuse substances or suffer from mental illness
- Ineffective parenting, especially with students with difficult temperaments or conduct disorders
- Lack of parent-child attachment
- Inappropriately shy or aggressive behavior in the classroom
- Failure in school performance
- Poor social coping skills
- Affiliations with peers displaying deviant behaviors
- Perceptions of approval of drug-using behaviors in family, work, school, and community environments[14]

School-Related Protective Factors

Those factors that help to protect young people from harmful behaviors by either reducing the impact of the risks or by changing the way they respond to the risks are known as *protective factors.* School-related protective factors include:

- Strong and positive family bonds
- Parental monitoring of their children's activities and peers
- Clear rules of conduct that are consistently enforced within the family
- Involvement of parents in the lives of their children
- Success in school performance
- Strong bonds with institutions, such as school and religious organizations
- Adoption of conventional norms about drug use[15]

In addition to promoting protective factors and reducing risk factors, Lions Quest programs also build developmental assets and resiliency in young people.

When these four practices were present in the implementation plan, students' school-related attitudes, behavior, health, and academic performance improved. [11]

In addition to offering curriculum, support materials, and professional development in SEL, Lions Quest programs also align with the S.A.F.E. description of high-quality implementation practices that led to the improvement in academic achievement and the decreases in problem behaviors previously cited. The Lions Quest programs explicitly teach SEL skills through sequentially taught lessons that are offered during a focused time in the curriculum and employ a highly participatory and interactive instructional approach that models and reinforces social and emotional development in the classroom.

Social and Emotional Learning and Prevention

Lions Quest programs are often categorized as prevention and as social and emotional learning programs because they teach both the skills to choose healthy and productive behaviors and to resist unhealthy, negative behaviors. The logic model in **Figure 2** shows how evidence-based social and emotional learning programs such as Lions Quest help prevent risky behaviors through a coordinated strategy of explicit and focused SEL skill building supported by instructional strategies that promote SEL, which are integrated throughout the academic curriculum with ongoing opportunities to practice and receive positive feedback. This constellation of conditions has been linked to decreases in drug use, bullying and violence, early sexual activity, adolescent pregnancy, and suicide. They also increase the likelihood of students feeling a greater commitment to themselves and school, thus engaging in less risky behaviors and more time on positive pursuits.[12]

Lions Quest programs offer a comprehensive and coordinated approach to prevention that creates the conditions and teaches the skills to prevent risky behaviors while cultivating positive social behaviors. The programs' emphasis on social and emotional learning as the foundation for learning provides that coherent framework for a coordinated school-based prevention program.

Risk and Protective Factors: Promoting Strengths-Based Prevention

The National Institute on Drug Abuse (NIDA), in its landmark guide, *Preventing Drug Use among Children and Adolescents: A Research-Based Guide,* states that "prevention programs should enhance protective factors and reverse or reduce risk factors."[13] Programs such as Lions Quest are designed to put into place, in the school and community, interventions to reduce risk factors and promote protective factors in the lives of young people.

Developmental Assets

The Search Institute has identified forty specific assets—positive building blocks—known to be causative or predictive of young people's healthy development. When Lions Quest programs are fully implemented, they address the forty assets that are necessary for positive youth development. The forty developmental assets are broadly categorized as either external or internal assets. These two broad groups are each further divided into four categories. The following list shows these eight subcategories and their descriptors.

External Assets Interventions

1. **Support:** Family support, positive family communication, other adult relationships, caring neighborhoods, caring school climate, parent involvement in schooling

2. **Empowerment:** Community values youth, youth as resources, service to others, safety

3. **Boundaries and Expectations:** Family boundaries, school boundaries, neighborhood boundaries, adult role models, positive peer influence, high expectations

4. **Constructive Use of Time:** Creative activities, youth programs, religious community, time at home

Internal Assets Interventions

5. **Commitment to Learning:** Achievement motivation, school engagement, homework, bonding to school, reading for pleasure

6. **Positive Values:** Caring, equality, integrity, honesty, responsibility, restraint

7. **Social Competencies:** Planning and decision making, interpersonal competence, cultural competence, resistance skills, peaceful conflict resolution

8. **Positive Identity:** Personal power, self-esteem, sense of purpose, positive view of personal future[16]

Peter F. Benson's research indicates that assets serve as protective factors by inhibiting problem behaviors, such as substance abuse, antisocial behavior, and problems at school. They also promote positive developmental outcomes, such as success in school, acts of caring to friends and neighbors, leadership, and care about one's health. The more assets that are in young people's lives, the more likely they will demonstrate positive, life-affirming behaviors.

Resiliency Research

Current resiliency research presents a compelling and consistent body of evidence that shows that resilience—the ability to bounce back from adversity—is most strongly affected by protective factors, the supports and opportunities that buffer the effect of adversity and enable development to proceed. In fact, protective factors appear to predict positive outcomes in anywhere from 50–80 percent of at-risk youth.[17]

This means that protective factors make a more profound impact on the life path of young people who grow up under adverse conditions than do specific risk factors or stressful life events.[18] These buffers appear to transcend ethnic, social, class, geographical, and historical boundaries and offer the field a more optimistic prospect about the ability of programs like Lions Quest to make a significant difference in the positive future of young people who experience challenging circumstances. Brain research bears this out, indicating that it is possible to rewire the brain throughout life and particularly during early adolescence.[19]

Programs like Lions Quest can literally help to "rewire" young people's habitual responses by teaching, modeling, and reinforcing such essential social and emotional competencies as self-awareness, self-management and impulse control, social awareness and deftness, interpersonal relationships, and responsible decision making.[20]

Bullying is now the most pervasive form of school violence. A multifaceted approach to bullying includes

- *a schoolwide effort*

- *a classroom curriculum*

- *family and community involvement*

Social and Emotional Learning and Bullying Prevention

Bullying is now the most pervasive form of school violence, and surveys indicate that almost one-quarter of all students experience hurtful interactions with peers on a monthly or daily basis. Consequences for being bullied include emotional distress, such as loneliness, anxiety, and depression, as well as poor school performance and attendance, low self-confidence and self-concept, and social marginalization.[21] Those who demonstrate bullying behaviors sometimes appear to have high status but more often experience negative outcomes, including poor school adjustment, more peer rejection, conduct problems, delinquency, criminal activity, and depression.[22] Witnessing bullying incidents can produce feelings of anger, fear, guilt, and sadness in observers who sometimes experience negative effects similar to victimized children.[23]

Research shows that schools using a multifaceted approach to bullying with a social and emotional learning framework can foster an overall climate of inclusion, warmth, and respect, and promote the development of core social and emotional skills among both students and staff. This approach includes the following:

- a schoolwide effort centered on building awareness, establishing norms of respect and safety, and providing training to staff to address bullying situations;
- a classroom curriculum focused on offering an evidence-based SEL program that teaches skills such as communicating needs, managing stress, solving problems, resolving conflicts, and fostering empathy;
- family and community involvement that builds support among family and community members for helping young people deal effectively with bullying situations outside of school.[24]

Lions Quest programs take a comprehensive approach to bullying prevention through an array of school, classroom, and family and community elements that address bullying at these three levels. Lions Quest programs embed bullying prevention components for the school through schoolwide activities that address bullying and an overall climate of inclusion, warmth, and respect. In the classroom curriculum, skill-building lessons and opportunities for practice build skills specific to recognizing, handling, and stopping bullying. School communities that build bullying prevention into their overarching SEL efforts create environments that are not conducive to bullying and, therefore, the behaviors are less likely to occur or continue.

Social and Emotional Learning and Service-Learning

Service-learning has been identified by the CASEL, the Education Commission of the States, and the Laboratory for Student Success as one of the most important elements of high-quality social and emotional learning programs.[25] A body of evidence is building in support of service-learning as one of the most powerful and effective strategies for teaching, modeling, and reinforcing SEL. The two practices are interrelated, and the research evidence supports the expanded use of both practices in the classroom. Service-learning is an educational methodology that:

- enhances and extends learning beyond the classroom;
- provides opportunities for students to learn and apply academic, social, emotional, and ethical skills to address real-life issues in the school and community;
- fosters a sense of empathy and caring for others;
- meets actual school and community needs;
- creates school and community linkages;
- integrates service-learning projects into the academic program;
- provides time for reflection about what was learned during this service.[26]

Quality service-learning can build SEL competencies, while SEL can strengthen the ability of students to be capable service providers. When used together, their effectives are enhanced. For example, service-learning experiences have strong academic and personal impacts when there is deliberate integration with reflection activities.[27] These activities build upon social and emotional skills such as problem solving and relationship skills with peers and adults. On the other hand, SEL skills are most firmly established when they can be put into practice in a variety of real-life settings through service-learning experiences. Students who perceive opportunities for involvement in prosocial activities, possess the skill for success and are appropriately rewarded, are more likely to develop strong bonds to schooling, and develop standards, beliefs, and behaviors that lead to greater academic achievement and less antisocial behavior.[28] The integration results in social and emotional learning providing the skills that help young people act in caring, respectful, and responsible ways, while service-learning provides the opportunity for them to apply those skills and values to improving the lives of others in their school, community, and society.

Lions Quest programs integrate the educational methodology of service-learning with social and emotional learning to create learning experiences in which young people have the opportunity to use the prosocial and academic skills they are learning in school to address real needs in the school and community. In the process of developing and carrying out service-learning projects, students make real use of and reflect on their social and emotional skills of self-awareness, self-management, social awareness, relationship management, and responsible decision-making competencies. They reflect on which skills they needed, when they applied them, why they were necessary and effective, and where they can refine and improve them. In addition, service-learning prepares students with the skills needed to participate in projects and integrate them with academic subjects. It provides the crucible for applying and assimilating

Service-learning experiences have strong academic and personal impacts when there is deliberate integration with reflection activities.…SEL skills are most firmly established when they can be put into practice in a variety of real-life settings through service-learning experiences.

Lions Quest programs integrate the educational methodology of service-learning with social and emotional learning to create learning experiences in which young people have the opportunity to use the prosocial and academic skills they are learning in school to address real needs in the school and community.

Core Values

Lions Quest programs are built upon a set of core values that are supported by parents and schools throughout the world. The Lions Quest philosophy is that values are demonstrated through behaviors, and students are encouraged to act on their values through the demonstration of positive social behaviors. The values and attendant behaviors and actions emphasized in Lions Quest programs are as follows:

- **Self-Discipline:** Persevering to achieve goals; postponing immediate gratification when appropriate; being able to control behavior, develop skills and talents, and achieve goals
- **Responsibility:** Making and keeping commitments; seeking wise counsel and making wise decisions; being dependable; taking responsibility for actions
- **A Healthy, Drug-Free Lifestyle:** Taking care of one's body and avoiding unhealthy behaviors; developing drug-refusal skills
- **Respect for Self and Others:** Being thoughtful about the needs, beliefs, and feelings of others
- **Kindness:** Showing care and concern for others
- **Honesty:** Being truthful, fair, and trustworthy
- **Commitment to Family:** Helping to build a strong and supportive family life
- **Service:** Helping and serving others
- **Courage:** Being brave; standing up for one's values; showing determination in the face of hardship

social and emotional competencies in a real-world setting and may be one of the strongest venues for teaching and reinforcing them.

Social and Emotional Learning and Character Education

The Character Education Partnership (CEP) has developed eleven principles that research shows are essential for effective character education. Lions Quest programs foster all eleven of these principles.

- Character education promotes core ethical values as the basis of good character. These core values have been agreed upon by the school and parent community.
- Character is comprehensively defined to include thinking, feeling, and behavior.
- Effective character education requires an intentional, proactive, and comprehensive approach that promotes the core values in all phases of school life.
- The school is a caring community.
- To develop character, the school provides students with opportunities for moral action.
- Effective character education includes a meaningful and challenging curriculum that respects all students and helps them succeed.
- Character education should strive to develop students' intrinsic motivation for developing good character.
- The school staff is a learning and moral community in which all share responsibility for character education and attempt to adhere to the same core values that guide the education of students.
- Staff and students demonstrate moral leadership.
- The school recruits parents and community members as full partners in the character-building effort.
- Evaluation of character education assesses the character of the school, the school's staff functioning as character educators, and the extent to which students manifest good character.[29]

Lions Quest programs provide a comprehensive K–12 continuum of programming that uses all aspects of schooling as opportunities for character development. In addition to the curriculum, Lions Quest programs build the relationship-centered classroom, addressing multiple intelligences and consistently reinforcing student-centered agreements for respectful behavior as guidelines for appropriate conduct inside and outside of class. The classroom strategies include daily reflection on matter of moral importance related to personal and social responsibility. The service-learning component that weaves throughout the entire curriculum provides students with opportunities for moral action and motivation to "do the right thing" for themselves and others. The schoolwide components of the programs engage school staff and students in teaching, modeling, and reinforcing values throughout the entire school through the activities of the School Climate Team or Committee and the ongoing thematic events. The program engages families and community members in participating in parent meetings, providing informative parent materials, and inviting families and community members to participate in schoolwide events, service-learning projects, Lions Clubs events, and other venues for creating a culture of civic values-based education.

Social and Emotional Learning and School-Family-Community Partnerships

The success of social and emotional learning depends not only upon a strong schoolwide implementation but also upon the active engagement of families and community members. The Lions Quest programs have the benefit of being supported by local Lions Clubs that can offer ongoing human and financial support for program implementation, materials, and training. Schools benefit from partnering with families and community members and organizations so that opportunities for skill development are continuously available in the two settings where students spend most of their lives.

Research shows that three types of school-family partnership activities can be helpful in engaging families actively in the SEL efforts of the school:

- two-way school-home communication;
- family involvement at home;
- family involvement at school.[30]

Lions Quest programs engage families in the following ways:

- Family Connection activities accompany each lesson and provide opportunities for families and students to learn and practice the social and emotional competencies together in fun family contexts and to communicate their learning to the facilitator.
- The Families as Partners guide is designed to help facilitators involve families.
- Parent meetings bring families together to learn about social and emotional learning and how to reinforce it at home.
- Families and community members are invited to participate as classroom resources, members of the School Climate Team or Committee or SEL leadership team, adult chaperons for service-learning projects, and facilitators of Parent Meetings and other schoolwide events that support the Lions Quest programs.
- Parents and community members are invited to participate in program training and professional learning sessions.
- Engaging the family, community members and organizations, and Lions Clubs creates a school-community culture of mutual learning, inclusion, and respect.

Conceptual Framework for Positive Youth Development and Prevention

When all the research is coalesced, it forms a conceptual framework that posits that childhood is a critical time of rapid physical, social, and emotional development that puts children who are navigating the unprecedented shifts in social norms and structures at alarmingly high risk. The pressures of a rapidly changing society are destabilizing schools, families, and other institutions that formerly helped ensure the health and well-being of teenagers. Modern statistics bear this out: children are at epidemically higher risk of health and life-compromising behaviors than at any time in our history, with escalating behaviors such as alcohol and

Schools benefit from partnering with families and community members and organizations so that opportunities for skill development are continuously available in the two settings where students spend most of their lives.

drug use, teen pregnancy, acts of violence, suicide, and a host of others.

