

Japan Mini-Evaluation

**Name of Organization: Japan Initiative for
Youth
Development**

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Project Purpose

The purpose of this project is to conduct an independent evaluation of the adaptation of the Lions-Quest curriculum in Japan and the impact on students.

Organizational Profile

JIYD (former IYF-Japan) has had presence in Japan since the early 1990s. Since its establishment JIYD has sponsored conferences among NGO, government and business leaders on children and youth related issues. The principal themes being promoted are youth participation, effective programming for young people, and promotion of life skills program. It also operates a grant program for the Matsushita Company. JIYD launched national children's hour campaign in 1999 and continued the activities through 2000. The two-year effort raised approximately \$350,000 for youth development programs. JIYD now has three full-time staff and three part-time staff. Its annual budget for 2003 was US \$400,000. Among its contributors are IYF, Lucent Technologies Foundation, Matsushita Company, Mitsubishi Bank Foundation, Lions Club International Foundation, and 330MD Lions-Japan.

Project Overview

The translation and adjusting of Skills for Adolescence (SFA) started in autumn of 1999. The study group was established and among them were Professor Kawabata of Kobe University, Professor Nishioka of Hyogo Educational University, elementary/junior high school teachers, school nurse and IYF Japan (then).

In order to make this program fit for Japanese schools, Shiba-Higashi junior high school in Kawaguchi city, Saitama prefecture was chosen to become the pilot school. The project started from April, 2001. For school year (April to March) 2001, the first graders took SFA class for 19 hours. For school year 2002, the first and second graders are took this class. 45 hours for first graders and 41 hours for second graders.

This project was a big challenge for both the teachers and the study group. During the first school year, meetings were held before and after every class among teachers and members of the study group and changes and innovations were made. For the second year, meetings were held before entering new unit and evaluation was made after each unit.

The Effects of the Lions-Quest Program “Skills for Adolescence” on Smoking, Drinking and Drug abuse

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In “The model for Japanese education in the perspective of the 21st Century “, the Central Council for Education of Japan has enhanced the importance of enhancing children’s “zest for living” which is the character and the ability whereby, in the changing society, individuals can discover their own subjects, learn, think, make active judgement, behave independently, and find better solutions to problems. It also emphasizes the importance of developing rich humanity that is self-disciplined, cooperative, and considerate.

The zest for living is strongly related to Life Skill advocated by WHO¹, which is defined as psychosocial skills for adaptive and positive behavior, that enables us to deal with demands and challenges of everyday life. These skills, for example, are self-esteem, decision-making skills, setting goals, stress management skills, and social skills including communication skills.

According to the recent studies in Europe and US², the children lacking life skills are more likely to be involved in problem behaviors such as under achievement, school refusal, bullying, juvenile delinquency, violence, smoking, drinking, drug abuse, eating disorder, early sexual intercourse, and pregnancy during adolescence when they change both mentally and physically rapidly, and have to cope with such changes. Some of these problems not only affect their intellectual, emotional, and social development, which is the major goal of school education, but also are deeply related with the present and future health problems of children.

The results of the national survey³ conducted from November 2000 to February 2001 with 5,636 samples, selected at random from 5th to 12th graders, show that children practicing healthy life habits had higher self-esteem and pro-social skills and was able to cope more actively with stressful situation than those who didn’t.

These results suggest that it is important to enhance children’s life skills in order to prevent various problem behaviors.

In this study, the main object is to clarify the actual situation of life skills, smoking, drinking behavior and drug abuse of the students of Shiba-Higashi junior high school (JHS) in Kawaguchi city, Saitama prefecture, the pilot school of Lions-Quest Program Skills for Adolescence (SFA) since April 2001, and to suggest the effects of this program.

Method

Subjects

The subjects are 493 students of JHS. The details of the subjects are shown in table 1. The 1st and 2nd graders have been taking SFA classes ever since they entered this school.

Table 1
Number of Subjects by Grade and Gender

	1 st grade	2 nd grade	3 rd grade	Total
Boy	100	90	73	267
Girl	74	80	76	230
Total	174	170	149	493

Instrumentation

The questionnaire was administered on March 2003. Classroom teachers were asked to conduct the survey using the standardized administration guidelines developed by the researchers and were also directed not to give any directions further than what was described in the manual.

The answers were kept strictly confidential in order to collect accurate data, for some of the questions (drug abuse, smoking, drinking) were related to behaviors prohibited by law for young people under the age of 20. First, each student completed the questionnaire anonymously. Second, an envelope was given out so that students may put their questionnaires in them and to seal them. Third, the teachers were also requested not to walk around the classroom while the students were answering the questions.

Measures

The items are listed in table 2.

Table 2
Major Items

Demographic data	gender, age, grade
Self-esteem	general, cognitive, friends, family, physical
Social skills	pro-social, withdrawn, aggressive
Stress management Skills	support request, problem solving, change of pace emotional avoidance, behavioral avoidance, cognitive avoidance
Behaviors	Smoking behavior (experience throughout life time/in the past month, prediction of the behavior at the age of twenty, the behaviors of the people around them) Drinking behavior (experience throughout life time/in the past month) Drug abuse (experience throughout life time) Physical exercise (beside physical exercise class) Eating habits (number of days that students had breakfast in the past week)

Self-esteem was measured using the Rosenberg Self-esteem Scale⁴, the Harter Perceived Competence Scale⁵, and the Pope Self-esteem Scale⁶.

The Rosenberg Self-esteem Scale measures the level of self-esteem in general. The questions are listed on table 3.

Questions were answered on three-point scale, ranging from “usually agree” to “usually disagree”. For questions no. 1, 3, 4, 7, 10, three points were given for “usually agree” and one point for “usually disagree”. For other items, one point was given to “usually agree”, three points “usually disagree”, which means higher the points are the higher the general self-esteem is.

The Harter Perceived Competence Scale consists of four subscales, a) cognitive competence, with emphasis on academic performance, b) social competence in a peer relationship, c) physical competence with focus on sports and outdoor games, and d) sense of general self-worth. In this survey, the first two were used. The questions are shown on table 4 and 5.

Table 3
Rosenberg Self-esteem Scale

<ol style="list-style-type: none"> 1) I am fully satisfied with myself in all respects. * 2) I do not have confidence in myself at all. 3) I think there are some good elements in me. * 4) I think I can handle things to the same extent that most people can. * 5) I do not have anything that I think I am good at. 6) I sometimes think that I am a useless person. 7) I think I am at least as worthy as others. * 8) I wish I could be proud of myself a little more. 9) I think I am a type of person who tends to make mistakes. 10) I tend to look at the positive side of myself. * <p style="text-align: right;">* reversed item</p>
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Table 4
Harter Perceived Competence Scale, Cognitive Competence

<ol style="list-style-type: none"> 1) A. I think I can study very well. B. I don't know if I can study very well. 2) A. I think I am as smart as my classmates. B. I don't know whether I am as smart as my classmates. 3) A. It takes me quite a long time to finish my schoolwork. B. I can finish my schoolwork in a short time. 4) A. I often forget what I have learned. B. I can recall what I've learned easily. 5) A. I like the classes at school, because I can study very well. B. I don't like the classes that I am taking, because I can't study well. 6) A. I wish I could understand the books I read more easily. B. It is not difficult for me to understand the books I read. 7) A. It is difficult for me to answer questions in classes. B. I can answer almost all the questions.
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Table 5
Harter Perceived Competence Scale, Social Competence

1)	A. I think it is difficult to make friends. B. I think it is easy to make friends.
2)	A. I have lots of friends. B. I don't have many friends.
3)	A. I don't think that I am an important member of my class. B. I think that I am an important member of my class.
4)	A. I always stay with many friends. B. I am always by myself.
5)	A. I wish more friends would like me. B. I think I have many friends that like me.
6)	A. I think I am popular among my friends. B. I don't think I am popular among my friends.
7)	A. My classmates tend to like me. B. Not many of my classmates like me.

In the Harter scale, subjects are required to decide which type of person he/she is mostly like and then decide whether the description is “sort of true” or “really true”. The example is shown on table 6. Each item is scored from 1 to 4, where score 1 indicates low perceived competence and score 4 reflect highly perceived competence. Each subscale contains seven items and is the sum of seven items.

Table 6
How to Answer the Harter Scale

Example) A. I think I can study very well.	
1. Sort of true	2. Really true
B. I don't know if I can study very well.	
3. Sort of true	4. Really true
<p>The subjects first choose A or B which ever is closer to oneself and circle the letter. After that, they must decide whether the description is “sort of true” or “really true” and circle the number.</p>	

The Pope self-esteem scale consists of five subscales, a) self-esteem in general, b) family relationship, c) peer relationship, d) academic performance, e) body image, with the total of 50 questions (10 questions per one subscale). In this research, family and body related self-esteem scales were used. The questions are shown on table 7 and 8.

Table 7
Pope Self-esteem Scale, Family Relationship Questions

1)	I am an important member of my family.
2)	I feel very happy when I am with my family.
3)	I feel like running away from home.
4)	I think my parents are unhappy because of me.
5)	I am a good daughter/son.
6)	My parents have many reasons to be proud of me.
7)	I have one of the best families of the world.
8)	My family is disappointed with me.
9)	I think my parents would be happy if I were a lot different from what I am now..
10)	I do not like the way I behave when I am with my family.

Table 8
Pope Self-esteem Scale, Body Related Questions

1)	I am very clumsy.
2)	I like the way I look.
3)	I wish I could be as tall as the children of my age.
4)	I think I am pretty/handsome.
5)	I want to gain/lose weight.
6)	I have a nice smile.
7)	I don't like the way I look.
8)	I am very good at sports or games that I like.
9)	I want to look like somebody else.
10)	I have a nice body.

The scale developed by Shimada et al⁷ was used to measure social skills. The scale consists of three subscales, a) pro-social skills, b) withdrawn behavior, c) aggressive behavior. The questions are shown on table 9.

