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## How to Use this Guide

The *Families as Partners* guide provides all the information and resources you will need to lead parent meetings in conjunction with the Lions Quest programs *Skills for Growing* (for Early Learners through Grade 5) and *Skills for Adolescence* (for Grades 6–8).

The introductory section of the guide provides information and guidelines for organizing and leading parent meetings and general information about Lions Club programs. The two main sections that follow provide detailed guidelines for planning and running four separate parent meetings in each program. The meeting guides include supplies and materials to prepare; step-by-step instructions for running the meeting; scripted talking points for addressing parents in meetings.

The meeting guides also include Projectables (resources to be displayed on screen during meetings) and Handouts (resources to print in advance and distribute to meeting participants). These resources are available to you as PDFs on the **LQ (Lions Quest) Digital Resources Drive** that you were provided with other program materials.

## About the Parent Meetings

### Setting the Stage for Family Involvement

The parent meetings described in this guide are designed to support parents in their vital role as their children's first teachers. They provide opportunities for families and community members, as well as educators, to get involved and make an important contribution to the program's success.

### A Brief Overview of the Parent Meetings

The general goals of the parent meetings are as follows:

- To help parents become familiar with and reinforce the skills and concepts their children learn through *Skills for Growing* and *Skills for Adolescence*
- To provide opportunities for parents of young people to meet and discuss common concerns

The *Skills for Growing* parent meetings discuss the following four topics covered in the program:

**Meeting 1:** Introduction & Building Family Communication Skills

**Meeting 2:** Internet Safety, Social Networking Responsibility, Cyberbullying, and Other Bullying

**Meeting 3:** Positive Prevention—Thinking Ahead

**Meeting 4:** Celebrating the Family

The *Skills for Adolescence* parent meetings discuss the following four topics covered in the program:

**Meeting 1:** Helping Adolescents Build Self-Confidence

**Meeting 2:** Internet Safety, Social Networking Responsibility, Cyberbullying, and Other Bullying

**Meeting 3:** Talking Together about Drug Prevention

**Meeting 4:** Solving Family Conflicts with Love and Limits

The structure of the parent meetings is similar to the Lions Quest programs lesson design. Meeting leaders can follow the instructions closely or replace activities or discussions with ones that are more relevant to the participants. The general approach is to begin with a brief introduction or get-acquainted activity and then present new concepts and skills. Participants discuss the material before practicing the concepts and skills in structured activities. Finally, the group focuses on ways to apply the new skills to everyday situations. The meetings provide opportunities for questions and answers, sharing, and large- and small-group activities. Many schools choose to follow the meetings with refreshments and a social time.

Although we recommend that you offer all four meetings to parents of students enrolled in the *Skills for Growing* and *Skills for Adolescence* programs, you may choose to offer only some of the parent meetings or you may choose to design your own meetings to meet the needs of your families. You might also invite to the meetings parents whose children are not in the program. In addition, the meetings may be offered as a separate program to strengthen the communication and parenting skills of any parents.

## About the Parent Meetings (cont.)

### Why Skills for Growing and Skills for Adolescence Involve Families

The greatest benefit of family involvement is its effect on young people. Research shows that the more a parent is involved in their child's education, the higher their child's achievement, regardless of the parent's income or educational level. The major benefits of parent involvement include higher grades and test scores, better long-term academic achievement, positive attitudes and behavior, more successful programs, and more effective schools. Involved parents provide vital support for school goals and programs. They serve as positive ambassadors to other parents and to the community at large. In addition, both teachers and parents enjoy the satisfaction that comes from collaboration and mutual support.

### How Skills for Growing and Skills for Adolescence Involve Parents

Shared homework assignments in the form of Family Connection take-home worksheets keep families involved in their children's classroom activities. In the program's four parent meetings, described in this guide, families review the skills and concepts their children are learning in the classroom. In addition to participating in parent meetings, families can be involved by:

- Organizing and leading parent meetings
- Getting the word out to other families and the community about the importance of parent involvement and the parent meetings in particular
- Joining the Implementation Team, the group that is trained to implement the Lions Quest programs in the school
- Joining the School Climate Committee
- Becoming a helper or guest speaker in the classroom
- Helping with service-learning projects
- Spending time at home talking with their children about what they are learning, including working together on the Family Connection take-home worksheets that go home after each lesson

### Getting Started

First, set up a planning group. Try to include teaching, administrative, and other school staff. Involve supportive parents and ask for help from your parent-teacher organization or the local Lions club. These people can provide information about what might work in your community. They can also help publicize the meetings, encourage parents to attend, and create the support needed to make the meetings a success. Designate a leader within the planning group. This person should ensure that tasks are clearly defined with a specific person assigned to each task.