Research indicates that two major outcomes are critical for the promotion of positive social behaviors and attachments and the reduction of health-compromising behaviors, such as drug use, violence, and misconduct:

1) To develop positive social behaviors in young adolescents, such as self-discipline, responsibility, good judgment, and the ability to get along with others, and

2) To develop positive commitments to their families, schools, peers, and communities, including a commitment to lead healthy, drug-free lives.

The original evidence-based model upon which the acclaimed Lions Quest programs were developed was derived from a synthesis of the information-rational model (Ajzen and Fishbein, 1980), social bonding theory (Hirschi, 1969), social learning theory (Akers, 1992; Bandura, 1977), the social development model (Hawkins et al., 1986; Solomon et al., 1992; Hawkins & Weis, 1985; Weis & Hawkins, 1981; Elliot, Huizinga, & Ageton, 1982; Kim, 1981; Kandel 1982), and the self-derogation theory (Kaplan, Martin, & Robbins, 1982; Kaplan, 1980; Kaplan, Martin, & Johnson, 1986). Since then, the model has been expanded to include the scientific basis of social and emotional learning (Zins, Bloodworth, Weissberg, & Wahlberg 2004; Goleman, 2002), strengths-based prevention (Hawkins, Catalano, & Arthur, 2002; Hansen, Giles, & Fearnow-Kenney, 2000), evidence-based character education (Lickona, Schaps, & Lewis, 2003), service-learning (Meyer, Billig, & Hofschire 2004), and assets and the impact of thriving (Benson & Scales, 2006).
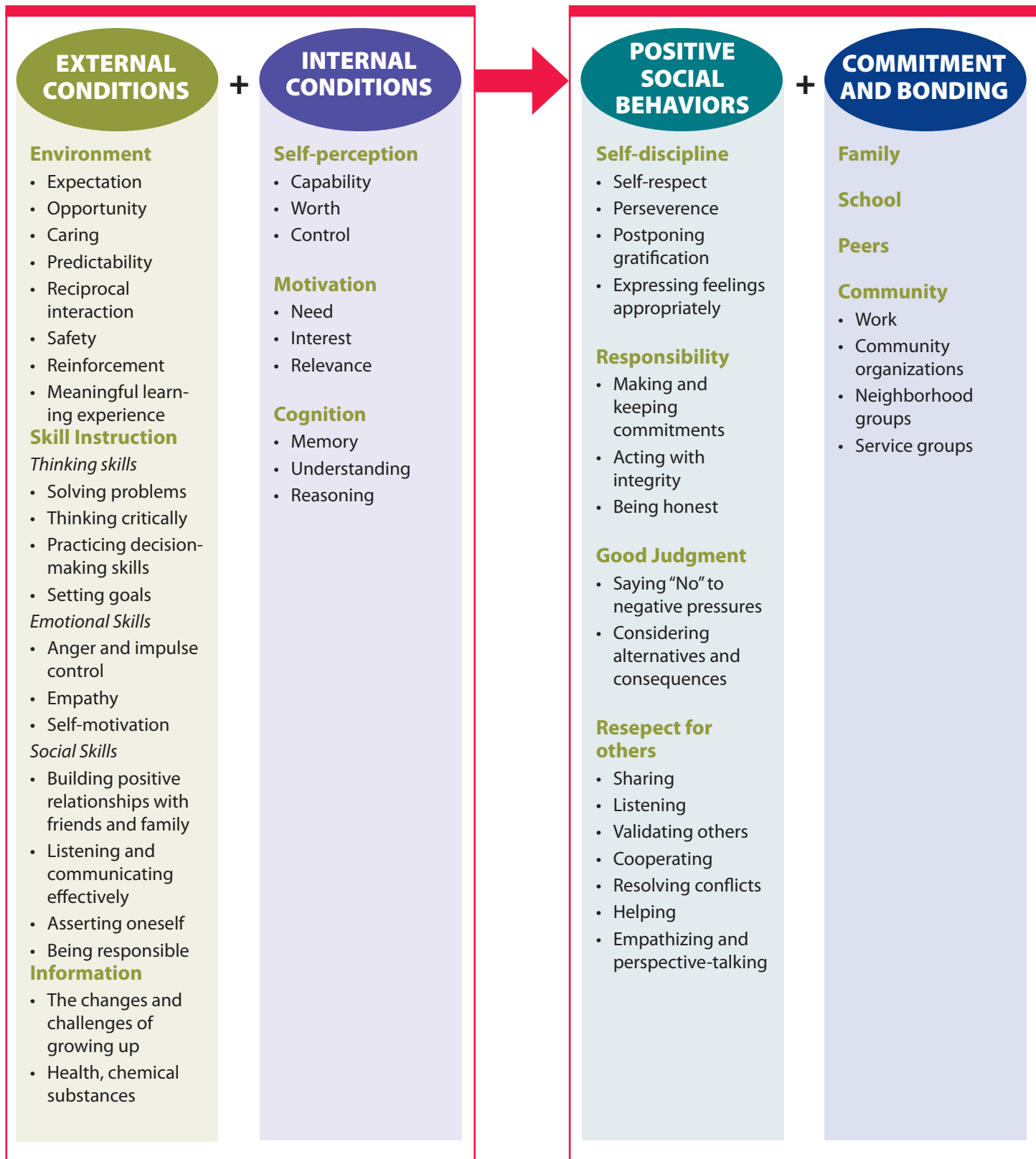
The framework describes how a nurturing external environment in which children learn critical life skills influences and supports the internal conditions that encourage their positive social behaviors and commitments, and reduces their risk for problem behaviors such as substance abuse and violence.

External Conditions Current prevention research on resiliency (Werner 1997, 2001), risk and protective factors (Hawkins, Catalano, & Arthur, 2002), and developmental assets and thriving (Benson, 1997, 2006), affirm a programmatic emphasis on teaching life skills and developing positive commitments. This research identifies emotional and social competencies and prosocial bonding as powerful protective factors that support children's overall healthy development and reduce their risk for harmful behaviors, such as substance abuse and violence. The importance of reducing risk factors and promoting protective factors is highlighted in the 2003 NIDA guide, *Preventing Drug Use among Children*, and is one of the best documented approaches to preventing substance abuse.

To use today's risk and protective factor terminology, Lions Quest programs proactively strengthen key protective factors that support children's healthy development and mitigate those that put them at risk for problem behaviors. Program content and processes help to establish a school environment that offers:

• Clear rules and positive expectations for appropriate behavior, including no use of Illegal drugs and the norm of non-use among young adolescents.

• Opportunities to develop the emotional and social competencies that support positive behaviors and commitments.

• Positive interaction between adults and young adolescents that creates bonding between the home, school, community, and positive peers.

• Predictable and consistent reinforcement for positive behaviors.

• Reciprocal interaction between adults and peers for the establishment of mutual respect.

• Safe environments that promote opportunities for maximum learning.

• Reinforcement and support for positive norms and a healthy, drug-free lifestyle.
(Adapted from NIDA, 2003)

Conceptual Model for Program Development

EXTERNAL CONDITIONS

Environment
- Expectation
- Opportunity
- Caring
- Predictability
- Reciprocal interaction
- Safety
- Reinforcement
- Meaningful learning experience

Skill Instruction

Thinking skills
- Solving problems
- Thinking critically
- Practicing decision-making skills
- Setting goals

Emotional Skills
- Anger and impulse control
- Empathy
- Self-motivation

Social Skills
- Building positive relationships with friends and family
- Listening and communicating effectively
- Asserting oneself
- Being responsible

Information
- The changes and challenges of growing up
- Health, chemical substances

+

INTERNAL CONDITIONS

Self-perception
- Capability
- Worth
- Control

Motivation
- Need
- Interest
- Relevance

Cognition
- Memory
- Understanding
- Reasoning

POSITIVE SOCIAL BEHAVIORS

Self-discipline
- Self-respect
- Perseverence
- Postponing gratification
- Expressing feelings appropriately

Responsibility
- Making and keeping commitments
- Acting with integrity
- Being honest

Good Judgment
- Saying "No" to negative pressures
- Considering alternatives and consequences

Resepect for others
- Sharing
- Listening
- Validating others
- Cooperating
- Resolving conflicts
- Helping
- Empathizing and perspective-talking

+

COMMITMENT AND BONDING

Family

School

Peers

Community
- Work
- Community organizations
- Neighborhood groups
- Service groups

Through the classroom curriculum, children have multiple opportunities to learn, practice, and apply thinking skills, such as solving problems, making decisions, and setting goals, as well as emotional/ social skills, such as friendship making, communication, and assertiveness/refusal skills. Evaluation studies indicate that prevention efforts that include social and emotional skill development lead to greater academic achievement and less anti-social behavior, such as drug use, violence and bullying, early sexual activity, and suicide. (Blum et al., 2002; Welsh et al. 2001; Zins, Bloodworth, Weissberg, & Wahlberg, 2004).

Internal Conditions By creating a nurturing environment that creates a norm of positive behaviors and commitments, evidence-based prevention programs seek to affect the internal conditions that support children's positive self-perception, motivation, and cognitive development, therefore reducing various risk factors, such as peer rejection, association with negative peers, antisocial and aggressive behavior, and prodrug attitudes and early drug use.

Positive Social Behaviors Lions Quest emphasizes nine major domains of positive social behaviors, all of which have been identified by prevention experts as mediating variables in substance abuse prevention programs:
- Building self-discipline, responsibility, and self-confidence
- Communicating effectively and cooperating with others
- Managing attitudes and emotions, including stress and anger management
- Strengthening positive relationships with family and friends
- Learning/ developing skills in solving problems and making healthy decisions
- Resisting negative peer pressure and drug use and seeking healthy, positive alternatives
- Thinking critically
- Setting goals for health and well-being
- Providing service and assistance to others

Developing these critical life skills requires that children have numerous opportunities to learn, practice, and apply these skills in real-life situations, including role-playing, class discussions with peers, and service to others. To provide modeling, consistency and reinforcement, caring adults at school, home, and in the community need to work together. In environments that support the development and integration of thinking, emotional and social skills and positive social behaviors can become a part of children's standard behavioral repertoire and deter the involvement in health-compromising behaviors (Zins, Bloodworth, Weissberg, & Wahlberg 2004; Goleman, 2002).

Positive Commitment and Bonding Positive social behaviors and bonding reinforce one another. As young adolescents develop effective thinking, emotional, and social skills and engage in positive behaviors, they strengthen their bonds with their family, school, peers, and the community. Hawkins, Catalano, & Arthur (2002) have determined that young people are considerably more at risk for negative behavior if they do not form attachments with those around them. Programs such as Lions-Quest help to strengthen and reinforce young adolescents' positive attachments through:
- Lesson activities that teach the skills and concepts that support self-control, communication, cooperation, and caring relationships;
- Opportunities to contribute and help others through service-learning activities;
- Positive family interactions and involvement in all aspects of the program;
- School climate improvement;
- Positive peer interactions both in and out of the classroom;
- Involvement of the community, such as local service organizations like Lions Clubs, the PTA, and individual parents, youth workers, clergy, and others who have an interest in the well-being of young people.

Successful Implementation

The successful implementation of Lions Quest involves developing a shared vision of and commitment among school staff, parents, and community members to the core beliefs that underlie the program philosophy and approach. These core beliefs help define the roles and relationships of students and adults within the learning community at school.

Core Beliefs about Teaching and Learning

A shared vision and commitment centered on the following core beliefs about teaching and learning can facilitate ongoing school improvement by raising the questions: "What implications for teaching and learning are embodied in these beliefs?" and "What are we doing to honor these beliefs?" Conversations about these questions among everyone involved—school staff, parents, students, and the community—can become a catalyst for continued growth and improvement in the ways we educate and support our young.

Students as Contributors

Students and adults bring their ideas, feelings, insights, and personal and cultural histories to every situation, along with the need and capacity to be active, capable contributors to a learning community.

Reciprocal Relationships

Caring, reciprocal relationships among students, among students and adults, and among adults provide the basis for creating safe, caring, and supportive learning environments.

Facilitators as Partners in Learning

The role of the facilitator as a partner in learning is to collaborate with students in exploring key questions, tackling real issues, solving problems, and communicating their ideas across the curriculum.

Families as Collaborators

Because parents and family members act as their children's primary teachers, parent and family participation is central to the vitality and richness of a school community.

Academic Excellence

Students' commitment to their education is developed through opportunities to be engaged in relevant, active, and reflective learning experiences that draw the learner into reciprocal relationships with people, things, and ideas.

A shared vision and commitment raises the questions...

> *What implications for teaching and learning are embodied in these beliefs?*

> *What are we doing to honor these beliefs?*

The Lions Quest curriculum offers 36 sequential, skill-building lessons per grade in early learning through grade 8. The 30- to 45-minute lessons are organized into six units:

Unit 1: A Positive Learning Community

Unit 2: Personal Development

Unit 3: Social Development

Unit 4: Health and Prevention

Unit 5: Leadership and Service

Unit 6: Reflection and Closure

Living with Integrity

Shared values and pro-social skills define the character of a school community as they are identified, discussed, practiced, and experienced by students and adults.

Agreements and Boundaries

Clear boundaries, respectful agreements, and positive expectations about ways to treat one another are essential to creating safe and collaborative learning environments.

The Environment as Teacher

The organization, quality, and use of the school's physical environment have the potential to promote caring relationships and enrich learning.

Program Components

The Lions Quest programs consist of the following components:

- Facilitator's Guide
- Projectables
- Student Journals
- Family Connection Take-Home Worksheets
- Universal Program Guide
- Families as Partners
- LQ (Lions Quest) Digital Resources Drive

Facilitator's Guide

The Facillitator's Guide contains the core instruction that facilitators use to implement the Lions Quest program. Each grade level has a Facilitator's Guide consisting of six units and 36 lessons for that grade level. The Facilitator's Guide includes information about how to teach each lesson and where facilitators can find the other program components necessary to teach each lesson. Unit openers for each unit provide an at-a-glance look at the competencies and skills taught in the unit as well as any non-classroom materials and advanced preparation that may be necessary to teach a lesson in the unit. Unit openers also include Energizer and Tickler activities that can be used at any point while teaching the unit.

Projectables

Each lesson includes at least one projectable that supplements the instruction. Projectables correspond to particular phases of instruction. All lessons include a projectable during the Discovering instructional phase, and many lessons include a projectable during the Connecting instructional phase. Some lessons may include a projectable during the Practicing instructional phase. Facilitators can either project them for the class or print them to distribute or display in the classroom. At times, facilitators are directed to distribute printed copies if it is necessary for the lesson design. Projectables are available in PDF format on the LQ Digital Resources Drive.

Student Journal

Each student has a Student Journal in which to complete certain lesson activities. There are usually two Student Journal pages per lesson—the Reflecting page and the Applying page. Some lessons have additional pages.