The subjects were to answer the questions on four-point scale, ranging from “Not apply at all” to “Fully apply”. For question no.5, four points were given to “Does not apply at all” and 1 point for “Fully apply”, and for the rest of the questions, 1 point for “Does not apply at all” and 4 points for “Fully apply”.

The shortened version developed Ohtake et al⁸ was used to measure stress management skills. This scale consists of six subscales, a) support request, b) problem solving, c) change of pace, d) emotional avoidance, e) behavioral avoidance, f) cognitive avoidance. The questions are listed on table 10.

Two major types of stress management skills are “Problem Focused Type” and “Emotion Focused Type”. The former focuses on solving the cause of the stressful situation, while the latter focuses on changing the unpleasant feelings. The subscales, “support request” and “problem solving” apply to “Problem Focused Type” and “change of pace”, “emotional avoidance”, “behavioral avoidance” and “cognitive avoidance” to “emotion focused type”.

The questions were to be answered in four-point scale, ranging from “Not apply at all” to “Fully apply”, and 1 point was given to “Not apply at all” and 4 points to “Fully apply”. The higher the points are, the more frequently one uses each coping skill.

Besides the questions on self-esteem, social skills, and stress management skills, the subjects were asked questions related to demographic data, such as gender, age, grade, and questions related to smoking, drinking and drug abuse.

Table 9
The Shimada Social Scale

<p>Pro-social skills</p> <ul style="list-style-type: none"> 1) I help my friends when he/she is in trouble. 3) I encourage my friends when he/she fails in something. 6) I do what my friends ask me to do. 7) If I undertake a job, I will do it to the end. 5) I try to keep in mind how other people feel when I talk. 9) I try to explain the reason when I oppose my friend’s opinion. 11) I am kind to my friends . <p>Withdrawn behavior</p> <ul style="list-style-type: none"> 5) I often talk with my friends during the school recess.* 8) I cannot join in groups. 10) I usually just stare at my classmates playing instead of joining them. 12) I tend to play alone, keeping some distance from classmates. <p style="text-align: right;">*</p> <p>reversed item</p> <p>Aggressive behavior</p> <ul style="list-style-type: none"> 2) I talk to my friends in rough language. 4) I always put blame on my friends. 14) I start a fight with others. 15) I force others to do what I want them to do.
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Table 10
Coping Skill Scale by Ohtake et al.

Support request

- 1) Ask someone what I should do.
- 2) Ask someone for a help to solve the problem.

Problem solving

- 1) Try to find out what is the cause(s) of the trouble.
- 2) Try to change myself.

Change of Pace

- 1) Play games.
- 2) Have fun with my friends.

Emotional Avoidance

- 1) Stay alone.
- 2) Cry alone.

Behavioral Avoidance

- 1) Get angry and shout.
- 2) Tell on someone.

Cognitive Avoidance

- 1) Try not to think much about it.
- 2) Give up, because there is nothing I can do.

Analysis

At first, we clarified actual situation of self-esteem, social skills, stress management skills, smoking, drinking, and drug abuse by gender and grade and compared with the results of the national survey. Next, we examined the relations between a) self-esteem, social skills, stress management skills and b) smoking, drinking behavior and drug abuse, using the data sorted by gender.

SPSS (for Windows) was used for analysis.

Results

Self-Esteem

Figure 1 and 2 are the mean scores of **general self-esteem of Rosenberg scale** sorted by gender and grade. The results show that the mean score of general self-esteem of JHS, except for boys of grade 2 and 3, was 0.2 to 0.5 point lower than that of the national survey.

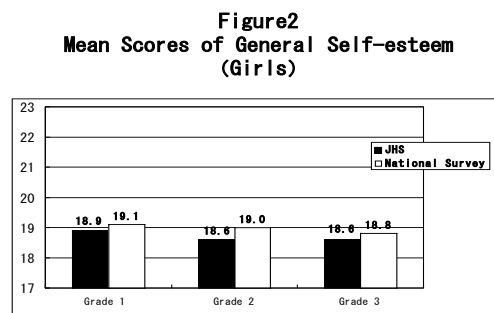
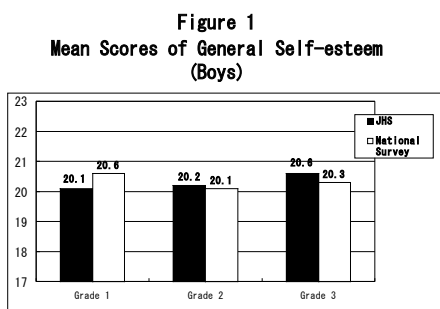


Figure 3 and 4 are the mean scores of **cognitive competence of Harter scale** by gender and grade. The results show that the mean scores of cognitive competence of JHS girls were 1.1 to 1.5 point lower than that of the national survey.

Figure 3
Mean Scores of Cognitive Competence
(Boys)

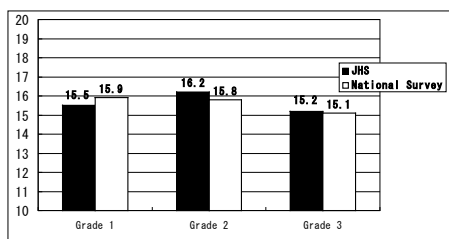


Figure 4
Mean Scores of Cognitive Competence
(Girls)

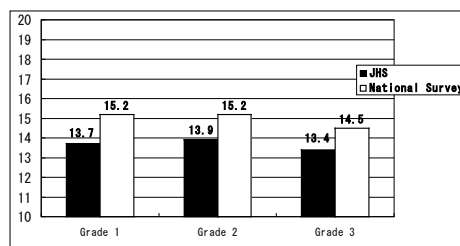
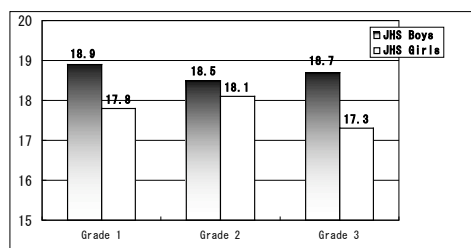


Figure 5 are the mean scores of **social competence of the Harter scale** by gender and grade. In the national survey this scale had not been included, so only the results of JHS are shown here. The results show that the mean scores of the girls were lower than that of the boys in all grades by 0.4 to 1.4 point, and the difference was prominent in grade 3.

Figure 5
Mean Scores of Social Competence
(JHS)



In figure 6 and 7, the mean scores of the **family relationship self-esteem scale** by gender and grade are shown. The results show that there was little difference between the scores of JHS boys and that of the national survey. On the other hand there was some difference in girls. JHS girls in grade 1 had higher score than the national survey by 1.0 point whereas the scores of JHS girls of grade 2 and 3 were 0.6 (2nd graders) and 0.9 (3rd graders) lower than that of the national survey.

Figure 6
Mean Scores of Family Relationship
Self-esteem (Boys)

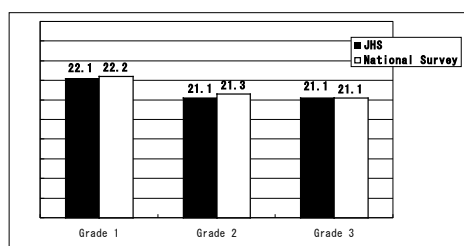


Figure 7
Mean Scores of Family Relationship
Self-esteem
(Girls)

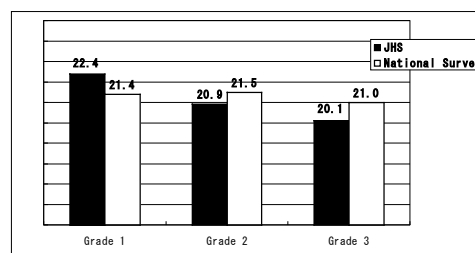


Figure 8 is the mean score of the **self-esteem scale related to body image**. This

scale also has not been used in the national survey, so only the results of JHS are shown here. The results show that the mean scores of the girls were lower by 1.8 to 3.1 points than boys and the older they get, the more the difference became.

Social Skills

Figure 9, 10 and 11 show the mean scores of the **social skill scale by Shimada et al.** No data of this scale has been collected in the national survey, so only the results of JHS are shown.

Considering **pro-social skills**, the scores of JHS boys increased as the students get older and for girls, the mean scores of the 2nd graders was the highest.

As for **withdrawn behavior**, the mean scores of the 3rd grade girls was 0.5 point higher than any other grade.

Looking on **aggressive behavior scale**, the mean scores of the boys in 1st grade were 0.9 to 1.0 point higher than boys in other grades. The mean scores of the 3rd grade girls was 0.4 to 0.6 points higher than girls in other grades.