The meetings can be conducted by one or more people. A team approach tends to provide greater flexibility. Parents, teachers, administrators, and community members trained in the Lions Quest programs are all possible leaders. Leaders should have

*In the Skills for Growing and Skills for Adolescence programs, the words parents and family refer to all adults responsible for child rearing.*

*"It is simply impossible to have an island of excellence in a sea of community indifference, and when parents become school partners, the results can be consequential and enduring."*

*—Ernest Boyer, The Basic School*

*"When parents are involved, their children do better in school, and they go to better schools." Why is this true? Because when parents are welcome in the school and are consulted about the decisions affecting their children, an atmosphere of trust and collaboration develops between school and home."*

*—National Committee for Citizens in Education*

## About the Parent Meetings (cont.)

credibility with parents, respect the needs and perspectives of parents, and have the skills required to lead a meeting. Read this guide before you begin planning. The section for each meeting contains a brief overview, materials and preparation lists, a detailed meeting plan, invitations, and handouts. Meeting evaluation forms are provided to obtain participants' feedback. As part of your Lions Quest materials, you have been provided with the **LQ (Lions Quest) Digital Resource Drive**. On this thumb drive you will find PDFs of all meeting resources referenced in the *Families as Partners* guide.

### Research: The Importance of School-Family Partnerships

Research shows that a relationship between a child's home and his or her school supports the development of social and emotional learning in that child. This guide and the other components of the Lions Quest programs support school staff in forming a school-family partnership. The following resources provide more information on the importance of school-family partnerships:

- Albright, M. I., Weissberg, R. P., & Dusenbury, L. A. (2011). School-family partnership strategies to enhance children's social, emotional, and academic growth. Newton, MA: National Center for Mental Health Promotion and Youth Violence Prevention, Education Development Center, Inc
- Illinois Children's Mental Health Partnership, University of Illinois Extension, Collaborative for Academic, Social, and Emotional Learning (CASEL), & Illinois State Board of Education. (2009). Raising caring, confident, capable children: What parents and caregivers need to know about social and emotional learning (SEL) and why it deserves your support in school and at home. Chicago, Springfield, IL: Authors.
- Fredericks, L., Weissberg, R.P., Resnik, H., Patrikakou, E., & O'Brien, M.U. (2005) Schools, families, and social and emotional learning: Ideas and tools for working with parents and families. Chicago and Philadelphia: Collaborative for Academic, Social, and Emotional Learning and Mid-Atlantic Regional Educational Laboratory for Student Success.

"Embedding SEL programs within an SFP framework reinforces the complementary roles of families and educators, and extends opportunities for learning across the key developmental contexts of home and family" (Albright, Weissberg, Dusenbury).

"Their meta-analysis identified a variety of ways that programs involve parents including parent training, engaging parents in school decision making, and promoting parent-child interaction in learning activities" (Albright, Weissberg, Dusenbury).

According to the Collaborative for Academic, Social, and Emotional Learning (CASEL), research shows that academic achievement, including test scores and graduation rates, increases when core academic subjects are taught in conjunction with SEL skills. CASEL also states, "The best results for students are achieved when families and schools form a partnership to coordinate their efforts."

"A growing body of research suggests that helping children to develop good social and emotional skills early in life makes a big difference in their long-term health and well-being" (Fredericks, Weissberg, Resnik, Patrikakou, O'Brien).