Family Connection Take-Home Worksheets

The Family Connection take-home worksheets are blackline masters that facilitators send home with students to reinforce the concepts and skills learned in the lesson. The Family Connection activity also serves to reinforce family involvement in the Lions Quest program. Each lesson includes one Family Connection activity and a corresponding blackline master. The blackline masters are available in PDF format on the LQ Digital Resources Drive.

Universal Program Guide

The Universal Program Guide provides important information introducing and implementing the Lions Quest programs. It also provides information about instructional strategies that support SEL and the Lions Quest programs.

Families as Partners

The Families as Partners guide is designed to encourage family engagement and involvement in Lions Quest programs. In this guide, each school-sponsored parent meeting is fully scripted and ready to implement. The guide includes tips on encouraging family involvement at school and projectables for the meetings. The guide is available in PDF format on the LQ Digital Resources Drive. It applies to all grades. Families as Partners serves to reinforce family involvement in the Lions Quest program.

LQ Digital Resources Drive

Program components, including projectables that supplement each lesson, and Family Connection take-home worksheets that promote family involvement are available on the LQ Digital Resources Drive in PDF format. A Drug Information Sheet is also available in PDF format on the LQ Digital Resources Drive. This document provides detailed and current information about harmful chemical substances and their effects, which facilitators can use when teaching drug, alcohol, and tobacco prevention in Unit 4.
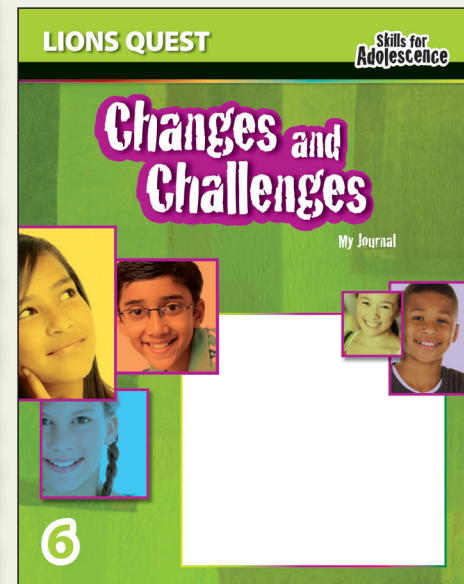
Student Journal
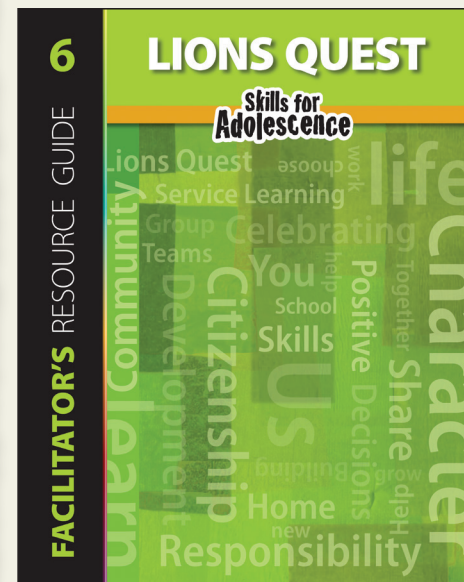
Facilitator's Guide

Program Features

Lions Quest includes the following features:
- Community Connection
- Family Connection
- Applying Across the Curriculum
- Building Skills Beyond the Lesson

Community Connection

The Community Connection feature is an activity that occurs once in each lesson in the Facilitator's Guide in grades 1 through 8. The activity is tied directly to the lesson topic and, as such, serves to reinforce the concepts and skills taught in the lesson. Its purpose is to expand students' understanding of and perceptions about the lesson concepts and skills with the community specifically in mind. The Community Connection activities foster a connection between the student and his or her community whether that community is the classroom, the school, the town/city/neighborhood, the state/region, the country, or the world. The Community Connection activity also serves to reinforce community involvement in the Lions Quest program. In early learning, Community Connection activities are included in the front matter of the Facilitator's Guide.

Family Connection

The Family Connection feature is an activity that occurs once in each lesson in the Facilitator's Guide in early learning through grade 8. The Family Connection take-home worksheet is sent home with students as part of this activity. The activity is tied directly to the lesson topic and, as such, serves to reinforce the concepts and skills taught in the lesson. Its purpose is to expand students' understanding of and perceptions about the lesson skill with the family specifically in mind. The Family Connection activity also serves to reinforce family involvement in the Lions Quest program.

Applying Across the Curriculum

Applying Across the Curriculum consists of two activities in each lesson in the Facilitator's Guide in early learning through grade 8. The purpose of these activities is to promote curriculum-wide application of SEL skills and concepts. Applying Across the Curriculum activities may correspond to the following content areas: math, social studies, science, language arts, music, art, information technology, career education, health, physical education, family and consumer science, or world languages. The activities in each lesson are tied directly to the lesson topic and, as such, serve to reinforce the concepts and skills taught in the lesson.

Building Skills Beyond the Lesson

Building Skills Beyond the Lesson consists of two reinforcement activities and two enrichment activities in each lesson in the Facilitator's Guide in early learning through grade 8. These activities provide additional exposure to the lesson skill in the form of activities that are leveled and in keeping with one of the instructional phases. The purpose of the

reinforcement activities is to offer a different way of thinking about and/or performing the skill learned in the lesson. The purpose of the enrichment activities is to encourage students to use the skills learned in the lesson in a new way using higher-order, abstract thinking skills.

Energizers and Ticklers

Energizer and Tickler activities are included in the unit openers for each unit in the Facilitator's Guide in early learning through grade 8. These activities can be used at any point while teaching the lesson. Ticklers are reflective activities that take five minutes or less. They can be completed at the beginning of the day or any time the facilitator wants to reinforce the lesson concepts. Energizers are short cooperative activities that require physical movement. They offer a change of pace and help students relax and enjoy being together. They can be completed in the classroom or during recess or physical education.

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Program Components and Features at a Glance
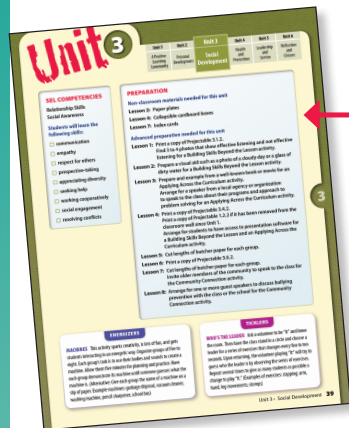
UNIT OPENER The first page of each unit provides organizational tools, materials needed for the unit, Tickler activities for student engagement, and Energizer activities for skills reinforcement.

In the **DISCOVERING PHASE** which begins each lesson, students are provided with an engaging introductory activity that involves the entire class.

THE DISCOVERING PROJECTABLE facsimile is shown opposite the instruction.

LESSON LINK ICON reminds facilitators to review any work completed by students for a previous lesson.

COMMUNITY CONNECTION, FAMILY CONNECTION, and **APPLYING ACROSS THE CURRICULUM** provide opportunities for students to expand the lesson's skills/concepts in and beyond the classroom.

Each lesson begins with a **PLANNING COLUMN,** which shows the unit and lesson number; lists the lesson's SEL competencies, skills, and objectives; explains the classroom configurations for each of the lesson's four phases; and lists Common Core standards covered in the lesson.

SKILLS PROGRESSION provides the instructional context for a particular skill—what students learned last year, what they are learning this year, and what they will learn next year.

In the **CONNECTING PHASE**, students connect what they already know with new information about the lesson skill. If the lesson includes a Connecting projectable, a facsimile is shown opposite the instruction.

PACING indicates the time suggested for each phase. Pacing will vary depending on class length and on student needs.

In the **PRACTICING PHASE**, students practice the new skill learned in the Connecting phase. If the lesson includes a Practicing projectable, a facsimile is shown opposite the instruction.

REFLECTING QUESTIONS conclude the Practicing phase. The questions reflect increasing cognitive complexity and connect students to the learning that took place in the just-completed Connecting and Practicing phases. Questions are open-ended and encourage divergent and critical thinking. Questions that express a personal opinion, perspective, or insight invite students to reveal how they are thinking about a topic.

In the **APPLYING PHASE** students use higher-order thinking skills to apply what they have learned beyond the classroom. Students either complete or prepare for this activity using the Student Journal.

In the **BUILDING SKILLS BEYOND THE LESSON** section, additional activities are provided for students who may benefit from additional exposure to the lesson skills and for students who have mastered the skills and are ready for activities with a greater degree of complexity.

Go to Unit 3 Lesson 1 for this!

THE FAMILY-CONNECTION TAKE-HOME WORKSHEET is a black line master that teachers can copy and distribute to students to practice the lesson's skill at home with a family member. Worksheets are provided as PDFs on the LQ Digital Resources Drive.

Embedded lesson page

Reflecting Resource: Student Journal p. 30

Ask the speakers to choose their topics. Use your Quiet Signal to begin the first round. After two minutes, indicate that it's time for partners to switch. Listeners become speakers and choose their topic, and speakers become listeners. After two minutes, ask each partner to take one minute to share what he or she appreciated about the other's listening. Encourage them to be specific about ART. Walk around while students practice; notice how well they demonstrate the skills. Provide positive and constructive feedback.

Reflecting

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

What?	What did you experience today with effective listening?
So what?	What did you learn about the benefits of effective listening? How does it feel when someone really listens to you?
Now what?	What can effective listening do for you? What can it do for others when you listen to them in this way?

Applying Resource: Student Journal p. 31

4 APPLYING 5 MINUTES

Have students complete the Applying page in their Student Journal. Ask them to pay attention to their own ART of Listening skills for the next 24 hours. Invite them to practice with friends, family, or staff, paying attention to how they feel and how others respond when they are being effective listeners. Explain that they will be invited to share these experiences in the next lesson.

ASSESSING

PRACTICING (INFORMAL FORMATIVE ASSESSMENT) Monitor students as they practice; take note of how well they use ART. Review their answers to the Reflecting questions in the Student Journals to determine how well students understand effective listening.

APPLYING (FORMAL FORMATIVE ASSESSMENT) Review Applying in Student Journals to assess how well students apply ART of Listening to situations beyond the classroom.

BUILDING SKILLS BEYOND THE LESSON

Picture It! REINFORCEMENT
PRACTICING Reinforce the ART of Listening by having students create a photomontage that illustrates their responses to the Reflecting questions. Students can also take the activity a step further and use the images to create additional meaning rather than only illustrating the answers they wrote in their Student Journals.

Write A Song!
APPLYING To reinforce each element of the ART of Listening and what it means to them, have pairs or small groups write song lyrics to the tune of a song of their choice. Lyrics can either build on the Applying activity in their Student Journals OR lyrics can help students who are having difficulty expressing what the ART of Listening means to them. A variation is to have students write an ART of Listening rap. Have students perform their lyrics for the class.

Listen! ENRICHMENT
CONNECTING To help listeners attend to a speaker, point out facial expressions and gestures in photos that show effective listening and not effective listening. Doing so will help them make a connection between attending to a speaker and facial expressions and gestures such as nodding, leaning toward a speaker, and making eye contact.

Ask Questions!
PRACTICING To help listeners take time to ask questions and comment, have students repeat the Practicing activity but allow listeners to first write appropriate questions and comments before saying them aloud.

42 Unit 3

Family Connection worksheet

3.1 FAMILY CONNECTION!

Listen Up!

LET'S DO THIS!
Practice effective listening skills with your family. Ask: "Could you tell me about your day?" While your family member speaks, concentrate on using your ART of Listening skills.

FAMILY MEMBERS READ THIS:
Your son or daughter is learning about and developing effective listening skills. Help him or her practice by speaking while he or she listens. Observe his or her listening behaviors as you speak. Watch for cues such as body language. If you wish, you can switch roles and listen while your son or daughter speaks.

THE ART OF EFFECTIVE LISTENING

REMEMBER TO
❏ Attend to the speaker.
❏ Recognize the speaker's point of view.
❏ Take time to ask and comment.

After listening to your family member, ask him or her to describe your behaviors. Then, answer the following questions.

How did your family member describe your listening behaviors?

In what ways did you use ART? How did you feel when you used it well? How do you think the interaction improved from using ART?

What do you need to do differently to improve your listening skills? When and where will you try to use ART again?

How is listening to a family member different than listening to a classmate?

Go to Unit 3 Lesson 1 for these!

3.**1.1** DISCOVERING ACTIVITY

Think about a time when you had something to say and . . .

someone **did not listen** to you.

someone **really listened** to you.

What did it feel like to be listened to?

What did it feel like to be not listened to?

PROJECTABLES are provided as PDFs on the LQ Digital Resources Drive. They can be projected on a whiteboard or printed and distributed to students, depending on the needs of the lesson. Lessons use one or more projectable to stimulate discussion and support instruction. Projectables are numbered with the unit and lesson number, followed by a number indicating the corresponding phase of instruction in the lesson. The number 1 indicates Discovering phase, 2 indicates Connecting phase, and 3 indicates Practicing phase. Some projectables are used in more than one lesson, so the projectable number refers to the first unit and lesson in which the projectable is used.

Each student has his or her own Student Journal. The **REFLECTING PAGE** includes the same Reflecting questions from the Facilitator's Resource Guide. Students have space in their Student Journal to write their answers. On the **APPLYING PAGE**, students either complete or prepare for the activity described in the Facilitator's Resource Guide. Some lessons have Student Journal pages that correspond to one or more of the other instructional phases.

3.1 **Reflecting** Reflect on what you've learned about effective listening in this lesson.

WHAT? What did you experience today with effective listening?

What did you learn about the benefits of effective listening? How does it feel when someone really listens to you?

SO WHAT?

NOW WHAT? What can effective listening do for you? What can it do for others when you listen to them in this way?

30 Unit 3

Applying What does each step of effective listening mean to you? Write a description for each step in the space provided.

A Attend to the speaker.

R Recognize the speaker's point of view.

T Take time to ask and comment.

Lesson 1 **31**

Incorporation of Instructional Design into Program Components and Features

Lions Quest programs use a four-phase instructional design that is incorporated into the components and features of Lions Quest. The instructional phases are:

Phase One: Discovering

Phase Two: Connecting

Phase Three: Practicing

Phase Four: Applying

Phase One: Discovering

The purpose of the Discovering phase of instruction is to find out what students already know about the topic, so this instructional phase always begins with an introductory activity that is designed to engage students and elicit prior knowledge. The introductory activity in the Discovering phase is presented via a Discovering projectable. Projectables are available in PDF format on the LQ Digital Resources Drive and can either be projected on an interactive white board or printed. The Facilitator's Guide provides detailed instruction on how to organize and teach the Discovering instructional phase.

Phase Two: Connecting

The purpose of the Connecting phase of instruction is to connect current knowledge to new concepts and skills. New information is often presented to students on Connecting projectables. Projectables are available in PDF format on the LQ Digital Resources Drive and can either be projected on an interactive white board or printed. The Facilitator's Guide provides detailed instruction on how to organize and teach the Connecting instructional phase.