Figure 8
Mean Scores of Self-esteem Related to Body Image (JHS)

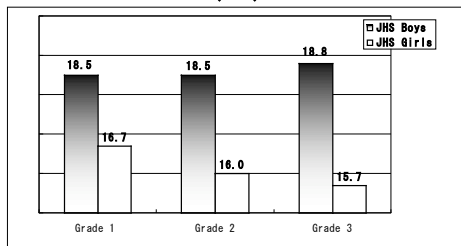


Figure 9
Mean Scores of Pro-Social Scale (JHS)

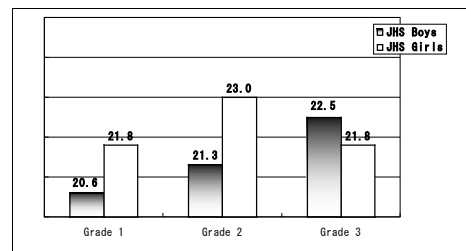


Figure 10
Mean Scores of Withdrawn Behavior (JHS)

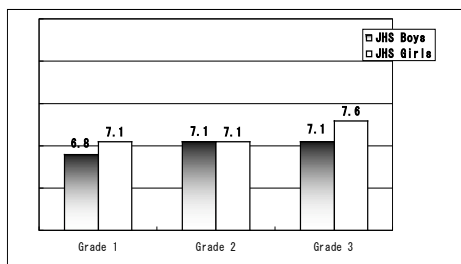
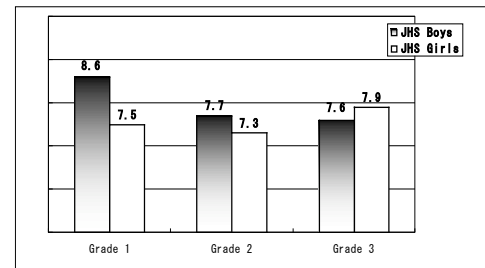


Figure 11
Mean Scores of Aggressive Behavior Scale (JHS)



Stress Management Skills

Figure 12 and 13 are the mean scores of the **Support Request scale** by gender and grade. The results show that the mean scores of the 2nd and 3rd grade boys of JHS were lower than that of the national survey by 0.3 point. On the other hand, the mean scores of all the girls of JHS were 0.2 to 0.4 point higher than that of the national survey.

Figure 12
Mean Scores of Need for Support Scale
(Boys)

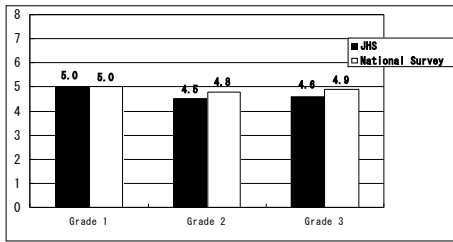


Figure 13
Mean Scores of Need for Support Scale
(Girls)

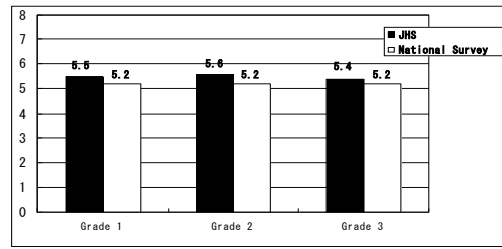


Figure 14 and 15 are the mean scores of the **problem solving scale** by gender and grade. The results show that mean scores of both boys and girls of JHS were 0.2 to 0.3 point higher than that of the national survey except for 3rd grade JHS girls.

Figure 14
Mean Scores of Problem Solving Skills
(Boys)

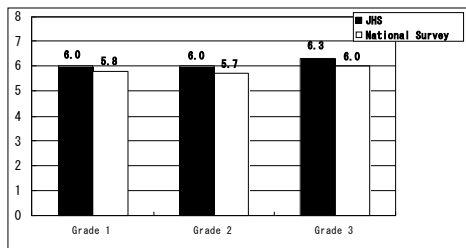


Figure 15
Mean Scores of Problem Solving Skills
(Girls)

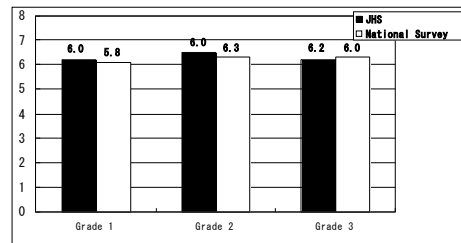


Figure 16 and 17 are the mean scores of **change of pace scale** by gender and grade. The results show that the mean scores of JHS boys and the national survey showed no significant difference. The mean scores of JHS girls were 0.1 to 0.4 point higher than the national survey, showing prominent difference in 2nd grade girls.

Figure 16
Mean Scores of Change of Pace Scale
(Boys)

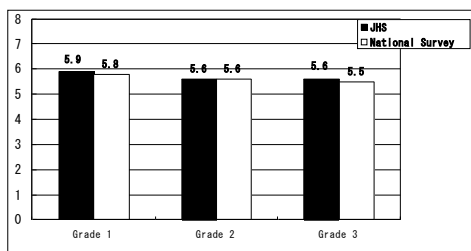


Figure 17
Mean Scores of Change of Pace Scale
(Girls)

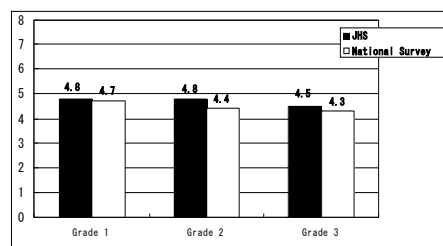


Figure 18 and 19 are the mean scores of the **emotional avoidance scale** by gender and grade. The results show that the mean scores of 2nd and 3rd grade JHS boys were 0.5 point higher for 2nd graders, and 0.4 point higher for 3rd graders than that of the national survey.

Figure 18
Mean Scores of Cognitive Avoidance
(Boys)

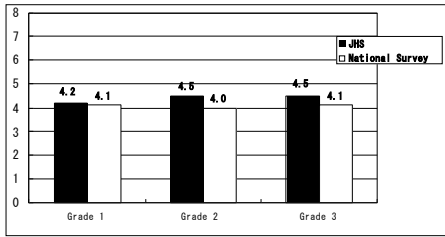


Figure 19
Mean Scores of Emotional Avoidance
(Girls)

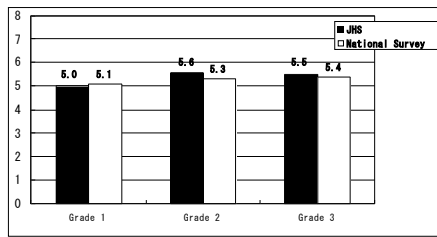


Figure 20 and 21 are the mean scores of the **behavioral avoidance scale** by gender and grade. The results show that the mean scores of the 2nd grade JHS boys was 0.4 higher than that of the national survey. There was no other prominent difference.

Figure 20
Mean Scores of Behavioral Avoidance
(Boys)

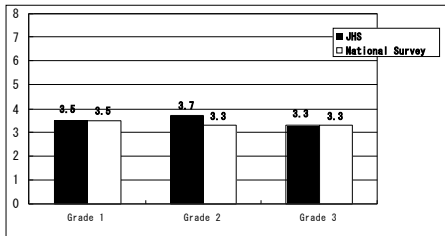


Figure 21
Mean Scores of Behavioral Avoidance
(Girls)

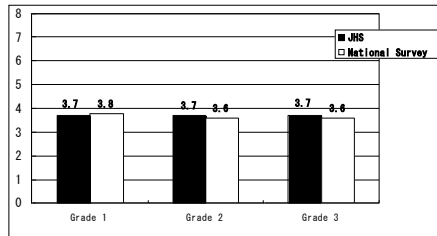


Figure 22 and 23 are the mean scores of the **cognitive avoidance scale** by gender and grade. The results show that the mean scores of the 3rd grade JHS girls was 0.3 point higher than that of the national survey. There was no other prominent difference.

Figure 22
Mean Scores of Cognitive Avoidance
(Boys)

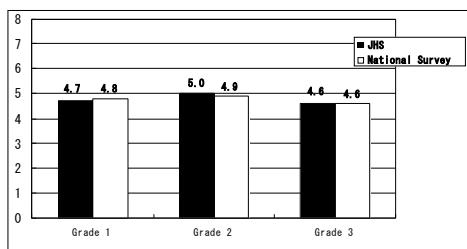
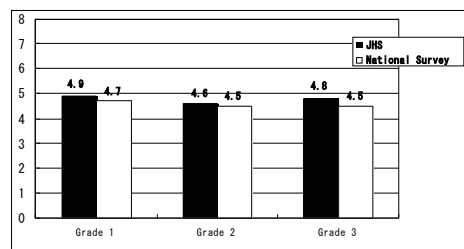


Figure 23
Mean Scores of Cognitive Avoidance
(Girls)



Smoking, Drinking Behavior and Drug Abuse

Figure 24 and 25 are the percentages of the students who smoked at least one cigarette in the past month by gender and grade. The results show that there were no prominent difference between the JHS and the national survey in grades 1 and 2, but in grade 3, the percentages was higher both for boys and girls by 12% and 5% respectively.

Figure 24
Rates of Smoking (Boys)

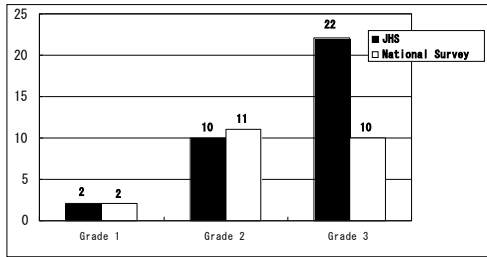


Figure 25
Rates of Smoking (Girls)

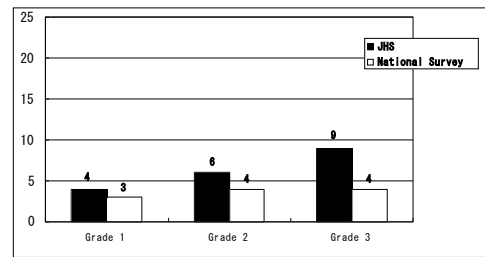


Figure 26 and 27 are the percentages of the students who drank alcohol beverage in the past month by gender and grade. The results show that the percentages of the JHS boys drinking were lower by 5 to 12 % than the national survey. As for girls, the percentages of the 2nd grade girls were lower by 6% than the national survey, but no prominent difference in other grades.