## Lions Quest Program Introduction

Lions Quest *Skills for Growing* and *Skills for Adolescence* are 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 Goals

The primary goals of *Skills for Growing* and *Skills for Adolescence* 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

### Program Elements

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

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

### Classroom Curriculum

The classroom curriculum consists of six core thematic units that support skill building in each of the five social and emotional learning core competencies: self-awareness, self-management, relationship skills, social awareness, 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

## Lions Quest Program Introduction (cont.)

**Unit 3:** Social Development

**Unit 4:** Health and Prevention

**Unit 5:** Leadership and Service

**Unit 6:** Reflection and Closure

### Service-Learning

*Skills for Growing* and *Skills for Adolescence* provide step-by-step lessons that engage students in service-learning, giving them 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 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.

### More About Family and Community Involvement

*"Parents who haven't attended parent meetings don't know what they're missing. They're not just teaching about drugs at these meetings but about relationships between teachers, parents, and children. Everyone learns how to stay in touch."*

*—Parent, Epperly Heights Elementary School, Del City, Oklahoma*

*"We did the same exercises the kids do in class, so were able to talk about them at home."*

*—Parent, Cape Cod Academy, Osterville, Massachusetts*

## Lions Quest Program Introduction (cont.)

*"Parents have been very responsive to the meetings. The guide for the meetings is excellent. We asked different teachers to lead the meetings, and they felt very confident. They didn't have to spend a lot of time preparing."*

*—Assistant principal, Aldergrove Elementary School, Edmonton, Alberta*

*"Now we try to listen more without interrupting. We use more eye contact and take time to ask questions."*

*—Parent, Aboite Elementary School, Fort Wayne, Indiana*

All of these people have been actively involved in the Family Involvement element of the Lions Quest *Skills for Growing* and/or *Skills for Adolescence* programs. As their words make clear, all found their participation highly rewarding. At the same time, all contributed to making the program rewarding for students. You are about to have the same kinds of experiences—and help others to have them as well. Reading this guide and preparing to organize parent meetings is an important beginning. Through your participation in the Lions Quest *Skills for Growing* and/or *Skills for Adolescence* programs, you can help provide parents with ways to stay involved. You can be part of an important service both to parents and to young people.

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 parents about the program and encourage them to reinforce at home what their children are learning school. On the other hand, the program provides many opportunities for parents to share their own knowledge, experience, and concerns.

Share the following with families and community members:

*Keep in mind that through your participation in the Lions Quest Skills for Growing and/or Skills for Adolescence programs, you have a key role to play. Family involvement is crucial to a student's success in school. Research has found that family involvement and concern 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.*

Although the parent meetings described in this guide were developed in conjunction with the *Skills for Growing* and *Skills for Adolescence* programs, organizations in the community may wish to offer the meetings as a separate program.

### *Elements That Empower Parents:*

- An initial focus on nurturing the parents*
- Opportunities for dialogue, interaction, and sharing experiences*
- Opportunities and encouragement to practice new skills through experiential activities*
- Basic information on developmental stages, behavior management, and local resources*
- A positive approach*
- Simple language*
- Sensitivity toward differences*
- A sense of fun*

## Meeting Logistics

### Choosing a Leader

The choice of a leader for your parent meetings will be one key to their success. Initially, the parent meetings may be led by one or more people who have gone through the Lions Quest *Skills for Growing* and *Skills for Adolescence* training. As other people in your school and community complete the training, the pool of potential leaders will expand.

Parent meeting leaders should have the following characteristics:

- Good listening skills
- Sensitivity and tact
- A positive and enthusiastic attitude
- An ability to blend structure and informality
- An ability to put others at ease
- Enthusiasm for and knowledge about the *Skills for Growing* and *Skills for Adolescence* programs
- Appreciation for cultural and ethnic diversity
- Credibility with the community

Choose your leaders carefully and make sure that teams of leaders, if you have more than one leader, are comfortable working together.

### Setting Up a Planning Group

"We've never tried anything like this before," commented a principal whose school was in its first year of implementing *Skills for Growing*. "It took some extra work, but the response from parents has been fantastic. Parents are really involved now. They have a feeling it's *their* school too."

As the people at this school learned, organizing effective parent meetings for Lions Quest programs will require some extra time and effort of everyone involved. Because of that, it's important to recruit as many people as possible and spread the ownership around. The result—everyone will share the responsibility, and enthusiasm will steadily grow.