Phase Three: Practicing

The purpose of the Practicing phase of instruction is to practice the new skill learned during the Connecting phase of instruction. Some Practicing activities may use a Practicing projectable. Projectables are available in PDF format on the LQ Digital Resources Drive and can either be projected on an interactive white board or printed. Many Practicing activities make use of a Practicing page in the Student Journal. Student Journals are consumable books provided to each student. At the conclusion of the Practicing activity, students reflect on the lesson by answering questions on the Reflecting page in the Student Journal. The Facilitator's Guide provides detailed instruction on how to organize and teach the Practicing instructional phase.

Phase Four: Applying

The purpose of the Applying phase of instruction is to apply the new concept and/or skill to new situations beyond the classroom. Students either plan or complete the Applying activity on the Applying page in the Student Journal. Student Journals are consumable books provided to each student. The Facilitator's Guide provides detailed instruction on how to organize and teach the Applying instructional phase.

*The purpose of the **Discovering** phase of instruction is to find out what students already know about the topic.*

*The purpose of the **Connecting** phase of instruction is to connect current knowledge to new concepts and skills.*

*The purpose of the **Practicing** phase of instruction is to practice the new skill learned during the Connecting phase of instruction.*

*The purpose of the **Applying** phase of instruction is to apply the new concept and/or skill to new situations beyond the classroom.*

The successful implementation of Lions Quest requires a special blend of skills and personal attributes in those responsible for leading and teaching the program.

Implementer Profiles

The following profiles will help implementers make decisions about those best suited to teach the programs.

Facilitator Attributes

- Believes in the positive potential of all young people
- Has a student-centered, facilitative approach to teaching and learning
- Uses cooperative learning strategies that address many learning styles
- Builds and maintains strong relationships with peers, young people, and their families
- Demonstrates a positive, caring, optimistic attitude
- Is a creative and flexible communicator and problem-solver
- Demonstrates Lions Quest teaching competencies (e.g., listens, asks open-ended questions, responds with acceptance, reflects and celebrates diverse opinions, creates a nurturing classroom environment)

Principal Attributes

- Communicates a strong commitment to comprehensive, positive prevention and to Lions Quest programs
- Demonstrates a collaborative, democratic leadership style
- Upholds a student-centered approach to teaching and learning
- Has a history of successfully implementing innovative programs
- Serves as an advocate for facilitators and youth
- Demonstrates skills in establishing effective home-school-community partnerships
- Establishes a positive school environment for learning

Effective Schoolwide Implementation

The effective implementation of Lions Quest requires a long-term commitment. This process does not always follow in a linear, step-by-step fashion because different schools may initiate the process differently, depending on the needs, level of support, and resources available. Usually small groups begin and build momentum with the motto, "Start small-think big." In general, program implementation involves the following steps:

Step One: Planning for Implementation

Step Two: Implementing the Program

Step Three: Evaluating the Process and the Results

Step Four: Adapting and Improving the Program

Step Five: Institutionalizing the Program

Step One: Planning for Implementation

Planning is crucial to successful implementation. During the planning stage, a core planning team builds support for the program, answers

Primary Responsibilities

Following are the main responsibilities of the person overseeing a Lions Quest program:

- Select the planning team.
- Participate in a training workshop.
- Conduct orientation meetings.
- Establish the School Climate Team or Committee.
- Plan for and support the parent meetings outlined in the Families as Partners guide.
- Involve members of the community.
- Monitor the program and provide support.
- Evaluate the program's impact.

questions and concerns, and selects an implementation model. (See pages 32–34 for a description of implementation models.) As in any effective curricular effort, the more planning up front, the better the result.

Begin by forming a planning team. A core team of three to eight people should supervise the planning stage. This team includes the trained staff who will lead or support the program, the principal, other staff and administrators, parents, and community representatives. Because the Lions Quest programs were designed to bring into collaboration the home, school, and community, planning must involve these three groups.

A facilitator, administrator, or parent should be designated as the team leader. As soon as the program is implemented and the planning team's main responsibilities are completed, members of this team will probably become members of the School Climate Team or Committee. The School Climate Team or Committee will then work to support the facilitator, extend the benefits of Lions Quest into the school and community, and nurture the home-school-community partnership. (See pages 48–49 for a description of the School Climate Team or Committee.) The active involvement and support of the principal or another key administrator is important to the success of the programs. Ideally, the principal will directly oversee the program. An assistant administrator can also play this role, provided that he or she has sufficient authority to provide the necessary leadership.

Step Two: Implementing the Program

Effective classroom implementation is the heart of a successful Lions Quest program. The "Instructional Strategies" section of this guide offers guidelines and suggestions that will help facilitators establish and maintain the supportive environment that fosters the development of positive social skills.

Step Three: Evaluating the Process and the Results

Evaluation is essential but it need not be complex. It involves gathering information and reporting it to interested people, such as parents, central administration, other facilitators and staff, and sponsoring groups. Evaluation might involve a before/after comparison of school records of student misbehavior, detentions or penalties, tardiness, and attendance at parent meetings. Direct quotes from facilitators, parents, and students or the documented success of a service-learning project are useful. Demonstrating positive results builds support not only for the program, but also for the school as a whole.

Step Four: Adapting and Improving the Program

Adaptation may begin almost immediately as the facilitators and other staff determine what works best for the students. Adaptations must be clearly thought out, while maintaining both facilitator and student enthusiasm. The School Climate Team or Committee can help in the adaptation and improvement process. This may involve acclimating new facilitators to the program and informing incoming students and parents about goals and expectations.

Building Initial Support

Communication is key to successful implementation. The following suggestions will help the planning team encourage full acceptance of the Lions Quest programs:

- Before the program is implemented, hold a community meeting to explain its content and goals. Invite planning team members—especially parents and other community representatives—to speak at these meetings.
- Meet separately with anyone who has special concerns. Share these concerns with appropriate school personnel. Make sure everyone has an opportunity to review the curriculum. Respect any questions and comments, remembering that they are expressions of caring and commitment to quality education.
- Send a letter to parents whose children will be in the program. The first letter states the program's goals, describes materials that parents will receive, and lists the topics and times for the parent meetings. Be sure to share your own excitement about the program and invite parents to visit the classroom.
- Send a press release to local media announcing the program. Later, you can send additional announcements regarding parent meetings, speakers and events, and service-learning projects.

Step Five: Institutionalizing the Program

Many schools have integrated Lions Quest so completely that the entire school reflects the climate of the program. For example, Monte Cassino School in Oklahoma has developed a school philosophy that closely parallels that of Lions Quest. Parents are informed about it as soon as they enroll their children in school. Institutionalization means that commitment and "buy-in" for the program have been obtained at all levels, including the school board, staff, parents, and community members. All work together to bring about lasting positive change.

Classroom Implementation Models

The Lions Quest programs are **universal** programs designed to be implemented with all students at all grade levels. They are designed as a continuum of early learning through grade 8 programming that provide a skills progression for each social and emotional competency throughout a student's elementary and middle school education. Each grade level offers 36 skill-building lessons that are taught in 30–45 minute class periods and are accompanied by supplementary activities that build skills after the core lesson has been taught. The supplementary activities reside in lesson features called Building Skills Beyond the Lesson, Applying Across the Curriculum, Family Connection, and Community Connection. The lessons create a skills progression of all social and emotional skills from year to year from early learning through grade 8 at developmentally appropriate levels so that students become increasingly more competent as they progress through the curriculum. The combination of the core lesson and supplementary activities provides sufficient curriculum content to offer the program at each grade level from one to five days per week throughout the school year and from year to year.

High quality implementation criteria for Lions Quest programs entail teaching program lessons in a sequence at least one day per week for 36 weeks per grade level and providing additional practice through implementing Building Skills Beyond the Lesson, Applying Across the Curriculum, Community Connection, and Family Connection activities in the classroom, throughout the school, and in the home.

Model One: Universal program taught as separate course in the core curriculum

The programs may be offered as a life skills course in the core curriculum. The program could be offered daily with a core lesson taught at the beginning of the week followed by the Applying Phase, Building Skills Beyond the Lesson, and Applying Across the Curriculum activities to provide additional practice and application of skills in new contexts throughout the week.

Model Two: Advisory and Classroom Meeting structures

Advisory and Classroom Meetings are becoming more common in elementary and middle schools, with the goals of supporting the two primary approaches to SEL: promoting the academic, social, and emotional development of the whole child through building SEL competencies and establishing the safe, well-managed, relationship-centered learning environment. Lions Quest programs provide content that is ideally suited to these formats.

As an Advisory program, the programs provide a weekly core lesson that teaches a social and emotional skill followed by daily skills practice that build social and emotional competencies in students over the course of a school year and from year to year. For Classroom Meeting formats designed to build a safe and caring classroom environment and reinforce respective behaviors, the programs provide weekly discussion topics with additional activities for practice of social and emotional skills that create and sustain a positive learning climate. In both cases, the 36-lesson per year curriculum with supplemental home-school-community activities offers sequential, active, focused, and explicit (S.A.F.E.) programming to address the two primary approaches to SEL.

Model Three: Integrated into academic subject areas

The programs integrate well with the learning standards in academic subjects such as language arts, social studies, science, health, and family and consumer sciences and can become infused into those courses. In particular, the programs align with the Common Core Standards for English/language arts, which are identified in each lesson. In addition, each lesson includes two Applying Across the Curriculum activities in subject areas such as language arts, social studies, math, science, music, art, and information technology. These activities can be used by the academic facilitators to align the lesson content with their subject area standards. If counselors and other non-academic staff are teaching the program in Advisory or Classroom Meetings, they may share these activities with academic facilitators to use as reinforcement for the social and emotional skills being introduced in those settings.

Model Four: Foundational life skills program

State and local initiatives in social and emotional learning, character education, comprehensive prevention, and service-learning require curriculum. Lions Quest programs include specific skills development and content in all of these four areas.

Model Five: Tier 2 and 3 interventions

In addition to being universal programs appropriate for all students at all grade levels, Lions Quest programs are also appropriate to be used as Tier 2 and Tier 3 interventions in the Response to Intervention (RtI) framework. The programs are designed to be used in classroom as well as in small-group interventions and have achieved success with both settings. However, because the programs are fundamentally designed as Tier 1 universal programs, the best small-group interventions are those that support and complement the classroom programs and are used in conjunction with each other in a well-planned and integrated system of support. There are two ways that the lessons can be taught in Tier 2. First, lessons can be taught to the small groups before they are introduced to the large group to prepare students in advance with the content and skills. Second, lessons can be retaught in the small groups after the large group lesson to continue to practice and reinforce content and skills.

Model Six: Schoolwide Initiative

Ultimately, the programs are designed as schoolwide SEL initiatives in which all students and parents are involved. Each unit serves as the

Implementation Models

The programs may be integrated into a variety of curriculum structures:

Model One: As a universal program taught as a separate course in the core curriculum;

Model Two: As an Advisory or Classroom Meeting program

Model Three: Integrated into one or more related areas of the curriculum such as social studies, language arts, or health

Model Four: As a foundation to support state and local initiatives in areas such as social and emotional learning, character education, drug and bullying prevention, and service-learning

Model Five: As Tier 2 and 3 interventions for Response to Intervention

Model Six: As a schoolwide initiative

basis for a monthly or bi-monthly theme for whole-school activities, including core lessons, Building Skills Beyond the Lesson activities, Applying Across the Curriculum activities, Community Connection activities, Family Connection activities, and parent meetings that engage all school community members. In this implementation model, the emphasis is on creating schoolwide norms and pervasively used skills among all school-community members to create a common language of social and emotional competencies that are known and used by all. Schoolwide programming is considered a key accelerator for SEL, because it creates norms of expected behaviors and dispositions and gets all stakeholders teaching, modeling, and reinforcing the same skills and behaviors.

School Implementation Matrix

Program Components	Classroom Implementation	Schoolwide Implementation
Classroom Curriculum	Facilitator(s) teach Units 1–6 as a nine-week mini-course, one-semester, or one-year course or within an existing course, such as language arts, guidance, health, or family and consumer economics.	The program provides a shared vision and language for a schoolwide youth development, character education, and/or prevention effort. The principal and those teaching the program attend workshop training and coordinate their efforts to teach and reinforce program concepts and skills across all grade levels.
Service-Learning	Students apply the concepts and skills they have learned in Units 1–4 to help plan and carry out a service-learning project.	Students in all grade levels participate in individual classroom and/or whole-school service-learning projects.
Positive Climate	Program concepts and skills are learned, practiced, and applied to create a positive classroom environment.	Program concepts and skills are learned, practiced, and applied in all grade levels to establish a positive climate throughout the school. One or more schoolwide events are held to reinforce the program themes.
Family Involvement	Parents or guardians of students involved in a Lions Quest program receive a letter describing the program. Families reinforce program concepts and skills through shared homework assignments (Family Connection take-home worksheets) and special classroom events.	Parents or guardians also participate on the Implementation Team and School Climate Team or Committee and attend Lions Quest parent meetings and schoolwide program events.
Community Involvement	Community members are familiar with the program, participate as guest speakers, and interact with students during service-learning projects and special classroom events.	Local Lions Clubs and other community groups support the program by funding workshops and students materials. They help plan and support service-learning projects and schoolwide events.

Lions Quest and Common Core Standards

Common Core Standards are a set of research- and evidenced-based academic standards in mathematics and English language arts/literacy (ELA) that outline skills students should be able to achieve by the end of each grade level in order to succeed in college and career. Common Core Standards are the result of a collaboration between state leaders, teachers, school chiefs, administrators, and other education experts organized by the National Governors Association Center and the Council of Chief State School Officers.[31]

Lions Quest programs align with the Common Core Standards for English/language arts, especially the standards in the listening and speaking strand. The Common Core Standards that are addressed in a given lesson are listed in the Planning column for each lesson. Many Community Connection, Family Connection, Applying Across the Curriculum, and Building Skills Beyond the Lesson activities can be easily modified and/or expanded to address the Common Core Standards in the reading, writing, and language strands.