Figure 26
Rates of Drinking (Boys)

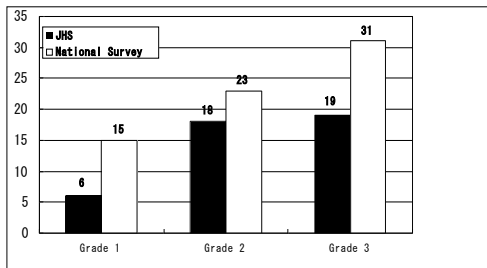


Figure 27
Rates of Drinking (Girls)

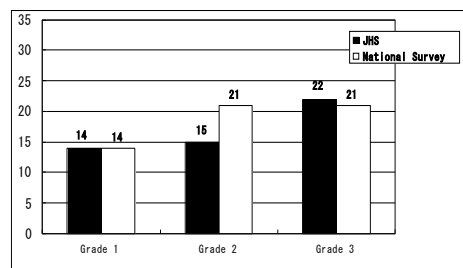


Figure 28 and 29 are the percentages of the students who have an experience of using drugs by gender and grade. The results show that the percentages of the JHS 3rd graders were higher by 3% than that of the national survey, but no prominent difference in other grades.

Figure 28
Rates of Drug Abuse (Boys)

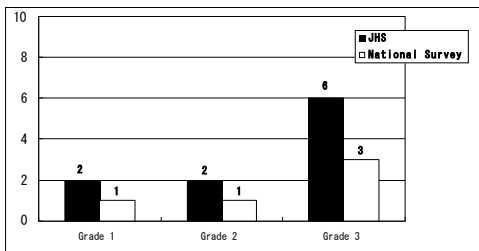
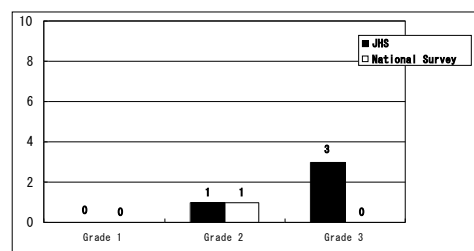


Figure 29
Rates of Drug Abuse (Girls)



Relations between Smoking, Drinking Behavior, Drug Abuse and Life-Skills

Figure 30 and 31 show the results of the comparison of the mean scores of the

life-skills by the smoking behavior in the past month with significant difference ($p < .05$) by t-test. This shows that the boys with no experience of smoking in the past month had higher scores in **cognitive competence** and **family relationship self-esteem**, lower scores in **aggressive behavior** (social skills) than smokers. As for girls, non-smokers had higher scores in **self-esteem in general**, **cognitive competence**, and **family relationship self-esteem** than smokers.

Figure 32 and 33 show the results of the comparison of the mean scores of life-skills by the drinking behavior in the past month with significant difference ($p < .05$) by t-test. Non-drinking boys had lower scores in **social competence**, but had higher scores in **family relationship self-esteem** than boys with an experience of drinking in the past month. Girls with no experience of drinking had higher scores in **self-esteem in general**, **withdrawn behavior** (social skills), and **support request** (stress management skills), than those with experience of drinking in the past month.

Figure 30
Smoking Behavior and Life Skills
(Boys)

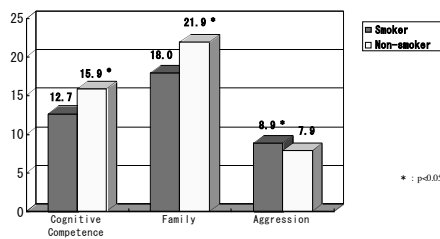


Figure 31
Smoking Behavior and Life Skills
(Girls)

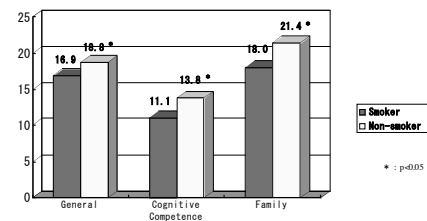


Figure 32
Drinking Behavior and Life Skills
(Boys)

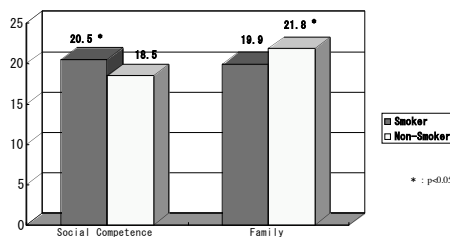
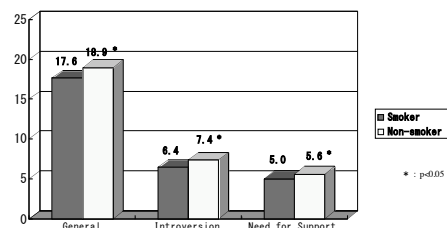


Figure 33
Drinking Behavior and Life Skills
(Girls)



No analysis was made for drug abuse, due to small sample size (8 boys and 3 girls with experience of using drugs) which may lead to unreliable results.

Discussion

The object of this survey was to clarify the actual situation of life-skills, smoking, drinking and drug abuse of the students of JHS, the pilot school of SFA since April 2001, and to suggest the effects of this program. The survey took place at JHS in March 2003, questionnaires being answered by 493 students of JHS.

Due to lack of control group, it is impossible to get direct evidence for the effects of

SFA. So, in order to seek the suggestions for the effects of this program, the results of the national survey conducted towards 5th to 12th graders through November 2000 to February 2001 were used for the comparison.

At the time of survey, 1st graders of JHS had SFA class for one year, two years for second graders, but no SFA class for 3rd graders.

First we examined the actual situation of smoking, drinking, and drug abuse.

The percentage of smokers (smoked at least one cigarette in the past month) was 22% for 3rd grade boys and was higher than that of the national survey (10%). There were no significant differences in 1st and 2nd graders. As for girls, the percentage of 1st and 2nd graders with experience of smoking in the past month were 1 to 2% higher than that of the national survey, but 3rd grade-girls' percentage was 9%, higher than the results of the national survey (4%). Even in other national surveys^{9,10,11}, the smoking rates of 3rd graders are 8 to 10% in boys and 3 to 4% in girls. It is obvious that the smoking rate of 3rd graders in this study is quite high.

These results suggest that SFA may have had some kind of effects to minimize the rise of smoking behaviors of 1st and 2nd graders.

The percentage of JHS boys having experience of drinking in the past month was lower than that of the national survey in all grades. For girls, the results of 1st and 3rd graders showed no prominent difference, but for 2nd grade girls, the percentage was 15%, which was lower than the results of the national survey (21%). From these findings, it may be suggested that SFA had some kind of effects to minimize the drinking behaviors of 2nd grade girls.

The percentage of the students with experience of using drugs such as paint thinners and methamphetamine in the whole life was 3% higher than that of the national survey in 3rd graders, but there were not significant difference in 1st and 2nd graders. It is difficult to discuss the effects of this program in this area, due to small number of drug users.

When studying the relations between smoking, drinking, drug abuse and life-skills, the significant relationship was seen between smoking behavior and family relationship self-esteem for both boys and girls. When looking at the result of the boys, drinking behaviors were related with family relationship self-esteem, and non-drinkers and non-smokers had higher scores in family relationship self-esteem than those with experience of smoking and drinking.

The results showing the relations between smoking behavior and family relationship self-esteem coincides with the results of cross-sectional¹²/longitudinal¹³ survey.

The self-esteem programs¹⁴ for adolescence in US and European countries focus on the importance of bonding with surrounding people, along with the awareness of one's uniqueness and increasing the awareness of their competencies. The results of this study suggest that strengthening family bonds is especially effective in preventing problem behaviors of the adolescence.

In SFA, **Family Bonds** in unit 5 covers this area and at JHS, the 2nd graders took this class.

However, looking at the comparison of the mean scores of family relationship self-esteem between this survey and the national survey, the mean scores of the 2nd graders were not necessarily higher, and so we may not conclude that the program has strengthened family bonds and that has worked to minimize the smoking behavior.

There were no control group in this study, and therefore it was not possible to verify

directly the effects of this program. However, we cannot deny the fact that the program may have had some kind of effects when comparing the results of the actual situation of smoking, drinking, and drug abuse in JHS with the national survey. We need to do follow-up survey towards 3rd graders (the SFA class recipients) at the time of graduation, when there is a possibility of having higher percentage of students smoking.

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Program Progress Evaluation for Units 1-5

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Introduction

When adapting an western program to Japan, since teachers are not familiar with the contents and the teaching method, there is a possibility of the instruction not being sufficient. Because the students are not familiar with the activities, they tend to be passive in the classroom. At the same time, the key point would be if the amount of the content was adequate. If these problems are considerable, then the efficiency of the program might not fully come out and there is a risk of the program being under evaluated. Therefore, it is important to assess how efficient the program content was, as well as the learning method in an actual classroom. Teachers were asked to answer questionnaires on the content and the teaching method of the lessons out of Units 1-5 that were actually taught in the classrooms. In this report, the result of the evaluation is presented.

Evaluation method and content

Subject

The subjects were five teachers who actually taught the lessons.

Procedure

Each teacher answered a questionnaire on each lesson that they had just taught on Units 1-5 and also at the end of each unit.

Evaluation content and analysis

The evaluation items on each lesson were as follows: how each lesson was implemented, overall evaluation of the lesson, evaluation of content and activities of each lesson. The evaluation items on each unit were as follows: the content of the unit, reaction of the students and their parents/guardians, and the points of improvement. (Table 1)

In data analysis, the ratio of positive answers in each evaluation for all the lessons was calculated. The contents and activities that more than half of the classes rated “the aim of the lesson was very meaningful” or “the students actively participated” are listed. In addition, comments from the teachers on each unit are listed.

Results

Unit 1

The main goals of this unit are to act as an introduction to this program and creating a positive classroom environment (i.e. positive student interpersonal relations). The results of the evaluation are shown on Table 2. An item in each cell at the top line of the table shows evaluation item. The number of asterisk (*) show the ratio of classes for each evaluation compared to the whole. According to the results, evaluation on the flow of the lesson and students’ interests for the first and second lessons were not so good. However, from the 3rd lesson on, the evaluation became positive. In addition, preparations for the lessons were not that heavy.

For the lesson content and activities, there were positive answers such as “the lesson was meaningful” and “students actively participated” (Table 3).