Consider asking for help from your parent-teacher organization, Lions club, or other local organizations. Since Lions Clubs International is a major co-sponsor of *Skills for Growing* and *Skills for Adolescence*, it's especially appropriate to involve members of these organizations. Lions club and parent-teacher organization subcommittees that assist with the parent meetings can offer an excellent opportunity for support.

Other valuable resources you may want to involve are non-teaching staff in the school, such as the counselor, nurse, school social worker, or resource teacher. Often these people have flexible schedules that will enable them to contact parents and assist with a variety of other tasks.

In setting up a planning group, consider the following guidelines:

- Establish the group as early as possible in the school year.
- Plan the entire series of parent meetings well in advance. Develop a calendar that takes into account various other events in the school and community, making sure not to conflict with any of them, if possible.
- Consider "piggybacking" on related events; for example, holding the parent meetings in conjunction with back-to-school night, open house, major parent-teacher organization meetings, and so on.
- Involve as many people as possible and encourage them to volunteer for specific tasks.

## Meeting Logistics (cont.)

### Motivating Parents to Attend

Most families today have busy schedules. To motivate parents to attend the *Skills for Growing* and *Skills for Adolescence* parent meetings and to get involved in the program, you'll need to offer something special and appealing. Actually, getting parents to the meetings will be one of your biggest challenges and may require as much time and effort as the meetings themselves.

Parents are most likely to attend meetings when they:

- Hear about the meetings well in advance so they can schedule around them
- Know their children will be involved (see the next section for specifics on how to do this)
- Receive personalized invitations from their child, a teacher, a principal, or through a parent telephone network
- Have their child-care needs met
- Feel comfortable about going to the meeting—the location is convenient and the purpose of the meeting is clear
- Expect to take part in some of the same activities their children have experienced in the *Skills for Growing* and/or *Skills for Adolescence* programs
- Understand that teachers and the school think their role as a parent is important
- Know that language won't be a barrier
- Feel that cultural differences and diversity will be respected
- Expect to meet other parents with similar experiences to share concerns and ideas
- Anticipate a pleasant experience—food, fellowship, fun
- Believe they will go home with something concrete and useful

As your group meets and begins to develop its plans, keep these considerations in mind. All of them are discussed in this guide.

### Involving Students in the Meetings

A good rule of thumb is that parents are most likely to attend meetings when their children are also included. You can involve students in a variety of ways. For example, students can greet participants and guide them to the meeting room, hand out materials, lead activities from a *Skills for Growing* or *Skills for Adolescence* lesson, or demonstrate or exhibit work they have done in *Skills for Growing* or *Skills for Adolescence* lessons. They can do all or a combination of these things.

"Students were an integral part of our meetings," says a parent at Brush College Elementary School and the Positive Youth Development Chairman for Lions Club District 36R, in Salem, Oregon. "We had students involved in all three meetings. It helps to get parents interested in the content of the meetings, and it also helps to strengthen the bond between parents and their kids." At Brush College, the students performed various skits to demonstrate skills they were learning in the classroom. "They seemed to enjoy getting up in front of all those people. I think I got more nervous than they did."

At Fairmoor Elementary School, in Columbus, Ohio, students and parents met together in small groups during the meeting that focused on the prevention of alcohol and drug use. Each group was given cards describing situations involving alcohol and other drugs, and

*"Studies show that school practices to encourage parents to participate in their children's education are more important than family characteristics like parental education, family size, marital status, socioeconomic level or student grade level in determining whether parents get involved."*

—Strong Families, Strong Schools, U.S. Department of Education

## Meeting Logistics (cont.)

both the students and parents said how they would respond. “I think it was good for the parents to hear what the kids had to say,” says the parent-teacher organization president.

We recommend that you involve students mainly at the beginning of each meeting and then leave some time for the parents to meet by themselves. Each of the meetings described in this guide contains specific suggestions or involving students. Students will need their own activities, such as a video or cooperative games, for the time they are not in the meeting with the adults.

*Student involvement helps to get parents interested in the content of the meetings, and it also helps to strengthen the bond between parents and their kids.*

### Scheduling a Location

Scheduling and location are key factors affecting parent involvement. Consider scheduling your meetings in conjunction with other events that involve parents, such as parent-teacher organization meetings, open house, and so on. To make sure you’re on target, ask a cross section of parents to suggest the best time to hold the meetings. You might hold a daytime meeting for parents who work at night. Notes an Iowa school principal, “We always schedule at least two times for our parent meetings, morning and afternoon or evening. That makes it easier for everyone to come.”