Lions Quest and Response to Intervention (RtI)

Response to Intervention (RtI) is a tiered approach used to identify and support students with learning and behavior needs. Tier 1 consists of high-quality, research-based instruction geared toward all students. This instruction creates a baseline used to screen for and identify struggling learners. Tier 2 consists of targeted interventions for those students identified as struggling learners. Instruction is provided in small group settings in conjunction with classroom instruction. Tier 3 consists of more intensive, individualized instruction for students who are not making adequate progress with Tier 2 targeted interventions. Student progress is closely monitored in all tiers.[32]

Lions Quest programs support the RtI philosophy of successful learning for all students and provide specific curricula, instruction, materials and professional development for a strong Tier 1 foundation in a district-wide RtI system that targets academic skills and behavioral and social skills. Lions Quest programs address the following core components of RtI:

- High-quality classroom instruction
- Research-based instruction
- Classroom performance
- Universal screening
- Continuous classroom progress monitoring
- Research-based interventions
- Progress monitoring during interventions
- Fidelity measures
- Staff development and collaboration
- Parent involvement

Lions Quest and Positive Behavioral Interventions & Support (PBIS)

Positive Behavioral Interventions & Support (PBIS) is a prevention-oriented approach to changing behavior. According to the U.S. Office of Special Education Programs, "PBIS is a framework or approach for assisting school personnel in adopting and organizing evidence-based behavioral interventions into an integrated continuum that enhances academic and social behavior outcomes for all students."[33] Similar to RtI, PBIS advocates the screening of all students, continuous progress monitoring, decision making based on data, and evidence-based interventions.[34]

Lions Quest programs are comprehensive positive youth development and prevention programs that teach social emotional learning (SEL), character education, prevention, and service-learning. As such, the Lions Quest programs are uniquely situated to support PBIS, which shares the similar long-term goal of changing behavior.[35] Lions Quest programs help young people develop skills that give them a voice that allows them to deal with emotions constructively, make responsible decisions, and set positive goals that lead to healthy, responsible lives free from the harm of drug abuse, bullying, and violence.

Many Community Connection, Family Connection, Applying Across the Curriculum, and Building Skills Beyond the Lesson activities can be easily modified and/or expanded to address the Common Core Standards in the reading, writing, and language strands.

The four-phase instructional design creates a natural method for facilitators to identify students struggling with concepts and skills whether or not those students have previously been identified as Tier 2 struggling students.

The Lions Quest programs are uniquely situated to support PBIS, which shares the similar long-term goal of changing behavior.

Instructional Strategies

Instructional Design

Lions Quest programs use a four-phase instructional design. Central to this instructional design is a view of students as active participants, initiating their own learning in a natural way that draws on their innate curiosity. The emphasis is on interaction—an essential element of a young person's bonding to school.[36] Young people work together to learn concepts, practice thinking and social skills, and discover the benefits of cooperating toward mutual goals. The four instructional phases provide opportunities for students to build on their own knowledge and experiences, incorporate new information, practice what they are learning, reflect, and apply their new insights and knowledge to a variety of new situations.

Phase One: Discovering

The purpose of the Discovering phase of instruction is to find out what students already know about the topic. The facilitator shows enthusiasm for the topic, stimulates student interest, demonstrates active listening and respect for differing viewpoints, and begins to evaluate student knowledge of the topic. Primary teaching strategies include open-ended questions, respectful responding, and reflection.

Phase Two: Connecting

The purpose of the Connecting phase of instruction is to connect current knowledge to new concepts and skills. The facilitator uses short explanations, examples, and/or demonstrations to present new knowledge and skills and to model their appropriate use. Primary teaching strategies include presenting, modeling, and leading discussions.

Phase Three: Practicing

The purpose of the Practicing phase of instruction is to practice the new skill under the facilitator's guidance and reflect on what has been learned. Students practice the new concept or skill in a meaningful and relevant context. The facilitator carefully monitors the activity to ensure that students understand the concept or skill and can use it correctly. Through higher-level processing questions, the facilitator promotes application of skills, integration of knowledge, and summarization of key ideas. Primary teaching strategies include cooperative group work, guided practice, and reflection questions.

Phase Four: Applying

The purpose of the Applying phase of instruction is to apply the new concept and/or skill to new situations. Students consider how the concepts and skills learned in the lesson apply to their own lives. Additional activities may provide further application opportunities and discussions with caring adults at home and school. Primary teaching strategies include writing assignments, application activities, adult/student conversations, or guest speakers.

Positive Instructional Strategies for a Relationship-Centered Classroom

Lions Quest lessons use positive instructional strategies to

1) create a relationship-centered learning community that is student-centered, consistently safe, engaging, caring, cooperative, and well-managed;

2) teach, model, and reinforce SEL skills.

These strategies are modified within the lessons to be developmentally appropriate at each grade level. They are used for the purposes discussed on the following pages when teaching any part of a lesson including instructional phases in the core lesson, Building Skills Beyond the Lesson activities, Applying Across the Curriculum activities, Community Connection activities, Family Connection activities, and Building Skills Beyond the Lesson activities. They are particularly important in supporting the specific purposes of the designated instructional phases.

Using instructional strategies that promote SEL become powerful levers that will transform the classroom into a relationship-centered learning community that is stimulating, thought-provoking, highly interactive, and deeply meaningful for students and facilitators alike. The facilitator and students create a safe and nurturing learning community in which students feel seen, heard, known, and valued and develop bonds of mutual support. The learning experiences are a laboratory for both teaching and learning the social and emotional competencies and skills and reinforcing them through daily modeling and practice. When students feel safe and are able to focus on learning while developing skills of critical thinking, problem solving, and reflection in a supportive and collaborative environment, their academic achievement can improve significantly. Ultimately, with consistent use of the following instructional strategies, students build the capacity to "walk the SEL talk" as these skills and behaviors become habits that positively impact all areas of their lives academically, socially, and emotionally.

Setting up the physical environment

Student-centered seating Interactive activities call for students to be able to see each other in a circle or work in small group settings to build the inclusive classroom and facilitate cooperative work. Desks can be arranged in cooperative table setting where students can do both individual and group work.

Student work In each unit, several lessons involve student work that can be displayed in the room to demonstrate the student-centered classroom and the skills they have acquired.

Visual aids to reinforce skills All major skills are displayed on charts or posters after they are taught and posted either on the wall or on a chart stand where the facilitator can easily refer to them throughout the course.

Uses for Positive Instructional Strategies

Positive Instructional Strategies can be used to
- set up the physical environment;
- establish a safe, nurturing, comfortable environment;
- introduce a lesson in the Discovering phase;
- introduce new skills and concepts in the Connecting phase;
- set up a successful guided practice in the Practicing phase;
- encourage reflection;
- apply skills and concepts to new situations in the Applying phase.

In every word and action in the lessons, the facilitator is demonstrating high levels of self-awareness, self-management, social awareness, relationship skills, and responsible decision making.

The lessons move from low-risk to higher-risk activities in the curriculum as students become more respectful of each other and skilled in their interactions and the learning environment becomes safe for deeper learning.

Establishing a safe, nurturing, comfortable environment

Facilitator language All facilitator language is invitational, relational, nurturing, inclusive, and engaging. The facilitator's words make all students feel seen, heard, included, and valued.

Modeling In every word and action in the lessons, the facilitator is demonstrating high levels of self-awareness, self-management, social awareness, relationship skills, and responsible decision-making. When the facilitator makes an error, he or she apologizes and makes the situation right. Not only does this allow for correction, it models respectful communication and problem solving.

Greeting and addressing all students by name The facilitator greets students at the door, addresses them by name, and says goodbye as they leave the class. The personal connection builds relationships and creates bonding between the facilitator and students.

Establishment and ongoing use of Shared Agreements To support and sustain the relationship-centered learning community, the facilitator guides the development of Shared Agreements with students in Unit 1, Lesson 2 and then reinforces them daily. These agreements make students' expectations for a respectful classroom explicit, motivate students to take ownership for upholding them, and reinforce SEL skills daily as they are used. The facilitator also identifies a safe and respectful way to address situations when students break the agreements. One method is having the students help monitor the behavior by having a signal if the agreements are being broken, such as a hand signal or a word like "focus" that they can say to the group in general to draw attention back to the agreements.

Eliminating" Put–Down" statements Put-downs are defined as statements and actions that diminish a person using hurtful language or direct insults. When put-downs occur in class, the consequence is for students to offer three "Build-Up" statements that can be offered in person, written and delivered directly to the target student, or given to the facilitator to check if the statements are truly "Build-Up" statements before delivering them.

Establishing a "Get Quiet" signal The facilitator establishes a respectful signal to indicate when one activity is ending and another is about to begin. This signal can be raising a hand while students do the same and draw their conversation to a close, or it can be a bell, chime, or physical signal such as hand clapping or a gesture. It allows the facilitators to manage group work activities without raising their voice or talking over others. The facilitator may also want to announce how much time remains in the activity so that students have time to finish their thoughts or last sentences. This models the value of every voice while simultaneously modeling time management.

Low-risk to higher-risk activities The lessons move from low-risk to higher-risk activities in the curriculum as students become more respectful of each other and skilled in their interactions and the learning environment becomes safe for deeper learning. For example, the interactions go from low to higher risk as students talk to one person, then a few people, and then in front of the whole group. Within a lesson, activities begin low levels of risk that deal with facts and simple preferences and move to practice in giving personal opinions or other responses that might require more personal risk and investment after modeling and checking for understanding.

High levels of engagement Students are invited to interact with all students in the class through structured conversations and cooperative group activities in each lesson that make it safe for students to continuously reach out and communicate with different people throughout the course.

Multiple modalities To create a safe classroom, all learning requires several modalities to reach all students. Lions Quest lessons include reading, writing, speaking, listening, singing, drawing, and movement through the four phases of the lesson. They also include energizers and cooperative games to keep the students engaged and interested. The Applying Across the Curriculum section of each lesson engages students in applying their SEL skills in academic and other subject areas.

Inclusive environment The lesson activities are structured so that all students are participating fully. The facilitator makes sure that every student is part of a group, has an opportunity to speak, and contributes to the final product, decision, or learning outcome of each lesson.

Humor While skills are being taught and modeled, the tone of the class is humorous and fun when appropriate. This makes it possible for students to take risks and try new behaviors. The message to students is that it is okay to try things, make mistakes, and carry on with good humor while trying their best.

Student voice and choice The lessons give students choices so that they become adept at asking for what they need, speaking up, saying what they mean respectfully, sharing preferences, weighing in with facts and opinions, choosing approaches to learning activities and deliverables, and reflecting with others on what they are learning.

Adjusting to student needs The facilitator is present and pays attention to student reactions, need for clarification, and need for change in activity and addresses the need immediately.

Focus on the positive Learning SEL skills can be challenging, and students often struggle with demonstrating them in the early stages. The facilitator builds their courage and confidence by focusing on the positive skills and qualities that are emerging and seeking opportunities to praise those efforts equitably.

No war stories The Lions Quest programs teach students the skills to be socially and emotionally competent and to make healthy choices in challenging situations. They are NOT counseling programs nor are they designed to have students reveal real-life problematic situations. The facilitator establishes the guideline at the beginning of the course that students are not to gossip or divulge personal, family, friend, or otherwise confidential information when discussing class topics. Students speak for themselves and not specifically about people who are or are not in the room. Students are directed not to name persons when providing examples. The facilitator makes clear at the beginning of the school year that students are not to share highly problematic situations with the class. Those situations need to be taken to a counselor or shared with the facilitator out of class time. The facilitator lets students know about the obligation to share that information with a trained professional.

The lessons give students choices so that they become adept at asking for what they need, speaking up, saying what they mean respectfully, sharing preferences, weighing in with facts and opinions, choosing approaches to learning activities and deliverables, and reflecting with others on what they are learning.

Lions Quest lessons are inquiry based.…The program uses open-ended questions in the beginning and throughout the lessons to communicate to students that the facilitator and class are interested in what students already think, feel, and know about a topic.

Methods Used to Introduce New Skills and Concepts

Lions Quest programs introduce students to new skills and concepts using the following methods:

- questioning and inquiry-based approach
- responding respectfully
- leading effective discussions
- working in cooperative groups

Opening a lesson (Discovering Instructional Phase)

Lesson purpose Lesson purpose is articulated by the facilitator at the end of the Discovering Phase to prepare students for the lesson focus.

Open-ended questions to discover what students already know about a topic Lions Quest lessons are inquiry based. They start with questions to discover what the students already know about and have experienced with the lesson topic. The program uses open-ended questions in the beginning and throughout the lessons to communicate to students that the facilitator and class are interested in what students already think, feel, and know about a topic.

Innovative opening activities The lessons are designed to motivate students to learn the new skills and information. Innovative opening activities, such as energizers, quotes, question prompts, pictures, and demonstrations, can grab students' attention while engaging them at a personal level with their own thoughts, feelings, perceptions and stories.

Full student engagement At the beginning of a lesson, all students are engaged to get them thinking about the topic they are about to explore. Strategies such as heads together, pair-share, and think-pair-share, pair-square, huddling, signaling, and sampling are ways to make sure every student fully participates in an opening activity.

Introducing students to new skills and concepts (Connecting Instructional Phase)

Questioning and the Inquiry-Based Approach

Connect new content and skills to students' experiences The facilitator tracks what students are saying about what they already know about a topic and refers back to their personal experiences when introducing new skills and concepts. The most powerful motivator for the new learning is to engage students at a personal level with the new skill and content by asking open-ended questions and aligning their responses to the new skills and content.

Variety of inquiry methods Throughout the lessons, a variety of methods is used to help students process and respond to questions, e.g., silent reflection, journaling, signaling (thumbs-up for approval thumbs-down for disapproval, or shaky thumbs for more discussions), sampling (raise your hand if…), heads together in pairs, think-pair-share, pair-square, triads, small group work. The mix from lesson to lesson is important to keep the element of surprise in the lesson.

Questioning the whole group, allowing think time, and then asking for volunteers Students are never put on the spot in a Lions Quest lesson. Instead, safety is the guiding principle in eliciting responses from students. The question is posed, students are given time to think, and then volunteers are invited to respond. The facilitator asks different students to respond each time by saying, "We want to hear from everyone, and we haven't heard from some of you yet. Who would like to share?" That invitation is safe enough that students may be motivated to share who otherwise would not have done so, while not implying that those who are participating eagerly are doing something wrong or that they should stop thinking about their responses.

Building subsequent questions on students' responses The facilitator listens carefully to what students say and builds questions based on their responses. As often as possible, facilitators remember actual events that are relevant to the lesson that the students share and incorporate their examples and stories into the teaching of the lesson while honoring the agreement not to use names of those not in the classroom.

Responding Respectfully during Discussion

Wait time Students need time to think, and 7–10 seconds of wait time after a question is asked communicates that deeper thinking beyond the first rhetorical response is being called for. This also allows those who need more time to process a question or to articulate an authentic and thoughtful response to participate. This is especially important after a critical thinking question is asked.

"What do you think?" and "Why do you think?" Instead of "Why" questions The lessons use open-ended questions such as "What do you think?" and "Why do you think?" or "What do you feel?" questions and not "Why" questions. "Why" questions put students on the spot and assume a right answer. The former questions encourage divergent and critical thinking.

Responding in ways that show respect and encourage divergent thinking The facilitator responds in ways that are neutral yet affirmative rather than evaluative and judgmental in both the words used and the tone. Responses such as "Okay," "All right," and "Thank you," rather than "Awesome," "Perfect," and "Exactly" show equitable acknowledgement without evaluating the response. Paraphrasing what the students say is another way to show that the facilitator is listening and acknowledging the responses.

Multiple responses to questions Facilitators accept at least three answers to every question and more whenever possible. This shows that the facilitator is not looking for one specific answer and encourages divergent thinking among students. If students have trouble coming up with three, the facilitators may offer some of their own.