The teachers were asked to freely write comments. The comments described were as follows. As for the effects on students, the teachers observed better communications and relations between students and improved classroom environment (Table 4). In addition, parents/guardians showed extremely positive reactions. There were positive comments from parents/guardians that observed the lessons and parents/guardians who helped their children with their homework. As points to improve the program, preparation of classroom teaching materials, teaching tools, and the description of the teachers’ manual (i.e., contents, details and its amount), and the relation of the content of the lessons to daily life were mentioned.

Unit 2

The main goals of this unit are to build self-confidence and communication skill. According to the teachers' evaluations, the results of evaluation were positive except for the third and fifth lesson in Unit 2. At the same time, many of the evaluation results were similar to the ones of Unit 1 (Table 2). Parents/Guardians and students both gave positive reactions (Table 3 and 4). However, preparation for the lessons seems to become more burdensome (Table 2). For the third lesson (i.e. how to be a good listener), although it was practice style, the evaluation results were not so good. There might have been slight resistance in having to listen as a classroom activity. For the fifth lesson (i.e., making good decisions), the lesson was evaluated as meaningful, the results of evaluation of other items were not good. It is speculated that the activities took a lot of time and as a result, the lesson content became too much for one lesson (Table 2).

Unit 3

For the lessons on emotions, many of the lesson contents were perceived as meaningful, but the student participation was not as active (Table 2 and 3). There were few opinions that the level of the lesson was too high (Table 6). There were no specific reactions from the parents/guardians.

Unit 4

The main goals of this unit are to understand and build friendship, using ASK skills in an unpredictable situations, and building assertive skills. This unit was also perceived as very meaningful especially on ASK skills and assertive skills (Table 2). The level of the lessons was appropriate. For the students, the lesson content became key words for their daily lives. However, the student participation was not very active (Table 2). In addition, the first lesson flow was not smooth. There were no special reactions from the parents/guardians. Moreover teachers felt that they needed to improve their teaching skills on this unit.

Unit 5

Because this unit was on families, the teachers were very careful to protect the students' privacy. Therefore, no problems had occurred. The outcome of the lesson was better than expected. There were opinions that the lessons promoted valuing

family connections and respecting other families. Parents/Guardians were supportive and there were positive reactions from them. There were many meaningful lesson contents. This unit was also meaningful in that it gave a new perspective on moral education.

Discussion

In Western programs, there are worries that the content and activity would not fit the Japanese students. In regards to the appropriateness of the program to the students' level, excluding the second lesson on decision-making, the lessons were appropriate. It is speculated that the program adaptation process to fit the Japanese students has contributed greatly. In the adaptation process, not only the quality heightened but the quantity was cut to suit the Japanese schools. Another aspect is the preparation meeting (i.e. coaching) with the teachers before the actual implementation. This was an additional adaptation to the primary adaptation to fit the pilot school students.

Although the results vary among lessons, as a whole, the teachers gave a positive evaluation to the program. At the same time, it could be said that the student participation was active. In addition, the lesson contents seemed to be reflected in the students' daily lives and the teachers used the contents as key words in their teaching and guidance of their students. The parents/guardians reactions were positive as well.

On the other hand, points to adjust and work on were clarified. The points of Units 1-3 and Service Learning are listed. (Table 7).

In regards to parent/guardian involvement, there were positive feedback from parents/guardians on units that they were involved in (Units 1, 2, and 5). There were no reaction for Units 3 and 4, where they did not get involved. There needs to be various homework and activities to involve the parents/guardians.

In addition, on Unit 4, where friendship is involved, although the lessons were meaningful, student participation was less active. It is speculated that the Japanese trait of being sensitive in human relations is making student participation passive.

There were opinions that there needs to be a way to lighten the teachers' preparation load. It is heavy burden to prepare the lesson tools and do a preparation meeting before each lesson. To resolve this problem, it is speculated that workshops to train teachers should contribute greatly.

Table 1 Evaluation by teachers on contents and categories

1) Evaluation on the lessons	
<input type="checkbox"/> Evaluation on each lesson	
<ul style="list-style-type: none"> • program content in practice • level appropriateness of the content and activity 	<ul style="list-style-type: none"> • content connection and flow • preparation load and time • overall evaluation
<ul style="list-style-type: none"> • students interest and participation 	
<input type="checkbox"/> Evaluation on individual learning content and activity	
<ul style="list-style-type: none"> • meaning of the learning and student participation • time needed for the lesson 	<ul style="list-style-type: none"> • appropriateness to the Japanese students
2) Evaluation on each unit	
<ul style="list-style-type: none"> • student satisfaction • preparation meeting • parent/guardian reaction • points to improve • change in the teachers impression and evaluation of the program 	<ul style="list-style-type: none"> • overall evaluation of the program • opinion on implementing this program during “integrated study hour” • change in the students behavior and attitude

**Table 2 Evaluation on each lesson: ratio of the corresponding class
(classes that answered: 3-5 classes)**

	Lesson title	Evaluation on each lesson: “very good” or “good”	Connection of the contents and the lesson flow: “good”	Students interest and participation: ”good”	Level appropriateness to the students: “adequate”	Preparation load and time: “not enough”, “adequate”, “average”	Complete the lesson on time : “yes”
Unit 1	1: Orientation and name learning	**	*	**	****	****	*
	2: Classroom ground rules	***	**	**	***	***	***
	3: Knowing yourself and knowing others (1)	**	***	***	***	***	****
	4: Knowing yourself and knowing others (2)	**	*	***	****	***	*
	5: Introduce yourself	***	**	***	****	****	**
Unit 2	1: Building self-confidence	***	**	**	****	****	****
	2: Effect of effective listening	**	****	***	****	*	****
	3: Learning effective listening	*	*	*	****	*	*
	4: Praising others	**	**	**	****	*	**
	5: Making good decisions	*	*	*	*	*	*
Unit 3	1: Research on	*	*	*	***	****	**

	"emotions"						
	2: How words and behavior effect others	**	***	**	***	***	***
	3: Changing negative thoughts to positive challenges	***	***	**	***	**	**
Unit 4	1: Building friendship (1)	***	*	**	****	****	***
	2: Building friendship (2)	****	**	**	****	***	**
	3: Building new friendship 4: Good and bad friendship and its results	***	***	*	**	**	***
	5: Inner Pressure 6: ASK (1)	***	***	**	****	***	**
	7: ASK (2) □	****	**	**	****	****	***
	8: Self assertion	***	***	*	***	****	***
	Unit 5	1&2: Presentati on of family	***	***	***	****	***
	3: Using skills at	***	***	**	****	*	**

	home (1)						
	4: Using skills at home (2)	***	***	***	****	**	****
	5: Enjoying with the family	**	**	***	****	****	****

The number of * represent (corresponding class/answered class) x 100(%) :

0%□*□30% 30%< **□60% 60%< ***□90% 90%< ****□100%

For example, of the answered 5 classes, if 1 class was able to complete the lesson on time the equation would be $1/5 \times 100 = 20(\%)$ and it would be “*”

□Because the number of example is 2, the results are for reference only.

Table 3 Meaningful learning contents and activities, along with active student participation (what half of the classes listed)

	Lesson title	Contents and activities
Unit 1	1: Orientation and name learning	Apple peeling People Search activity
	2: Classroom ground rules	Behaviors that make people feel good Behaviors that make people feel bad
	3: Knowing yourself and knowing others (1)	Clustering Pair interview Finding similarities and differences
	4: Knowing yourself and knowing others (2)	Introducing your partner
	5: Introduce yourself	Bringing treasures for self introduction Self introduction
Unit 2	1: Building self-confidence	Characteristics of people who have self-confidence and what is self-confidence Answering worksheets Which characteristic of self-confidence do you want to work on now
	2: Effect of effective listening	Behaviors and expression of bad listening Bad listening behavior Bad behavior role play Getting rid of bad listening behavior etc.
	3: Learning effective listening	“Good listening” role play by teacher and student “Good listening” 3 check points

		Practice “good listening” in pairs Evaluating “good listening” using a check card
	4: Praising others	Effects of praising others on their positive features Various activities that praise others Concrete praise and vague praise Activity to praise others
	5: Making good decisions	6 steps of decision-making Filling out a decision-making worksheet Check points for decision-making
Unit 3	1: Research on “emotions”	Various emotions occur in people in the same situation There is no right or wrong answers to emotions Discussion using “situation card” Filling out a worksheet
	2: How words and behavior effect others	Other people’s behaviors and words influence your emotions Your behavior and words influence other people’s emotions “Happy pocket” and “Sad pocket” of the heart Making a story and putting seeds in the “pockets of the heart” activity Discussing the content of the story
	3: Changing negative thoughts to positive challenges	Relations between thoughts, feelings, and behavior Group work to change negative thoughts to positive attitude There is more than one positive answer
Unit 4	1: Building friendship (1)	Difference between a “true friend” and “just a friend” Advertising yourself “This is me. Please become my friend”
	2: Building friendship (2)	Presenting your advertisement Defining “True friendship”
	3: Building new friendship 4: Good and bad friendship and its results	Differentiating good friendship and bad friendship How to deal with bad friendship Filling out “looking at friendship” worksheet
	5: Inner pressure 6: ASK (1)	Inner pressure and message Filling out “feeling inner pressure situations” worksheet Good pressure and bad pressure from friends Understanding ASK steps and example Practicing ASK as a class

	7: ASK (2) □	Reviewing ASK steps “Practicing ASK” worksheet Practicing ASK role play Presenting ASK role play
	8: Self assertion	Understanding passive, aggressive, and assertive answers “Situation in using assertiveness” worksheet Practicing assertiveness in groups
Unit 5	1&2: Presentation of family	Defining family Contributions of family and contribution to family Understanding roots and wings Presenting family roots and wings
	3: Using skills at home (1)	Relating “Today’s quotation” and skills learnt through the program Listing skills learnt in classroom Choosing skills that could be used out of school Filling out “Group project proposal” worksheet
	4: Using skills at home (2)	Presenting skills used at home
	5: Enjoying with the family	Making a recipe book out of each classmates’ recipes

Table 4 Comments: Unit 1

1) Overall evaluation on the unit

- The good points are that students can positively participate in class and there is a chance for almost all the students to participate in the lesson. There were many activities that were suitable for the beginning of the school year.
- It seems to be more dependent on the character of the teacher than the program itself. The program flow seems to be good, but there were some difficulties.