Another important factor is to hold the meetings in a place where parents feel comfortable—examples include the school library, the faculty room, a classroom, a community center, a church, a social hall, or a restaurant. In case parents have a conflict and cannot attend a meeting, plan alternatives for involving them, such as handing out a packet of information and a DVD or links to online videos of *Skills for Growing* or *Skills for Adolescence* lessons.

Keep in mind that since each parent meeting draws on information and skills taught in the various units of the *Skills for Growing* and/or *Skills for Adolescence* curriculum, it’s best to schedule the meetings to coincide with the time when those units are taught at your school. In most schools, Units 1 and 2 (Meeting 1) will be taught between September and November, Unit 3 (Meeting 2) between December and January, Unit 4 (Meeting 3) between February and March, and Units 5 and 6 (Meeting 4) between April and the end of the school year.

### Making It Easier for Parents to Attend

Parents may not be able to attend meetings even if they want to. A lack of child care or transportation or a concern that no one at the meeting will speak their language can be real obstacles, among others. To encourage the broadest possible parent participation, consider the following ideas that have worked for many *Skills for Growing* and *Skills for Adolescence* schools:

- Provide child care during the meetings. Students in grades four and five can serve as helpers. If you expect younger children who do not speak English, select helpers who can speak their language. As part of the child care, offer snacks and cooperative games or videos.
- Where appropriate, make it clear that interpreters or others who speak the languages most commonly spoken in the community will be helping at the meeting.
- A pancake breakfast or a spaghetti dinner is a time-saver and a welcome treat for busy parents. Volunteers, including older students or members of a community organization such as a Lions club, can help in the preparation.

## Meeting Logistics (cont.)

- Plan to serve refreshments during the meeting or afterward. This will encourage parents to stay and get to know the leaders and each other better. Involve parents and *Skills for Growing* and/or *Skills for Adolescence* students in planning the refreshments you'll serve. This might be done as a parent-teacher organization activity.

### Getting the Word Out

One British Columbia elementary school makes special efforts to keep parents informed. According to the school's principal, those efforts have paid off in parent involvement. One important form of outreach is a series of morning coffees for parents held at school. About 20 parents are invited each time, and almost all of them attend. The school also publishes a regular newsletter that is widely circulated throughout the school and the community and is even distributed in local shopping centers. "We think of parent involvement as community involvement," says the principal. "Public information is a very important priority for the school, and we're really proud of the professional quality of our newsletter."

Clearly, keeping parents informed about both the meetings and the program is another key to involving them. If your planning group can create a sense of excitement about the meetings by publicizing them widely, this will increase the chance that large numbers of parents will attend.

One way to get the word out is to take advantage of things your school is already doing to communicate with parents. For example, publish the dates of the meetings on the general calendar for the school year and on school lunch menus. You could also provide information about the meetings at the school's open house or back-to-school night. And you could prepare a *Skills for Growing* and/or *Skills for Adolescence* display in a main hallway.

Try sending home an overview of the Lions Quest programs and a list of the parent meetings scheduled for the year. Teachers could also provide parents with this information when they come for parent-teacher conferences.

At least two weeks before the series of meetings begins, mail or E-mail invitation letters to parents. If the invitations cannot be mailed or E-mailed, send them home with the students. In preparing the invitations, keep the following ideas in mind:

- Use the sample letters of invitation included in Meeting One or write your own.
- Include the date, time, and location of the meeting.
- Ask the school principal, a community leader, or someone else in a respected position to co-sign the letters.
- If appropriate, translate the letters into languages other than English.
- Make the letters easy to read and include samples of students' work.
- Emphasize that parents will be involved in the same kinds of learning experiences as their children in the *Skills for Growing* and/or *Skills for Adolescence* program.
- Stress that parents will share ideas and discuss areas of concern.
- Emphasize that child care will be provided.
- Have the students write notes on the invitation asking their parents to come to the meeting.
- Ask that parents sign and return the invitation, even if they can't attend. Offer a prize to the classroom with the most parent signatures.