Leading Effective Discussions

Open-ended questions to open up and sustain discussions Students need to feel safe and encouraged to participate authentically in a discussion. The facilitator uses open-ended questions and respectful responding to invite and support students in sharing authentic ideas, experiences, perceptions, and knowledge in a nurturing learning environment that encourages students to take risks and pursue their own thinking.

Timely critique when inappropriate information emerges The facilitator is prepared to do any of three things when students share inappropriate information. For example, if a student responds to a question about how to behave if someone isn't listening by saying, "I'd smack 'em," the facilitator could do any or all of the following to maintain group safety and still deal with the student's response.

- **Acknowledge feelings.** We have all felt angry enough to smack someone at times.
- **Explore consequences.** What might be the consequences of this behavior?
- **Redirect.** What other options are there that could lead to a positive and helpful result?

The facilitator responds in ways that are neutral yet affirmative rather than evaluative and judgmental in both the words used and the tone.

The facilitator uses open-ended questions and respectful responding to invite and support students in sharing authentic ideas, experiences, perceptions, and knowledge in a nurturing learning environment that encourages students to take risks and pursue their own thinking.

Confidentiality The facilitator makes clear at the beginning of the course that the learning discussions that take place in the class stay in the class. This guideline makes it safe for students to share their personal experience of the learning, make mistakes, and try again without worrying that their comments are going to be shared outside of class. Facilitators must make it clear that comments or reports about abuse or other potentially dangerous statements must be reported as a matter of law and school policy. Making this explicit at the beginning of the school year and stating it again when needed contribute to a positive, safe, and honest environment.

Right to pass The facilitator makes clear at the beginning of the course that the students have the right to pass on an activity or discussion. To avoid misuse of this, the facilitator may give students three Right to Pass cards or use some guideline to keep them from overuse of opting out of class activities and discussions. Options can be made so that the student can make-up the work or create an alternative to fulfill the requirement.

Working in Cooperative Groups

Structure of cooperative group work The facilitator makes sure that the primary goals of understanding and retention of the material being studied and positive interdependence among participants are understood by students and upheld through the processes listed below. All the instructions, grouping strategies, agreements and norms, materials, and practice situations for the group work activity are prepared ahead of time to maximize orderliness and minimize confusion.

Giving clear instructions Giving clear instructions for group activities is one of the most important aspects of successful group work. In the lessons, the global directions are given first so that students understand in a general way what is coming. This is a respectful strategy that avoids putting students on the spot and possibly embarrassing them. This strategy promotes student choice and gives time to ask questions before launching into an activity. Giving clear instructions includes the following steps:

- **State the goal** for the activity.
- **Give a brief global view** of what is going to happen and then check for understanding.
- **Give brief step-by step instructions** for each step of the activity right before the students are to follow that instruction. Give the instruction one time.
- **Check for understanding** at each step.
- **Model** parts that are necessary for understanding the task.

Creative groupings and grouping strategies Using a variety of groupings, such as pairs, pair-square, triads, quads, and small groups of no more than six students, facilitates students working with all classmates and learning to reach out to and get along with others. Group sizes are determined by factors such as task complexity, time allotted, space available, and group energy. The facilitator uses creative strategies to get students into groups that either mix them up in a safe and entertaining way or, when necessary, assign them into effective groups for specific purposes. The facilitator can develop ways to get students into pre-arranged groups by assigning categories and having students find each other using cards, colored sticks, self-stick notes, pictures of symbols, etc. The facilitator can allow groups to self-organize by assigning students to categories, such as pizza or salad ingredients, colors of the rainbow, words in a phrase, etc., and inviting them to find others to make a whole. After Unit 3, Lesson 3, students will use specific group roles to facilitate effective group process. The lessons remind the facilitator to use different groupings and grouping strategies to build the relationship-centered learning community and sustain student interest.

Group roles Students need roles for effective group work, and the Group Roles in this program are introduced in Unit 1 and used in small group activities throughout the program to give every student a role. The Leader facilitates the group, the Recorder writes the group's ideas, the Reporter reports out, the Timekeeper keeps the group on task, the Collector picks up and puts things away, and Group Members participate. Not all roles are needed in each group setting.

Norms for working in cooperative groups Effective cooperative groups require norms that ensure that everyone speaks, contributes, and participates in reaching agreements in a safe and respectful setting. Through Shared Agreements and Cooperative Groupwork Norms, the lessons make explicit that every student:

- Has a partner or group to work with
- Fulfills a group role
- Speaks with full attention from the group and without interruption
- Models agreements for a respectful learning environment
- Contributes fully to the group task and final decisions

Monitoring groupwork The facilitator closely monitors all groupwork by circulating during a cooperative group activity and making sure that students demonstrate behaviors from the Shared Agreements and Cooperative Groupwork Norms. Setting time frames, giving clear instructions, checking for understanding by randomly selecting students to explain the activity, and acting as a guide and process checker throughout the activity help assure group success. At times, the facilitator can model group work that is set up without changes and at other times model flexibility with times, tasks, and problem solving. Allowing students opportunities to identify and praise examples of effective group process and facilitator feedback help students understand and replicate successful group behaviors.

*Students need roles for effective group work, and the Group roles in this program are introduced in Unit 1 and used in small group activities throughout the program to give every student a role. The **Leader** facilitates the group, the **Recorder** writes the group's ideas, the **Reporter** reports out, the **Timekeeper** keeps the group on task, the **Collector** picks up and puts things away, and **Group Members** participate. Not all roles are needed in each group setting.*

Setting Up Successful Guided Practice (Practicing Instructional Phase)

In addition to the strategies of open-ended questioning, inquiry methods, responding with respect, and working in cooperative groups, here are some additional strategies that are essential for effective skills practice:

Adequate time The lessons must allow adequate time for quality practice sessions. Depending on the actual situation in the classroom, the facilitator may need to adjust the activity to fit into a time frame that supports quality practice. This means enough time to set up guided practice and have students practice the skill, debrief the practice session, and reflect on what worked, what could be improved, and what they would take into consideration next time.

Purpose of guided practice The facilitator makes clear that the purpose of guided practice is to work toward mastering a skill, not talking, misusing the group opportunity, or modeling negative behavior.

Practice not perfection A climate of safety is accompanied by encouragement to take risks, practice new behaviors, and learn something new.

Reinforcing Shared Agreements and Cooperative Groupwork Norms At this stage in the lesson, the facilitator reinforces the Shared Agreements so that students encourage each other and do not laugh or put each other down. The Cooperative Groupwork Norms ensure that all students have a role in the group activity and contribute fully to the activity and final product.

Monitoring guided practice In most cases, the curriculum will provide appropriate situations in which students practice their new skills. In cases when the facilitator asks students to contribute ideas, the facilitator looks them over to make sure they are appropriate.

When necessary, negative behavior demonstrated only by the facilitator Sometimes a role play or skit requires a negative behavior for the students to respond to positively. In that case, the facilitator always plays the negative role. Students practice and demonstrate only the positive skills so they are not reinforcing negative behaviors or being put on the spot to behave inappropriately in front of classmates.

Student feedback first, then facilitator feedback Because the program is a skill-building program, students need immediate feedback on their skill practice. To keep with the student-centered philosophy, students critique their own practice session first. Then the facilitator points out general examples of effective skills practice and areas for improvement. This method creates safety by giving feedback to the group as a whole and not singling students out who may be struggling to learn new skills.

Reflecting on Learning (Practicing Instructional Phase)

Reflecting at the end of a lesson The Practicing Phase of each lesson ends with **"What? So What? Now What?" Questions.** Reflection is an essential part of the lesson design and the three questions invite students to think about, discuss, and personalize the learning in the following ways:

- **What?** questions: What did I do in this lesson?
- **So What** questions: What did I learn? How am I feeling? What am I thinking?
- **Now What?** questions: Where and how will I apply this new skill or learning to other situations and environments?

Reflecting throughout a lesson Open-ended reflection questions are used after activities throughout the lessons to help students think about and assimilate their learning in real time. All three types of reflection questions can be used when appropriate but do not have to be used after each individual activity but always are used as a final reflection of the entire learning experience at the end of the Practicing phase.

Reflection formats Reflection can take the form of individual or small group reflection. It can also take the forms of journaling, art, music, movement, and technology creations. Whatever the form, the reflection practice helps students articulate for themselves and with each other what they experienced in class, what they learned, how they think and feel about it, and what they will do as a result of learning the new skill or concept.

Applying skills and concepts (Applying Instructional Phase)

Applying learning to real-life situations and new contexts The facilitator encourages students to try out the new skill in real-life situations and new contexts. This could take the form of trying a new skill for the next 24 hours and then reporting back to the class, using the skill in a variety of subject areas at school, sharing with family members and getting their perspectives, modeling skills in the community, and other opportunities to practice and share the skills outside the classroom.

Reflection is an essential part of the lesson design and the three questions invite students to think about, discuss, and personalize the learning in the following ways.

The facilitator encourages students to try out the new skill in real-life situations and new contexts.

Instructional Strategies for a Relationship-Centered Classroom Checklist

This checklist summarizes many of the effective classroom strategies that will maximize the teaching and reinforcement of social and emotional competencies and create a relationship-centered learning community.

In setting up the physical environment in my classroom, I:
❑ Arrange the room to reflect a student-centered approach.
❑ Arrange seating so that students can see one another.
❑ Make sure bulletin boards and displays reflect the rich diversity of my students.
❑ Prepare all materials in advance of class in order to be present for students.
❑ Greet students as they enter my classroom, creating a welcoming environment.
❑ Create visual aids that are easy for everyone to read and understand.
❑ Present one idea at a time when using learning media.

In establishing a comfortable learning environment, I:
❑ Prepare lesson content and time frames in advance.
❑ Learn students' names and use them often.
❑ Face my students with an open and receptive body posture.
❑ Establish shared ground rules/agreements with my students.
❑ Enforce ground rules/agreements consistently with the help of students.
❑ Model SEL behaviors of respect, caring, self-control, and fair decision making.
❑ Use energetic and enthusiastic body language and words to convey interest.
❑ Use a respectful Quiet Signal to bring attention to myself during group work.
❑ Focus on all students' positive qualities and praise their efforts.
❑ Set tasks that are within students' capabilities.
❑ Pay attention to student reactions, need for clarification, and need for change in activity, and address the needs immediately.

In opening a lesson, I:
❑ Make sure students are ready to learn and have put away unrelated work.
❑ Write the lesson objectives on the board to focus students' attention.
❑ Ask open-ended questions to discover what the students already know.
❑ Use a variety of inquiry methods to draw out authentic student responses (e.g., silent reflection, heads together, think-pair share, signaling, sampling, journaling, etc.)
❑ Use "What do you think?" rather than "Why?" questions to stimulate divergent thinking.
❑ Invite students to participate in a non-threatening way by offering a question to the group first and then encouraging volunteers to respond.
❑ Use "wait time" of 7–10 seconds before calling on students to give everyone a chance to think of an authentic response.

In introducing new skills and information, I:

❑ Present and connect new skills and information to the students' responses.

❑ Give clear instructions and model tasks when appropriate.

❑ Respond respectfully to a wide variety of student responses to show respect and openness to divergent thinking (e.g., "Okay"; "All right"; "Thank you").

❑ Share personal experiences from time to time to model and encourage appropriate and authentic student disclosure.

❑ Offer students the right to pass to honor different learning styles.

In preparing my students to practice and apply new skills and information, I:

❑ State the purpose of the guided practice and the skill to be demonstrated.

❑ Assure students it is okay to make mistakes during the Practicing activity.

❑ Model guided practice before asking students to practice and apply new skills and knowledge.

❑ Determine some guided practice situations in advance to guarantee appropriate situations for learning the new skill.

❑ Always play the role with negative behavior in a role play; students always act out the appropriate behavior as skill-building practice and reinforcement.

❑ Give timely, supportive, and clear feedback immediately after guided practice.

❑ Use closure questions to help students reflect on their learning and imagine ways they will apply the new learning to their own lives.

❑ Assign homework that is essential to the practice and application of the new skills and information and follow up with students consistently.

In managing discipline respectfully, I:

❑ Encourage students to discuss solutions rather than blame others.

❑ Consistently enforce the ground rules/agreements.

❑ Handle problems quickly and discreetly, treating students with respect and fairness.

❑ Share my reactions to inappropriate behaviors and explain why the behaviors are unacceptable.

❑ Talk outside of class with students who continue to disregard the ground rules/agreements.

Key Characteristics of Effective School Climates

The Task Force on Defining a Disciplined Environment Conducive to Learning, part of the National Educational Goals Panel (1995), identified the following key characteristics of effective school environments:

1. Clear discipline standards are provided that are firmly, fairly, and consistently enforced.

2. Staff express high performance expectations and demonstrate commitment to the academic success of all students.

3. The development of personal responsibility [and] social and emotional competence are promoted among all students and staff.

4. Opportunities and incentives exist for all students and staff to become actively and continuously engaged in the learning process.

5. Reinforcement and recognition are given for students' and staff efforts in the pursuit of learning.

6. Staff show concern and support for their students' intellectual and personal development.

7. Families and the larger community are successfully engaged in the work of the school and the education of their children.

8. The physical environment is safe, well-maintained, and welcoming.

Developing a Positive School Climate

About School Climate

A positive school climate is vital in creating responsive, effective schools. School climate—the school's mood and atmosphere—affects the way people treat one another, the appearance of the building, student discipline, even the conversation in the facilitators' lounge. The school climate component of Lions Quest can extend the positive impact of the programs to the entire school.

Establishing a School Climate Team or Committee

The initial focus of the School Climate Team or Committee might be the skills and practices of the Lions Quest programs. Then, as administrators, students, parents, and community members work together, the team will soon be seen as a positive force for a schoolwide caring, healthy, and safe environment for students and staff. Responsibilities of the School Climate Team or Committee include the following:
- Provide leadership for the school climate component of Lions Quest programs.
- Help plan and coordinate schoolwide events.
- Involve other family members and community members in school events.

Members of the School Climate Team or Committee

The School Climate Team or Committee needs about ten members, including the following:
- parents
- students
- administrators
- facilitators and counselors
- support staff
- community representatives, such as Lions Club members

The team will include people who have not been trained for Lions Quest programs but who are interested in the programs. People who have concerns about the programs should also be invited to join. Their lack of support may simply stem from unfamiliarity with the programs. Team members should have high credibility among their peers, represent the ethnic makeup of the community, and be balanced in gender and age.

Organizing the School Climate Team's or Committee's First Meeting

The first meeting of the School Climate Team or Committee needs to create an atmosphere of warmth, trust, and purpose. Following is a sample agenda:
- Get to know each other. For example, ask each member to introduce him or herself and share a favorite school-related memory.
- Discuss the goals, components, and features of the Lions Quest programs.
- Explain how the team's work will encourage positive social behaviors, build positive feelings about the school, and, as a result, create a better environment for learning.

- Discuss possible contributions by team members and their expectations of what the team can achieve.