2) Reaction from parents/guardians on the unit

- During open house, parents/guardians and teachers from other schools said “it is good to see how all the students are lively in this school.”
- Parents/guardians commented “interesting lesson”.
- People at home are asking students questions so it seems so that they are interested in the class.
- We have been sending parents/guardians newsletters and making progress presentations at PTA board meetings. Therefore, the parents/guardians expressed high interest and understanding as well as support. Especially, the comments from the open house were very positive and they liked how students were lively and the comfortable classroom environment. I think this is all due to the program.

3) Changes of the students behavior and attitude speculated to be because

of the unit lessons

- Students have more friends whom they can talk to. Their circle of friends has gotten bigger.
- The ground rules were remembered by students than expected.
- The students improved in their presentation and listening skills.
- With some students, other students can say their characteristics.
- I asked if there were any changes 3 weeks after making the ground rules, but most of the students replied that there weren't. It is difficult to connect the lessons to their daily lives.
- The students have higher motivation to have better communication and understanding of each other to have a fun classroom environment.
- When there is trouble, by mentioning life skills education lesson, students understand the feedback and their situation and realize their mistakes.

4) Changes in the perspective and the evaluation of the teachers toward this program (compared to the perspective and evaluation before the unit)

- Students were happily participating in the lessons more than expected.
- As well as students, teachers need to change (e.g., perspective of students etc.)
- Because it was my first time to do the lessons, I felt more nervous than needed. However, as I got used to the tempo and the method, I started to think and enjoy the lessons with the students. I saw a different side of the students that I normally would not see in the other classes. That gave me a deeper understanding of the students.

Table 5 Comments: Unit 2

1) Overall evaluation on the unit

- It is important to make the students understand the importance of decision-making skills and to motivate them. It is also important to emphasize “self-confidence.”
- “Good listening”, “Practicing good listening”, and “Praising others” were 3 lessons easy to understand for students. They were also meaningful and motivating lessons.

2) Reaction from parents/guardians on the unit

- Parents/guardians were impressed and happy with the thank you letter.
- The homework of sending letters to family members in the “Praising others” lessons had very positive reaction. Especially comments like, “I didn't realize my child was looking at me like this...it's made me very happy.”
- Many of the parents/guardians made thank you comments to the letters sent by the students to the family.

- “Praising others” was presented at the parents meeting and it was positively accepted. At the same time, by sending message cards to the family through the lesson, parents/guardians understood the lesson and had very positive reactions.
- 3) Changes of the students behavior and attitude speculated to be because of the unit lessons**
- The circle of friends of the students got bigger and deeper. Some of the students matured and started to think like adults. Group work was more smoothly done than before.
 - Students started to realize little by little that saying and doing something that would hurt others is not right. However, some of the students seem to not be able to reflect it on their behavior.
 - Unless the life skills learnt and their daily lives are connected consciously, the lesson content will not be fully used and that is disappointing.
- 4) Changes in the perspective and the evaluation of the teachers toward this program (compared to the perspective and evaluation before the unit)**
- I felt that the activity involving parents/guardians and family was important and effective.
 - I was able to enjoy the lessons with the students more than expected. Especially the lesson to praise each other by writing messages on the back.
 - I understood that there are meaningful lessons for sensitive adolescent age students.

Table 6 Comments: Unit 3

- 1) Overall evaluation on the unit**
- It is important to be creative and adapt the program according to the implementing site (i.e., classroom situation).
 - It is important to be creative with the examples and activity themes for the students to work on. It should be interesting and it should be something that the students are familiar with.
- 2) Reaction from parents/guardians on the unit**
- None
- 3) Changes of the students behavior and attitude speculated to be because of the unit lessons**
- For the students who understand the program, the contents seem to be taken in and they use the words and attitude of the lessons outside the classroom.
 - Although there isn’t much behavior change, the students seem to gain “it would be better to do this” kind of attitude.

- Although there isn't behavior change, this program helps my guidance of students to be persuasive.
 - When one of the students said something that hurt other students, I mentioned "that just dropped a sad seed in the pocket of the heart...", then the student realized what he said and reworded his comment. This made me feel that the lesson content was being understood and influencing the students.
- 4) Changes in the perspective and the evaluation of the teachers toward this program (compared to the perspective and evaluation before the unit)**
- Although there were less number of game like activity, the students were positively participating in the lessons. It is probably because the students are used to the learning style and presentation method.
 - I was uncomfortable in the beginning because the lesson style was different from other classes, but I felt that this lesson is something the students can positively participate in.

Table 7 What to improve and change in the program: reflecting one year

- In many of the basic life skills lessons and decision-making skills lessons, logical thinking is involved. I feel that it might be better to do this program with the 9th graders (i.e., 3rd year junior high school students), than the 7th graders (i.e., 1st year junior high school students).
- The homework, reflection questions, and notebook entry seemed redundant and needs to be organized.
- I would like classroom tools and materials to be prepared (by Lions-Quest).
- There needs to be time for preparation meeting (i.e., coaching etc.)
- In the questionnaires at the end of the lessons, there were questions that were difficult for students to understand.

Table 8 Comments: Unit 4

1) Overall evaluation on the unit

- As for the lessons -- thinking about close friends, introducing yourself, making your advertisement, and pressures from friends, were good contents.
- The biggest problem in implementing the program to achieve its goal is the inability (i.e., being unskillful) of the teachers.
- It depends on the classroom environment (i.e., the attitude of the students).

2) Reaction from parents/guardians on the unit

- None

3) Changes of the students behavior and attitude speculated to be because

of the unit lessons

- I could see that the students were actually beginning to think of what building groups mean and what bad pressure and influence is from friends.
 - Half jokingly, I saw students using 3 steps of ASK with each other outside of the lesson.
 - No special changes could be seen.
- 4) Changes in the perspective and the evaluation of the teachers toward this program (compared to the perspective and evaluation before the unit)**
- Role playing seems to stay in the students' memory. I have doubts if it can be used practically, but students felt like they learned something after experiencing role playing.

Table 9 Comments: Unit 5

1) Overall evaluation on the unit

- It was different from past ethics education contents and that was good.
- There are sensitive issues when dealing with family themes and there needed to be extra care.
- Because there is a difference in how family is perceived and the style of families between the US and Japan, I needed a lot of time to understand the program.

2) Reaction from parents/guardians on the unit

- It triggered communication within the family and there was a thank you call.
- In the part of making a recipe book, "Enjoying with the family", families were supportive and helpful.
- There were families that wrote detailed recipes.

3) Changes of the students behavior and attitude speculated to be because of the unit lessons

- Although each family environment is different, students learned to respect that. Most of the presentations valued their own families.
- In the presentation of the family, many presented something that was connected to their birth and realized that they were valuable and non-exchangeable existence.
- Students listened hard to the presentation of the families. They seemed to reflect on their own families.

4) Changes in the perspective and the evaluation of the teachers toward this program (compared to the perspective and evaluation before the unit)

- Because it is a delicate subject, I was worried that there would be some problems. However, there weren't any problems and each student presented their families

with pride.

- This is true for all the units, but through this program, teachers could see a different side of the students and for the students, it gave them a chance to look at themselves from a new perspective.
 - It was hard work because a lot of out of class preparation time was needed for both the teachers and students. Due to the hard work, the product was very good. The family was more supportive than expected.
-

Conclusion

1. The results and points to improve of this program

As a result, it should be firstly mentioned that the signs of building life skills were seen in students. In order to obtain the comprehensible result of building life skills, it is vital to evaluate an outcome by preparing a control group, as already mentioned in Chapter 3. Therefore, we must not jump to conclusions. However, according to observations by teachers, it was obvious that students put ASK and the decision-making card into practice and also applied positive thinking/negative thinking as keywords. These points could lead to life skills building.

Secondly, prevention on health risk behaviors and improvement of mental health problems could be pointed out. For example, according to the questionnaires, the possibility of this program acting as tobacco and alcohol prevention program was suggested. In addition, according to the questionnaires and interviews to the teachers, school refusals, students who go to nurse's office, and taciturn-tendency-children attended the classes.

Other various results are also given. These examples include the human-relations formation in classrooms, the improvement of student's presentation skills, and positive reactions by parents/guardians. Especially for the lessons involving the parents/guardians, although the students' privacy was a concern, the result obtained was beyond anticipation without any problems arising.

On the other hand, as points to improve, it is mentioned that it took much time than expected for teachers to understand the concept, contents and activities of the life skills and its learning style because this program was new to them. In addition, it was a big task for teachers to create teaching materials such as putting posters in classes, stickers (which helps students to understand the subject), and worksheets for students. Students were also puzzled in the classes because they were not familiar with the program. However, from their behaviors in classes, it can be concluded that the adaptation ability of students are high in general. Indeed, it seemed more difficult for teachers to adapt to the new style rather than students. If a teacher understands the aim and the contents of life skills education and also acquires instruction skills about student participation type classes, students would participate in classes effectively and positively.

2. The factors related with success of this program

As factors in connection with success, first of all, it should be mentioned that the contents of this program and the significance of studying this subject are great and attractive. It seems from the questionnaire to teachers that they felt uncomfortable at the beginning. However, student's responses were affirmative and positive when classes started and teachers could feel a wonderful feeling that was different from the conventional lecture type classes. It is speculated to have led to the active participation by teachers.