## Meeting Logistics (cont.)

If possible, call parents to invite them. Use an existing telephone network to help make the calls or ask for help in establishing a new network. A personal invitation is always more meaningful than a form letter.

One or two days before the meeting, send home a reminder. As a service-learning project students in grades two through five can make reminder tags for other students to wear home. One side could say "Don't Forget the Meeting!" The date, time, and location could be written on the other side.

*Take advantage of things your school is already doing to communicate with parents.*

### Involving the Local News Media

The local news media can be an important ally in getting the word out about parent involvement and sustaining excitement and enthusiasm.

Begin by enlisting a member of your planning group who will be able to communicate effectively about the program with the news media. This person's main tasks will be to interest local reporters who have done family-oriented stories and to provide follow-up information and facts about the parent meetings. Sending out a press release may also be helpful. The principal of an elementary school in Elizabethtown, Kentucky, keeps the local newspaper informed by sending announcements of school meetings and events to the paper's education writer. These notices appear regularly on the paper's education page.

Consider alternatives to newspapers, radio, and TV. Bulletin boards in community centers can be another effective way to get the word out. Consider posting messages on social media sites commonly used by parents. You may also want to prepare fliers announcing the parent meetings and distribute them in community centers, pediatricians' offices, health clinics, youth centers, and similar places where parents and youth congregate. Radio call-in shows are another way to spread the word.

## Leading the Parent Meetings

### Preparing and Running Meetings

#### Before the Meeting

Advanced preparation will help the meeting run smoothly.

#### Select an Implementation Model

You can select from several models to structure the meetings. These include meetings:

- By classroom
- By grade level
- By grade clusters (e.g., Early Learners–K, 1–2, 3–5, 6–8)
- For the entire school

Once you've selected an implementation model, decide on the scheduling for the meetings, e.g., as part of an open house or back-to-school night or in conjunction with another event.

#### Become Familiar with the Meeting Contents

Read over all the suggested activities, handouts, and projectables before the meeting. Omit any that are not appropriate for your particular parent group and make any other modifications that are necessary. Gather the materials you'll need.

#### Consider the Logistics

Whether you're doing this as a classroom teacher or as a co-leader with others from a grade level, cluster, or building, make certain someone is handling the following logistical issues:

- Make enough copies of the handouts from this guide for each participant.
- Ask students to prepare name tags for the participants by drawing a symbol on each set of five tags—for example, a flower, sun, rainbow, or smile face. At the meeting, the participants will write in their own names. The symbols can be a help when you need to divide people quickly into small groups. If you're not sure how many people will attend, try to have several sets of tags in reserve.
- Pay attention to how the room is arranged for the meeting. Make sure it's large enough to allow for breaking into small groups.
- Place the chairs in a way that encourages interaction. A circle, horseshoe, or double horseshoe will help everyone see and hear each other. Make sure you'll be able to move around the room during the meeting to spark everyone's participation.
- If the building where you'll meet is large, post signs at key locations in appropriate languages. Have a greeter at the main door to show the way. Ideally, the greeter will speak the language of as many parents as possible and be someone they know, e.g., the principal, a student who received special recognition recently, or a community leader.

#### During the Meeting

A successful meeting will be lively and will sustain the participants' interest. Consider the following ideas:

## Leading Parent Meetings (cont.)

### Monitor the Pace and Tone

- Begin and end the meeting on time. Help latecomers feel welcome. Keep the suggested time allotments for each activity clearly in mind, but allow time for interaction and discussion. If an activity takes longer than you expected, shorten another one.
- Vary the pace and activities. If the group seems to tire or lose interest, divide into small groups, take a break, or end the discussion.
- Provide ideas and suggestions the participants can use at home. These might include handouts or suggestions for family activities to follow up on the meeting topic.
- Use language familiar to the audience and avoid jargon.