Remember that the key to success will be to involve as many people as possible in active, meaningful ways. The work needs to be shared so that ownership belongs not only to the School Climate Team or Committee but also to everyone in the school. Many schools have found the key to the successful implementation is involving the principal on the School Climate Team or Committee.

School Climate Survey

Have as many people as possible complete a profile, reminding them that their responses will be anonymous. Then tally the results and find an average score for each category. The School Climate Team or Committee might present the survey findings to school staff. You might also ask the same people to fill out the survey at the end of the year to see if there have been any changes.

Specific Steps Toward Positive Change

The following suggestions will help the School Climate Team or Committee get started:

1. Review the school's basic mission statement. If it does not reflect a belief that all students can be successful and are important as individuals, work with the appropriate staff members to revise it.

2. Complete a School Climate Survey showing the strengths of your learning environment and areas to target for improvement. The profile can guide the staff in setting goals. (See p. 50 for an example of a School Climate Survey.)

3. Link the identified needs with unit themes so the team can choose and begin planning one or more schoolwide events. In many instances, the events can be tied to the service-learning project or school activities such as an annual talent show or fun fair. Before choosing a schoolwide activity, consider the following questions:
   - Is the activity consistent with the goals of the school and the district?
   - In what ways will the activity encourage students to practice positive social behaviors?
   - In what ways will the event bring together students, staff, parents, and other community members?
   - How feasible is the activity, given the time and resources available?

4. After the event, evaluate what's been accomplished. Gather feedback by surveying students, staff, parents, and community members.

Sample School Climate Survey

We'd like to know what you think about our school's climate. Your responses will be anonymous. Please read each item and rate it using the following scale:

1 Almost Never   2 Occasionally   3 Frequently   4 Almost Always

Positive Learning Environment

_____ 1. Adults and young people at this school have opportunities to interact in positive and enjoyable ways.

_____ 2. The school has clear expectations and rewards positive behavior.

_____ 3. The school atmosphere is safe and caring for both adults and young people.

Social and Thinking Skill Instruction

_____ 1. Students receive ongoing instruction in problem solving and decision making.

_____ 2. Adults in the school serve as role models for positive social behaviors.

_____ 3. Students learn leadership skills and are encouraged to take on leadership roles.

Families as Partners

_____ 1. Parents believe their children are getting a good education at this school.

_____ 2. Parents support the school through widespread and active involvement.

_____ 3. Parents view the school as a partner in providing education and support for their children.

Community Involvement (Other than Families)

_____ 1. Important individuals and agencies in this community support our school programs.

_____ 2. Many people who are not parents of students in this school take an active role in school committees and activities.

_____ 3. The school informs people in the community how they can take part in school activities.

Learning through Service

_____ 1. The students are given opportunities to practice citizenship by providing service to others.

_____ 2. Adults in the school guide students in planning and carrying out projects that provide service to others.

_____ 3. Parents and community members participate in students' service projects.

Drug-Free Approach to Living

_____ 1. Students and staff are clear about school policies concerning drug use, and those policies have a clear "no use" message.

_____ 2. Students are given drug information appropriate to their age and experience.

_____ 3. Students are taught how to resist negative peer pressure, including pressure to use drugs.

Positive Peer Groups

_____ 1. Students have opportunities to participate with peers in healthy, adult-supervised activities during and after school.

_____ 2. Adults in the school take an active role in building positive peer groups.

_____ 3. Students have opportunities to develop positive peer relationships with students from a wide variety of backgrounds.

Celebrating and Respecting Diversity

_____ 1. All students have equal opportunity to participate in activities that promote positive social behaviors.

_____ 2. All students see role models in the school that represent their social and racial groups.

_____ 3. Students and their families are encouraged to share their heritage at school.

Support for School Staff

_____ 1. Staff understand how they can actively promote positive social behaviors in students.

_____ 2. Staff receive the training and materials necessary to be successful in carrying out their roles.

_____ 3. Staff receive support and recognition for carrying out their roles successfully.

Ways the Lions Quest Programs Enhance and Encourage the Multicultural Classroom

Climate of respect

In Unit 1, students work together to establish shared classroom agreements, which are norms for treating one another with respect. This contributes to the creation of a safe and non-threatening environment for all students. The Shared Agreements are referred to throughout the Lions Quest programs and are part of the foundation for respecting all people in the classroom community.

Opportunities for all learning styles

The Lions Quest programs provide a variety of opportunities to learn in ways that are best for each learner. Students experience many different kinds of learning—active and reflective, concrete and abstract. The lessons utilize both auditory and visual cues for learning and allow for students to demonstrate their understanding of the skills and concepts verbally, in writing, through role plays and skits, and in many other ways.

Cooperative interaction

Students create a sense of classroom community. Students participate in a variety of groups and work on projects together, each having the opportunity to participate in several group roles. They learn from each other and work together by listening, resolving conflicts, sharing, and giving compliments.

Family and community involvement

Families and other community members are invited to serve directly in a variety of ways with students in the classroom, at home through Family Connection take-home worksheets, as helpers on service-learning projects, on the School Climate Committee, and/or the Implementation Team. In this way, representatives of the cultures in the community have a voice in how the program can reflect the values of the community. Members of these committees reflect the diversity of the school community, which maximizes the potential for learning across cultures, allows for immediate feedback and understanding of cultural differences, and opens the way for creating appropriate, meaningful, and significant activities and action plans for their own community.

Reflecting Our Multicultural Classroom

The multicultural classroom is where rural, urban, and suburban settings, high poverty and high wealth, and public and private schools all reflect the diversity of our society. This very diversity, when presented in a positive way from the community, the families, the administrators and the classroom facilitators can serve to prepare students for successful relationships with all those they meet throughout their lives. The multicultural dimension of contemporary society provides a rich backdrop in which to learn and grow and thrive. When presented as an asset in a positive manner, it can only serve to make us all become better people.

The best way to respect and learn from the rich diversity of our day is to insure that there is quality education for everyone. Lions Quest programs are designed to create a learning environment based on the needs of all students in an environment in which no one is an outsider because everyone is needed, valued, and important. Lions Quest programs support, encourage, and celebrate diversity. The programs guide students to learn the social, emotional, and thinking skills they will need in a safe and supportive environment.

Ways to Enhance and Respect the Multicultural Representation in the Classroom

The facilitator as the message

In the Lions Quest programs, diversity is viewed as an asset. The facilitator's attitude is one of the biggest factors in determining whether students succeed academically and socially. It is important to acknowledge that people are different from one another while making it clear that someone who is different is not inferior. Then the facilitator must take the time to discover the skills and talents students have to offer and the experiences they can share. Finally it is helpful to create a plan for building upon the knowledge and skills and talents the students bring.

Students are always looking to the facilitator in the classroom as the role model for all interactions. Students are looking to see if the facilitator is mirroring in some way the experiences that they have had through their own familial and cultural experiences. The more the facilitator weaves genuine stories and examples that reflect the world of the student, the more the student sees the facilitator as a viable and credible source and role model.

Listening, reading, asking the community for resources, immersing oneself in the culture of the students, and visiting the homes of the students can help facilitators acquire many resources, knowledge, and experiences to bring back to the classroom. Asking students to share examples and validating them through equitable responses will also create an atmosphere of valuing different experiences and points of view.

First, a look inside

Every classroom has cultural diversity. Whether it is socioeconomic, ethnic, gender, religious, or many other cultural groups, all classrooms have diversity. Facilitators must first do their own work and understand what information, misinformation, or lack of information they have about the cultures represented in their classroom. Facilitators are encouraged to look at their own culture first and define what they feel and think about other cultures.

It is normal and likely that all humans have some biases about different groups based on their own experiences. Facilitators can take an honest look at their fears and discomforts and create a plan to work through those fears. Taking culture-specific or general multicultural classes can help. Immersing in the culture they do not understand or working with someone from that culture can help them better understand and clarify any misinformation they may have. It is guaranteed that if there is any level of prejudice that someone is trying to cover up, the students will pick up on it very quickly, perhaps not overtly or consciously but they will feel it. Facilitators who are consciously aware of and continue working on their fears and biases can serve as role models to students as they navigate and work through them.

Cooperative interaction

Students create a sense of classroom community. Students participate in a variety of groups and work on projects together, each having the opportunity to participate in several group roles. They learn from each other and work together by listening, resolving conflicts, sharing, and giving compliments.

Family and community involvement

Families and other community members are invited to serve directly in a variety of ways with students in the classroom, at home through Family Connection take-home worksheets, as helpers on service-learning projects, on the School Climate Team or Committee, and/or the Implementation Team. In this way, representatives of the cultures in the community have a voice in how the program can reflect the values of the community. Members of these committees reflect the diversity of the school community, which maximizes the potential for learning across cultures, allows for immediate feedback and understanding of cultural differences, and opens the way for creating appropriate, meaningful, and significant activities and action plans for their own community.

Creating a resource list

When it comes to learning about the diversity of your community, facilitators can ask for help from available resources. The students themselves, their family members, school staff, community leaders, local agencies, colleges and universities, and state and national organizations may serve as valuable resources that are willing to offer help.

Believe in the students

Facilitators are encouraged to become advocates for their students and to show by their actions that they believe in their students' abilities and will do all they can to help them succeed. Also, facilitators can communicate this message to their students' families. When facilitators believe their students are capable of learning and performing, students receive a powerful message of hope and assurance. The families see that the facilitator cares, and they build trust and mutual respect.

Classroom materials

Visuals, instructional materials, resources and guest speakers can all reflect a positive view of a multicultural classroom, the community, and

Some Additional Things To Know

Facilitators as viewed by other cultures

Different cultural groups view facilitators differently. In some cultures, for credibility, facilitators must be seen as an equal or peer, while in other cultures they are held in higher esteem and require deference. One can often tell how they are viewed by listening to how they are addressed, by first name or as Mr. or Mrs. with either the last name or the first. In many cultures calling the facilitator simply "Teacher" is meant to be an honorific of the highest regard. Sometimes family members are viewed as not caring or indifferent about their children, when in fact they are simply deferring to the facilitator, since they see the facilitator as knowing what is best for their child. It is important to observe and ask questions and use the stance that is most comfortable to the family members so that the information about their child is heard, understood, and received.

Cultural identity

It is important to remember that not all who look like they may come from a specific culture are from that culture. Students may have ethnic names and not be from the country one thinks. They may look like they are from one cultural group, but they do not identify with that group because they were adopted or do not speak the language or live far from their extended families. Perhaps they choose not to identify with that culture or group. Facilitators do not assume that someone is from one social class or that someone has a particular disability. Certain religious beliefs are not always visible and may surface and catch one by surprise. It is best not to assume but to inquire. Students should be allowed to self-identify as much as possible. Facilitators are encouraged to become comfortable with the fact that the information or visual and auditory clues may or may not be correct. Facilitators can model respecting and honoring cultural diversity by learning to apologize for mispronouncing a name or inaccurately guessing at a cultural identity. The worst is to ignore differences or to minimize them by saying they are not important. Cultural identities are important to some people and groups more than others, and at different times they are more important than at other times. They can be rewarding and valuable and the facilitator must welcome the differences, be willing to make mistakes, and give support and model respect for those difference.

Some Additional Things To Know

Dealing with cultural conflict in the classroom

Many of the skills in the Lions Quest programs are useful for dealing with conflict in general and apply to intercultural conflict as well. The important thing is not to ignore or pretend intercultural conflicts didn't happen or show fear or disdain for the process. The facilitator models learning about people in the classroom and what makes them unique and yet a member of their cultural family. Being comfortable not knowing all the answers, being willing to ask questions, and working the skills taught in the Lions Quest programs can help facilitators contribute to the safe, supportive, and caring environment that furthers the skills for thriving in a multicultural world.

contemporary society. All materials and resources(human, visual, and auditory) must reflect ethnicity, gender, people with disabilities, and class in a non-stereotypical manner. Facilitators can look for books and other materials that include a multicultural focus. Grading and tests must also reflect an understanding of different learning styles and cultural diversity.

Languages spoken

Facilitators acknowledge the advantages of knowing more than one language. If students speak more than one language, facilitators can point out on a map where these languages are spoken. They can encourage students to teach each other words from their languages. The facilitator can model learning as a student and practice and use the new words throughout the day. Facilitators can discuss the value of being able to communicate with people from a variety of backgrounds. They can stress the advantages of being bilingual or multicultural in the workplace. There are many current books or stories that highlight young people who speak more than one language.

Planning in advance to have an interpreter for open houses and meetings with family members is helpful and does not catch anyone by surprise. When using an interpreter, the facilitator should remember to look at the person speaking and not the interpreter, making sure the speaker feels like they are having the conversation and not the interpreter.

Facilitators send all communication home in a language the family understands. If this is not possible, an interpreter can call and give them the information they need. They also send home reminders or special instructions about homework in the home language. Even if these communications are difficult or challenging, uneven in quality, or inconsistent, families will be impressed that the school is making the effort. They live in a world where they are challenged to navigate through a language they don't understand. Someone reaching out in their language to talk about their children will help families and community members feel valued and supported.

Classroom language

Be aware of the use of sexist or otherwise biased language used in the classroom. Facilitators need to be sure that language is even, appropriate, and non-judgmental and that the language used is open and affirming. Stories that students share that may not be readily understood and the facilitator avoids identifying with are given equal interest and affirmation.

Use of names

In the Lions Quest programs, names were picked that might be universally recognized but not culturally specific. Facilitators are encouraged to use names more common to the region that allow for authenticity of the story being told or the illustration being used. Caution should be used, however, to keep away from names that could identify a specific student in the school community, especially when referring to a character who is illustrating a negative behavior.

Facilitators learn the correct spelling and pronunciation of each student's name to show that his or her identity is respected and valued. Helping them learn the facilitator's name and the names of the other students in the class is equally as important. Facilitators avoid imposing nicknames or shortening a student's name unless the student has so requested.

Families as Partners

Family involvement is one of the most important elements in the Lions Quest programs. This element recognizes that families are their children's first teachers and they must be involved in insuring the success of all Lions Quest programs. Research has found that family involvement is closely related to the development of positive social skills and healthy behavior in students. An absence of family involvement is connected with many forms of negative, antisocial behavior, including drug use. Lions Quest programs understand the need to have families involved and make every effort to make this easy, rewarding, and interactive for the families, the students, the facilitators, and the entire school community. Through participation in Families as Partners, families stay engaged in their children's learning and mastery of skills.

Goals for Families as Partners

The Lions Quest Families as Partners component has three major goals:
- To enhance communication among families, facilitators, and other adults who are significant in students' lives
- To strengthen and celebrate families in all of their diversity
- To build a network of support for students by linking the resources of the home, the school, and the community.

Classroom Engagement

Family Connection take-home worksheets Family Connection worksheets are designed for students to connect the skills and information they are learning in the classroom with their families. Through the worksheets they are given the opportunity to "teach" the new skills to their families while learning or reinforcing the skills in the process. Each sheet suggests an activity to be done with the family, a conversation starter to do with the family, a review of the information and skills learned in the classroom, and reflection questions about what was experienced during the family activity.