The original version of this program would not be able to be used if only translated. It is because there are actual circumstances not suitable to Japanese classes and students. Therefore, it was vital to modify the original version of this program, hold workshops for teachers, have preparation meetings (i.e., coaching) and exchange of opinions with the teachers to adapt the program to meet the needs of the implementing schools. According to the questionnaires and interviews, workshops, preparation meetings (i.e., coaching), and opinion/information exchange between teachers were especially perceived as important. It is considered that they have contributed to building the image of life skills education and lessons more clear.

In addition, in regards to revising the original version, the process was done by teachers and researchers who have had experience of life skills education. This was a big factor to the adaptation process because it made the adaptation suitable for Japanese teachers and students without losing appropriate contents of the original version.

3. Application to schools in Japan

The interest towards life skills education in schools in Japan has certainly been increasing. Also as "guidance and counseling" in connection with prevention of at-risk behaviors, life skills education is perceived as primary prevention. Also in moral education, not the conventional virtue but the necessity for life skills has advocated. This program is also seen as an option for integrated study hour. In short, the needs of life skills at schools are extremely high. The only problem is to revise it toward more user-friendly program.

Specifically, it is necessary to revise the program again. This is a priority. Some excess of contents were recognized in the present program. In such parts, the class was given by teacher initiative and the participation by students became very passive. Therefore, it is necessary to select the contents carefully. Secondly, there is a need to have more workshops and training courses for teachers to be able to profoundly understand life skills education and the program. However, it seems that participation in a workshop is inadequate, considering the opinion by teachers who participated in the workshops. It is necessary to offer opportunity for information exchange and further training on life skills education and program. There needs to be additional information and VTR on lessons scenes. In addition, teaching materials and tools for the lessons should be arranged. It is also essential to place life skills education certainly into the whole school education and to clarify the number of classes for life skills education and the subject or the field to be carried out. For these purposes, an understanding, support and leadership by managerial position are vital. It enables to carry out life skills education systematically and intentionally in more classes. At any rate, efforts and worked-out plans by each teacher are important. However, for improving the efficiency of this program and promotion, it can be stated that an environmental preparation of the hard side and soft side for supporting each teacher is important.

On the other hand, there was an important indication about the student participation type learning by groups which is the feature of the method in the guidance of this program. It is the observance of class order. In student participation type learning, speech and behavior by students become positive, however, if a class is not controlled suitably, it sometimes would fall into a chaos. In order to prevent it, teachers need to set up a class order and students have to observe it. Establishing a class order should not be done only in the corresponding lesson. Teachers should always practice an establishment of class order in each class. The validity of life skills education is also related to how classes are managed every day.

Appendix

Questionnaire Survey of Life Skills and Healthy Behavior of Youth

(Questionnaire on Youth Life skills and Health Behavior)

For junior high school students

Attention!

The purpose of this questionnaire is to find out what you think of yourself and your behaviors. It is NOT a test. We will be very careful with the information you give to us so that it will not be known to anyone else. So please answer the questions truthfully. Please pay attention to the following:

1. Answer the questions truthfully without consulting people around you. Also, do NOT read the questions out loud.
2. Answer the questions in the order presented. Please do not skip any questions and do not go back to the previous questions.
3. Do NOT write down your name on this questionnaire sheet. But, please write the location of your school, the name of your school, grade, class, date, age, and sex.
4. Please remain quiet and be seated after you finish.

1. Please write down the location and name of your school, grade, and class.

2. Please write down today's date.

3. How old are you?

4. Are you male or female?

1. Male.
2. Female.

[Part 1] What You Think about Yourself

Stop!

Before answering question 5, please listen carefully to your teacher’s directions.

5. The following questions are asking you how you feel about yourself. There are neither correct nor wrong answers. Choose the one that applies to you most.

Direction

First, choose either A or B that fits your feeling most and circle it. Next, choose either “Partly applies to me” or “Fully applies to me” and circle the number that corresponds to your choice.

Let’s practice with the example.

Example:

- A. I like to go outside with friends. 1. Partly applies to me 2. Fully applies to me
B. I like to stay inside with friends. 3. Partly applies to me 4. Fully applies to me

Now let’s begin!

- 1) A. I think I can study very well. 1. Partly applies to me 2. Fully applies to me
B. I don’t know if I can study very well. 3. Partly applies to me 4. Fully applies to me
me
- 2) A. I think it is difficult to make friends. 1. Partly applies to me 2. Fully applies to me
me
B. I think it is easy to make friends. 3. Partly applies to me 4. Fully applies to me
- 3) A. I think I am as smart as my classmates.
me
1. Partly applies to me 2. Fully applies to me
B. I don’t know whether I am as smart as my classmates.
3. Partly applies to me 4. Fully applies to me
me
- 4) A. I have lots of friends. 1. Partly applies to me 2. Fully applies to me
B. I don’t have much friends. 3. Partly applies to me 4. Fully applies to me

me

- 5) A. It takes me quite a long time to finish my schoolwork.
1. Partly applies to me 2. Fully applies to me
B. I can finish my schoolwork in a short time.
3. Partly applies to me 4. Fully applies to me
- 6) A. I don't think that I am an important member of my class.
1. Partly applies to me 2. Fully applies to me
me
B. I think that I am an important member of my class.
3. Partly applies to me 4. Fully applies to me
- 7) A. I often forget what I learned.
1. Partly applies to me 2. Fully applies to me
B. I can recall what I've learned easily.
3. Partly applies to me 4. Fully applies to me
- 8) A. I am always with many friends. 1. Partly applies to me 2. Fully applies to me
B. I am always by myself. 3. Partly applies to me 4. Fully applies to me
me.
- 9) A. I like the classes that I am taking,
because I can study very well. 1. Partly applies to me 2. Fully applies to me
B. I don't like the classes that I am taking,
because I can't study well. 3. Partly applies to me 4. Fully applies to me
- 10) A. I wish I could have more friends. 1. Partly applies to me 2. Fully applies to me
me
B. I think I have many friends. 3. Partly applies to me 4. Fully applies to me
me
- 11) A. I wish I could understand the books I read more easily.
1. Partly applies to me 2. Fully applies to me
B. It is not difficult for me to understand the books I read.
3. Partly applies to me 4. Fully applies to me
- 12) A. I think I am popular among my friends.
1. Partly applies to me 2. Fully applies to me
B. I don't think I am popular among my friends.
3. Partly applies to me 4. Fully applies to me
- 13) A. It is difficult for me to answer questions in classes.
1. Partly applies to me 2. Fully applies to me
me
B. I can answer almost all the questions.
3. Partly applies to me 4. Fully applies to me

- 14) A. My classmates tend to like me. 1. Partly applies to me 2. Fully applies to me
B. Not many of my classmates like me. 3. Partly applies to me 4. Fully applies to me

6. For each of the questions below, choose one answer among three choices that applies to you most, then circle the number.

- 1) I am very clumsy.
1. Often think so 2. Sometimes think so 3. Hardly ever think so
- 2) I am an important member of my family.
1. Often think so 2. Sometimes think so 3. Hardly ever think so
- 3) I like the way I look.
1. Often think so 2. Sometimes think so 3. Hardly ever think so
- 4) I feel very happy when I am with my family.
1. Often think so 2. Sometimes think so 3. Hardly ever think so..
- 5) I wish I could be as tall as my friends.
1. Often think so 2. Sometimes think so 3. Hardly ever think so
- 6) I want to leave my home.
1. Often think so 2. Sometimes think so 3. Hardly ever think so
- 7) I think I am pretty/handsome.
1. Often think so 2. Sometimes think so 3. Hardly ever think so
- 8) I think my parents are unhappy because of me.
1. Often think so 2. Sometimes think so 3. Hardly ever think so
- 9) I want to gain/lose weight.
1. Often think so 2. Sometimes think so 3. Hardly ever think so
- 10) I am a good daughter/son.
1. Often think so 2. Sometimes think so 3. Hardly ever think so
- 11) I have a great smile.
1. Often think so 2. Sometimes think so 3. Hardly ever think so
- 12) I have many things that my parents are proud of.
1. Often think so 2. Sometimes think so 3. Hardly ever think so
- 13) I don't like the way I look.
1. Often think so 2. Sometimes think so 3. Hardly ever think so
- 14) I have a great family.
1. Often think so 2. Sometimes think so 3. Hardly ever think so
- 15) I am very good at sports or games that I like.
1. Often think so 2. Sometimes think so 3. Hardly ever think so
- 16) My family is disappointed with me.
1. Often think so 2. Sometimes think so 3. Hardly ever think so
- 17) I want to be as pretty/good-looking as people around me.
1. Often think so 2. Sometimes think so 3. Hardly ever think so
- 18) I think my parents would be happier if I were different from the way I am now.
1. Often think so 2. Sometimes think so 3. Hardly ever think so
- 19) I think I am physically strong built.

1. Often think so 2. Sometimes think so 3. Hardly ever think so
20) I do not like the way I behave when I am with my family.
1. Often think so 2. Sometimes think so 3. Hardly ever think so

7. For each of the questions below, choose one answer among three choices that applies to you most, then circle the number.

- 1) I am fully satisfied with myself.
1. Often think so 2. Sometimes think so 3. Hardly ever think so
2) I do not have confidence in myself at all.
1. Often think so 2. Sometimes think so 3. Hardly ever think so
3) I think there are some good elements in me.
1. Often think so 2. Sometimes think so 3. Hardly ever think so
4) I think I can handle things as much as others.
1. Often think so 2. Sometimes think so 3. Hardly ever think so
5) I do not have anything that I think I am good at.
1. Often think so 2. Sometimes think so 3. Hardly ever think so
6) I sometimes think that I am a useless person.
1. Often think so 2. Sometimes think so 3. Hardly ever think so
7) I think I am at least as worthy as others.
1. Often think so 2. Sometimes think so 3. Hardly ever think so
8) I wish I could be proud of myself a little more.
1. Often think so 2. Sometimes think so 3. Hardly ever think so
9) I think I am a type of person who tends to make mistakes.
1. Often think so 2. Sometimes think so 3. Hardly ever think so
10) I tend to look at the positive side of myself.
1. Often think so 2. Sometimes think so 3. Hardly ever think so

8. For each of the questions below, choose one answer among four choices that applies to you most, then circle the number.

- 1) I help my friends when he/she is in need.
1. Not apply to me at all. 2. Not apply to me much.
3. Apply to me a little. 4. Apply to me very much.
2) I talk to my friends in rough language.
1. Not apply to me at all. 2. Not apply to me much.
3. Apply to me a little. 4. Apply to me very much.
3) I cheer up my friends when he/she fails in something.
1. Not apply to me at all. 2. Not apply to me much.
3. Apply to me a little. 4. Apply to me very much.
4) I always put blame on my friends.
1. Not apply to me at all. 2. Not apply to me much.
3. Apply to me a little. 4. Apply to me very much.

- 5) I chat with my friends during the school recess.
- | | |
|----------------------------|---------------------------|
| 1. Not apply to me at all. | 2. Not apply to me much. |
| 3. Apply to me a little. | 4. Apply to me very much. |
- 6) I do what my friends ask me to do.
- | | |
|----------------------------|---------------------------|
| 1. Not apply to me at all. | 2. Not apply to me much. |
| 3. Apply to me a little. | 4. Apply to me very much. |
- 7) I always complete the task that I took on.
- | | |
|----------------------------|---------------------------|
| 1. Not apply to me at all. | 2. Not apply to me much. |
| 3. Apply to me a little. | 4. Apply to me very much. |
- 8) I cannot join and play in groups.
- | | |
|---------------------------------|-------------------------------|
| 1. Does not apply to me at all. | 2. Does not apply to me much. |
| 3. Apply to me a little. | 4. Apply to me very much. |
- 9) I try to keep in mind how others feel when I talk.
- | | |
|----------------------------|---------------------------|
| 1. Not apply to me at all. | 2. Not apply to me much. |
| 3. Apply to me a little. | 4. Apply to me very much. |
- 10) I usually just stare at my classmates playing instead of joining them.
- | | |
|----------------------------|---------------------------|
| 1. Not apply to me at all. | 2. Not apply to me much. |
| 3. Apply to me a little. | 4. Apply to me very much. |
- 11) I try to explain the reason when I oppose my friend's opinion.
- | | |
|----------------------------|---------------------------|
| 1. Not apply to me at all. | 2. Not apply to me much. |
| 3. Apply to me a little. | 4. Apply to me very much. |
- 12) I tend to be by myself, keeping some distance from classmates.
- | | |
|----------------------------|---------------------------|
| 1. Not apply to me at all. | 2. Not apply to me much. |
| 3. Apply to me a little. | 4. Apply to me very much. |
- 13) I am kind to others.
- | | |
|----------------------------|---------------------------|
| 1. Not apply to me at all. | 2. Not apply to me much. |
| 3. Apply to me a little. | 4. Apply to me very much. |
- 14) I start a fight with others.
- | | |
|----------------------------|---------------------------|
| 1. Not apply to me at all. | 2. Not apply to me much. |
| 3. Apply to me a little. | 4. Apply to me very much. |
- 15) I force others to do what I want them to do.
- | | |
|----------------------------|---------------------------|
| 1. Not apply to me at all. | 2. Not apply to me much. |
| 3. Apply to me a little. | 4. Apply to me very much. |

9. On answering each of the following questions, imagine that you are scolded by your teacher or left out from your friends. Choose one among four choices that apply to you most, and circle the number.

- 1) Ask someone what I should do.

1. Not apply to me at all.	2. Not apply to me much.
3. Apply to me a little.	4. Apply to me very much.

- 2) Try to find out what is the cause(s) of the trouble.

1. Not apply to me at all.	2. Not apply to me much.
3. Apply to me a little.	4. Apply to me very much.

- 3) Play games.

1. Not apply to me at all.	2. Not apply to me much.
3. Apply to me a little.	4. Apply to me very much.

- 4) Stay alone.

1. Not apply to me at all.	2. Not apply to me much.
3. Apply to me a little.	4. Apply to me very much.

- 5) Be angry and shout.

1. Not apply to me at all.	2. Not apply to me much.
3. Apply to me a little.	4. Apply to me very much.

- 6) Try not to think about it.

1. Not apply to me at all.	2. Not apply to me much.
3. Apply to me a little.	4. Apply to me very much.

- 7) Ask someone for a help to solve the problem.

1. Not apply to me at all.	2. Not apply to me much.
3. Apply to me a little.	4. Apply to me very much.

- 8) Try to change myself.

1. Not apply to me at all.	2. Not apply to me much.
3. Apply to me a little.	4. Apply to me very much.

- 9) Have fun with my friends.

1. Not apply to me at all.	2. Not apply to me much.
3. Apply to me a little.	4. Apply to me very much.

- 10) Cry alone.

1. Not apply to me at all.	2. Not apply to me much.
3. Apply to me a little.	4. Apply to me very much.

- 11) Tell on someone.

1. Not apply to me at all.	2. Not apply to me much.
3. Apply to me a little.	4. Apply to me very much.

- 12) Give up because there is nothing I can do.

1. Not apply to me at all.	2. Not apply to me much.
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3. Apply to me a little.

4. Apply to me very much.

[Part 2] Health Behaviors

10. How many days of the past week did you do some exercise for more than 15 minutes that made you out of breath and sweat (e.g. running, any kind of ball games, swimming, etc.)? You can include after school club activities but exclude gym classes and walking to / from school.

days

11. How many times did you have breakfast last week?

days

12. Does your father smoke? Choose one answer and circle the number.

1. Does not smoke.
2. Used to smoke, but not anymore.
3. Smokes.
4. Do not have a father so this question does not apply to me.

13. Does your mother smoke? Choose one answer and circle the number.

1. Does not smoke.
2. Used to smoke, but not anymore.
3. Smokes.
4. Do not have a mother so this question does not apply to me.

14. Regarding your older brother(s), choose one answer and circle the number.

1. Do not have any older brother(s).
2. Have older brother(s), but he/they does/do not smoke.
3. Have older brother(s) who smoke.

15. Regarding your older sister(s), choose one answer and circle the number.

1. Do not have any older sister(s).
2. Have older sister(s), but she/they does/do not smoke.
3. Have older sister(s) who smokes.

16. Regarding your close friends, choose one answer and circle the number.

1. Do not have any close friends.
2. Have close friends, but they do not smoke.
3. Have close friends who smoke.

17. Have you ever smoked or had a single puff of a cigarette? Choose one answer and circle the number.

1. Never
2. Yes, I have.

18. Have you smoked within the past one month? Choose one answer and circle the number.

1. No.

2. One cigarette.
3. Between 2 to 19 cigarettes.
4. More than 20 cigarettes

19. Do you think you will smoke when you reach twenty? Choose one answer and circle the number.

1. Never
2. Probably not
3. Not certain
4. Probably yes
5. Certainly yes

20. Do you think you can refuse your friends if they ask you to smoke? Choose one answer and circle the number.

1. Certainly yes
2. Probably yes
3. Not certain
4. Probably not
5. Certainly not

21. Do you think you can analyze what tobacco ads are trying to convey? Choose one answer and circle the number.

1. Certainly yes
2. Probably yes
3. Not certain
4. Probably not
5. Certainly not

22. Have you ever had alcohol or beer? Choose one answer and circle the number.

1. No, I have not.
2. Yes, I have.

23. Did you drink any alcohol/beer within the past one month? Choose one answer and circle the number.

1. No.
2. Yes.

24. Have you ever tried any illegal drugs such as sniffing paint thinner or stimulant drugs? Choose one answer and circle the number.

1. No, I have not.
2. Yes, I have.

25. What do you think about using illegal drugs such as stimulant drugs? Choose one answer that fits your thought and circle the number.

1. For whatever reason, it should not be used and the use of it should not be

- tolerated.
2. If they cause no harm to my mind and body, I might just try it once.
 3. If it does not cause any trouble towards anyone, it is up to each individual whether he/she uses them.
 4. Other answer

This is the end of the questionnaire. Thank you very much for you cooperation. Please remain quiet and be seated.

Evaluation on Unit 5 (For teachers)

Thank you for piloting Unit 5. To improve and adapt our program, we ask for your honest opinion. Please answer the following by circling the answer that fits best and comment when needed.

Second Year, Class _____

1) How satisfied do you think your students were with the content and activities of this unit?

1. Very satisfied
2. Satisfied
3. Cannot say either
4. Unsatisfied

5. Very unsatisfied

2 - 1) Evaluate the unit as a whole.

1. Excellent
2. Good
3. Cannot say either
4. Poor
5. Very poor

2 - 2) Please add any comments to the above evaluation.

3) Have parents and guardians shown any reaction to the contents of this unit? If there were any, please comment on what they were.

4) Have there been any changes in the students' actions, thoughts, and attitudes since studying this unit? If there were any, please comment.

5) Have your impression and evaluation toward this program changed since piloting this unit? If there were any changes, please comment.

6) If you have any advice or opinions on the content and implementation of this unit, or in the preparation process, please comment. We will reflect your opinion in the adaptation process.

Financial Report

Grantee: JIYD

Project ID#:637JPN03.33 Period from February 1, 2003 to February 7, 2004

Budget line items	Budget	Total Expenses
Project Evaluation	\$4,759.17	
Assessment on LQ	\$3,036.09	
Report	\$1,826.09	
Others	\$2,086.96	
General Administration	\$2,961.69	
Grand Total	\$14,670.00	