The Family Connection worksheets are not meant to be graded or returned to the classroom for feedback or for comments. They are designed to get families and young people talking to each other while informing families about what is learned in the classroom and how to reinforce it. Occasionally, facilitators will invite students to share their positive family experiences with their classmates. This is one major way in which family members can be involved with their children and the Lions Quest programs without ever coming to school.

The facilitator models enthusiasm and buy-in for the Family Connection worksheets so that the students take them home and show a desire for their families to take part. Administrators support the classroom facilitators in their efforts to motivate families to take part by mentioning the worksheets in correspondence that goes home to families, perhaps creating a showcase of some of the projects that families may want to share and promoting the worksheets at every opportunity.

Family members as classroom visitors Whenever possible, the facilitator finds out in advance what the family members are comfortable doing in the classroom and how they would like to participate. The facilitator

Family Involvement

The partnership between schools and families in the Lions Quest programs is a continuing exchange of information and ideas. On the one hand, the school has an opportunity to inform families about the program and encourage them to reinforce at home what their children are learning in school. On the other hand, the program provides many opportunities for families to share their own knowledge, experience, and concerns and to help in the process of guiding their children to the mastery of the skills being taught in the program.

How Lions Quest Programs Involve Families

There are three major areas in which families are encouraged to participate and guide their children through the programs:
- Classroom engagement
- Community and school network
- School Climate Team or Committee and Implementation Team

Often, family members have skills and interests that can serve as a model for the service-learning projects. In the planning section, they can speak about the needs of the community or their own volunteer experiences either currently or when they were the age of the students.

shares expectations with the family members so they know what they might be participating in or be asked to do. Family members are always welcome in the classroom, greeted as they arrive, and introduced to the class. Students know when family members are coming to class and model being welcoming of new guests. During classroom visits, family members participate in the activities with the students. The facilitator invites them to do small tasks that make them feel comfortable and part of the class.

Guest speakers or helpers in the classroom Family members can be encouraged to volunteer in the classroom or in school assemblies, particularly if they have relevant skills, hobbies, or specialties that would further the objectives of the Lions Quest programs. Facilitators are encouraged to find out what special skills family members may have or send out a letter asking for specific skills or specialty areas that would build on what the students are learning in the classroom. For more information on selecting and hosting a guest speaker, see page 61.

Support for service-learning projects Family members can be engaged with helping students carry out service-learning projects at school or in the community. They can work with the class on planning, implementing, and celebrating their service-learning projects. Often, family members have skills and interests that can serve as a model for the service-learning projects. In the planning section, they can speak about the needs of the community or their own volunteer experiences either currently or when they were the age of the students. In the implementing stages, they can help with transportation, feedback, or working side by side with the students on the project. For reflection and celebration, they can help with feedback on how the project went and how the students can share their experiences with the school or the community and celebrate their success. This could be especially helpful in cases when the project did not turn out as planned and the students are in need of some encouragement and understanding and a view of what they did learn and where there was some success.

Community and School Network

Organizers and leaders of family meetings There are four parent meetings each in Lions Quest. The first *parent* meeting can be a great place to explain the Family Connection worksheets as well as promote and help families be prepared to do the worksheets. See the section in the *Families as Partners* guide for further information on how to promote the Family Connection worksheets in Meeting 1. Family members can take a major role in planning, organizing, and conducting the meetings. Facilitators are strongly encouraged to attend the meetings because they gain valuable information about their students and show caring and support for the families. However, whenever possible, the facilitator may ask family members of the students in the classroom to help plan and facilitate the meetings. Family members often share real stories about struggling with their children and provide role models for learning and working with their children. They are seen as understanding the roles of families, caregivers, and other family support in a way that examples from the classroom by facilitators might not seem as relevant to families.

Participants in the family meetings Not all family members are willing to take the lead or may not be able to for a variety of reasons. The facilitator can encourage t family members to participate to the extent

they are able. Attending the meetings is a huge commitment, and they should be rewarded for making the effort to attend.

Helpers in getting the word out Helpers in getting the word out to other families and the community about the importance of family involvement and the *Families as Partners* meetings in particular can make a big difference in attendance and participation by families in the program. Family members can create a network for families in the school to help keep them apprised of activities and events that are occurring. They can encourage participation and model their own enthusiasm for the program. They can follow up and continue to keep in contact with other families and be ready and able to provide information and support.

School Climate Team or Committee and Implementation Team

Members of the School Climate Team or Committee Family members can serve on the School Climate Team or Committee and work with the facilitators, administrators, students, and community members to help create a positive learning atmosphere and create events and activities that promote and reinforce the skills and information that is being taught in the classroom. By serving on this committee, family members can play an active role in creating a successful program for their own child and the entire school community. The School Climate Team or Committee can also do promotional activities that explain and highlight the Family Connection worksheets. They can ask families to share tips on how to work with the Family Connection worksheets and even present their ideas at Open Houses or *Families as Partners* Meetings.

Members of the Implementation Team All family members are encouraged to attend the Lions Quest training when possible. This training will prepare them to support the implementation of the program and participate on the School Climate Team or Committee or the Implementation Team. The Implementation Team is the team that takes part in choosing the program, learning about the program, and following through with implementation and sustainability of the Lions Quest program.

The facilitator and administrators can be looking for family members who are willing to serve on either the School Climate Team or Committee or the Implementation Team.

Sustaining a Strong Home-School-Community Connection

Defining Family as Each Family Defies Itself

To connect deeply with families, the Lions Quest programs embrace a broad definition of family. The programs recognize that families come in all sizes, shapes, and definitions. The key is to find out who the most important people are in the students' lives. Some families will be defined as parents and biological children. Some may be adopted. Some students may come from homes where there are stepparents, stepsiblings and even stepgrandparents. Many students may not look like they are in the same family. Often extended families may play a role in your students' lives as well. What is most important is the fact that these are the people who answer the phone, email, or notes home. These are the people who show up at school with concerns or at Open House. These are the people who do the Family Connection take-home worksheets with your students. Invite the aunts and uncles and all who show care for your students to continue to

Family members can serve on the School Climate Team or Committee and work with the facilitators, administrators, students, and community members to help create a positive learning atmosphere and create events and activities that promote and reinforce the skills and information that is being taught in the classroom.

The Implementation Team is the team that takes part in choosing the program, learning about the program, and following through with implementation and sustainability of the Lions Quest program.

be involved. Give them tasks and offer ways that they can continue to be a champion for their child.

Keeping Contact with Families

The Lions Quest program provides a letter to send to families at the beginning of every unit. The facilitator sends it home with a personal note that demonstrates a understanding and care for their student.

The facilitator communicates with families through the Family Connection worksheets by responding or asking questions periodically and asking students questions about the homework to encourage them to tell their families something observed or enjoyed.

Finding ways to involve families will not only make them feel welcome. It will provide opportunities for a connection between the home and the school and will reinforce and show students that the social and emotional skills they are learning are valued by all. Involving families can only enhance and make what goes on in the classroom even stronger and more successful.

Implementing Service-Learning

Service-Learning Defined

In the Lions Quest programs, service-learning is coupled with social and emotional learning to incorporate the recognition and application of talents and interests, organizational skills, goal setting, appreciation of diversity, empathy, respect, communication and cooperation, problem solving, reflection, and other essential life skills to create a fully integrated learning experience. In school-and community-based situations, young people investigate issues, prepare and plan a service-learning project to address those issues, implement their projects, and then reflect on and share what they have learned about real-world needs with others outside the classroom who can help carry the work forward. Service becomes service-learning as students reflect on what they are doing, why they are doing it, and what they are learning about themselves, others, the need they are addressing, and the collaborative process of working together to achieve a common goal. In this process, students apply knowledge, skills, and behaviors they need to learn while designing and performing service projects that give them a sense of empowerment, confidence, and accomplishment of having done something worthwhile. In addition to preparing and planning to address needs, they also develop stronger academic, social, emotional, ethical, and civic skills. Young people long for opportunities to make a difference in their school and community and desire to have their voices, talents, passions, skills, and knowledge acknowledged and put to use in making their classrooms, school, community, and world a better place for everyone. As a result, research shows that they are more likely to come to school, get better grades, bond to facilitators and classmates, demonstrate prosocial skills, and develop an ethic of service that contributes to a life-long disposition toward civic action.[38]

Five Steps of Service-Learning

Unit 5, Leadership and Service, provides eight lessons that follow a structure for implementing a high quality service-learning project. The

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structure is comprised of Five Steps of Service-Learning.[39] Students are empowered with guidance from the facilitator to implement the following steps in Lions Quest programs:

Investigation With guidance and support from the facilitator, students:
- Discover and make visible to the class the students' talents, skills, and interests that will be helpful in carrying out a service-learning project by using their social and emotional skills of listening and interviewing each other and posting their responses in a visible place.
- Identify range of needs in the school and community that align with their talents, skills, and interests.
- Research reasons why the needs exist through interviews, surveys, and various media.
- Collaborate with school and community partners who are interested in addressing the needs.
- Narrow the list of needs to no more than five around which to develop service-learning project ideas.
- Begin documenting the service-learning process by writing in journals, taking pictures and videos, and keeping a record of the experience to share as part of the demonstration and celebration step.
- Begin to reflect on individual learning and the effectiveness of the group process.

Preparation and Planning With guidance and support from the facilitator, students:
- Brainstorm potential service-learning project ideas that could potentially meet those needs.
- Decide on a class service-learning project.
- Learn more about the need and potential for the service-learning project through additional interviews, surveys, and research.
- Develop a detailed service-learning project plan with committees, roles, and responsibilities.
- Continue the documentation process and ongoing reflection on individual learning and group process.

Action With guidance and support from the facilitator, students:
- Implement the class service-learning project as a collaborative group effort with committees, roles, and responsibilities.
- Offer direct, indirect, advocacy-based, or research-based service in the school or community based on the type of service-learning project they choose to implement.
- Use academic, social, and emotional competencies to prepare, plan, implement, and document the service-learning experience.
- Participate in real-world learning experiences with real consequences.
- Continue the documentation process and ongoing reflection on individual learning and group process.

Reflection With guidance and support from the facilitator, students reflect on the service-learning project through the following process:
- Report on what happened at the outset, during, and as a result of the service-learning project.
- Describe their thoughts and feelings about their individual experience of participating in the service-learning project.
- Describe their thoughts and feelings about the group process of preparing, planning, and carrying out a service-learning project with

The Five Steps of Service-Learning
- Investigation
- Preparation and planning
- Action
- Reflection
- Demonstration and celebration

the entire class and within committees.
- Assess the effectiveness of the group process—What worked well? What didn't work well? What improvement to the group process could be implemented in the future?
- Gather feedback from participants and recipients about their experience of the project.

Demonstration and Celebration With guidance and support from the facilitator, students demonstrate what they have learned as well as the talents, skills, and knowledge used to complete the service-learning project successfully through the following process:
- Gather all documentation of the service-learning project from the beginning to the completion.
- Determine audiences outside the classroom who would benefit from learning about the project results.
- Create and present a class presentation to demonstrate the individual and collective learning from the project through reports, digital presentation photography, videos, publications, performances, and/or artistic displays to audiences outside the classroom.
- Celebrate the results of the service project with those who participated and the recipients.

Facilitator Considerations before Starting a Service-Learning Project

There are several considerations that the facilitator needs to address before starting Unit 5: Leadership and Service.

Short-term or long-term project *Do you want to facilitate a short-term or long-term project?* If new to service-learning, it is advisable to start small. Short-term service-learning projects that are completed by the whole class can take 1–2 weeks to complete, be relatively easy to implement, and provide high quality experiences for students. Long-term projects that are more complex may take weeks to complete or require an ongoing commitment and are better facilitated by experienced service-learning practitioners. It is critical to decide whether to facilitate a short-term or long-term project before beginning Unit 5 in order to keep students' expectations within the boundaries of what the facilitator is able and willing to implement.

Level of effort *What level of service-learning project are you able to manage given your course load and family commitments?* It is important for the facilitator to be realistic about the time, levels of interest and support, and resources available to organize the details and logistics of a service-learning project. If course load or family commitments do not permit extra time and preparation, keep the service-learning project focused on the school and plan to complete it during class time. If more time and resources are available, invite students to consider needs and service-learning projects in the community or beyond. Again, the facilitator's decision will determine how the opportunity for service-learning experiences is introduced to the class.

Flexibility with out-of-class time *How receptive are the administrators to schoolwide service-learning projects that may take students' time outside of regular class time?* Check with school administrators to find out what the parameters are for students to complete a service-learning project outside of class time.

School policies *What are the school's policies about students leaving the*

How to Decide on a Class Service-Learning Project

Base your decision on:
- Talents, skills, and interests of students in relation to the need and project ideas
- Feedback from school and community members about their perception of the needs and project ideas
- Defining realistic parameters for implementation and considering feasibility criteria for each project idea
- Reaching class consensus on the service-learning project they most want to implement

school to participate in community-based service-learning? Check on school policies related to leaving the school site to participate in community-based service-learning, such as handling transportation and the legal issues related to who provides the transportation, getting permissions from families to release students from school, making sure all students are covered by insurance and have presented medical forms, making sure first aid kits are available.

Student maturity *Have your students demonstrated sufficient maturity for community-based or large-scale service-learning projects?* The complexity of the project should be in direct relation to the maturity of the students. If they are designing an organized class service-learning project for the first time, it is advisable to keep the project in the classroom and school and supervise the students closely. If the students are seasoned service-learning implementers, then they can be given more responsibility to work independently in a broader sphere of influence.

Resources *What human and financial resources do you have access to?* It is critical for the facilitator to think about the people needed to help implement service-learning projects and the financial resources that might be sought to complete the projects. The scope of the service-learning project should be in direct relationship to the availability of these critical resources. Lions Club members can be invaluable resources for transportation, service sites, help and support, and financial assistance. While students may include fund raising as part of their service-learning project, the focus for students is on direct service.

Community participation and guest speakers *What process does your school have for contacting, preparing, and engaging community resources, such as guest speakers, in your service-learning project?* Service-learning projects are enhanced greatly by community relations and partnerships, as well as family participation. Check with your administration to find out the school's protocol for selecting, contacting, inviting, and engaging guest speakers and classroom resources. Develop a process for the students to identify potential speakers, make the invitation, collect resumes, develop topics and questions for the speakers to address, provide specific information about the event and how the exchange between the speaker and students will unfold, debrief the guest speaker's presentation or interview, and express gratitude for the speaker's contribution.[40] In terms of engaging with recipients of a community-based service-learning project, find out if the recipients of the service may come to the school and what procedures are necessary for that to occur within school guidelines for community participation in school events.

Group process *What process will you use to help students reach a genuine consensus on their service-learning project?* Throughout the steps of the service-learning process, students will be discussing opportunities and discussing which ones to pursue. Teach the consensus-building process in Unit 5 and lead discussions that invite all students to voice their ideas, opinions, and preferences until students can reach an authentic consensus that represents the priorities and preferences of all group members. Continue discussions until consensus is reached.

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