### Encourage Active Participation

- Small-group discussions are ideal. Groups of three to five people usually work best.
- After introducing a topic for discussion, it's a good idea to have each group appoint a reporter who will take notes to share later with the larger group.
- Avoid lectures lasting more than ten minutes or so. Present information when appropriate, but don't monopolize discussions. Involve the participants in discussions by stressing they have valuable experiences and ideas to share.
- Use "wait time." Ask a question, then wait. Slowly count to seven and then rephrase the question, if necessary. If you rush to answer the question yourself or call on the same outgoing person every time, the others will be less likely to participate. Try to get several different answers to each question.
- Don't ask parents to speak, read, or write unless they volunteer. Respect the right to pass. Respect their privacy.
- Recognize that for some people listening to the discussion is a form of participation.
- Nevertheless, try to draw out quiet parents. If you accept all contributions attentively and politely, the quieter parents will realize their opinions count, too.

### Handle Problems Tactfully

It's important to clarify from the beginning what the parent meetings are not. They're not designed to be gripe sessions or therapy sessions. In fact, it would be highly inappropriate for parents to discuss their home lives in public.

Make this clear at the beginning of the meetings. Try to keep discussions general, rather than talking about problems specific families are experiencing with their children. Emphasize that, in describing situations, the participants should avoid referring to anyone by name; instead, they can say, "Someone I know..." or, "I know of a situation in which..."

*"I liked the way you encouraged group participation among the parents and let the audience get involved."*

*"This was very informative, and it's great to know we all have the same goal."*

*"It was wonderful to see a group of teachers and their principal show such warmth and dedication, and cooperative attitudes. You are appreciated!"*

*"Please have these sessions earlier in the year so we can grow with the kids. Thanks!"*

*—Anonymous comments written by parents after a Skills for Growing parent meeting at Morningside Elementary School, Elizabethtown, Kentucky*

## Leading Parent Meetings (cont.)

Be prepared for other possible problems. For example, if one or two people dominate the meeting, be sure to direct your questions to the group. Use eye contact or gestures to encourage specific individuals other than those who are most outspoken. If someone still monopolizes the discussion, gently but firmly interrupt, saying, "While we're on the subject, what do some of the rest of you think about that?" Or if a parent keeps interrupting, make it possible for others to speak; for example say, "Excuse me, but Mrs. Thomas didn't get to finish. Let's hear what she has to say."

It's also best if you sense a potential argument to head it off at the pass. A parent might disagree with something you or someone else suggested, for example, and present reasons why the suggestion won't work. Agree with the parent that all approaches can't apply in all cases. If appropriate, ask others if they have experienced a similar problem and found a way to handle it. If a parent suggests solving conflicts by physical force, encourage discussion of alternatives. Never imply that the approach you're suggesting is the only right one, however. Encourage parents to describe other ways they show effective listening behavior, solve problems, or handle a particular situation.

If the discussion becomes emotional or highly charged, try to express understanding and acknowledge the speakers' points of view. You could say, for example, "It sounds like you're concerned about..." or you could ask if others have found ways to handle similar situations.

### Celebrating Cultural Diversity

Participants at parent meetings may represent a wide range of cultures and ethnic groups, each with its own traditions and communication style. *Skills for Growing* and *Skills for Adolescence* celebrate the positive contribution of many cultures in our schools and communities. The program also seeks to encourage and strengthen communication between parent and child. Meeting leaders, as well as classroom teachers, must respect and be sensitive to established family patterns.

If you live in a diverse community, ask community leaders, social service agencies, colleges, and universities to provide information about multicultural communication skills, cultural differences in parenting, and ways to involve parents from different cultures. People who reflect the diversity of the community might help you reach parents from their ethnic groups. They can also help determine their needs and expectations so you can take them into account in planning the meetings.

### Strengthening Home-School Relationships

Your team can play a leadership role in strengthening home-school relationships by encouraging all school staff to be knowledgeable about and sensitive to the various ethnic and cultural groups in the community. One way to do this would be to ask for help from local community leaders, colleges, and universities. They might provide information and training, for example, in such topics as multicultural communication skills, cultural differences in parenting, and ways to promote the involvement of parents from different cultures and groups.

Identifying community leaders who reflect the cultural diversity of the community will be a key to such efforts. They, in turn, can help to reach and involve parents from their respective ethnic groups. They can also help determine the needs and expectations of parents in the community and take them into account in planning the parent meetings.

*Skills for Growing and Skills for Adolescence celebrate the positive contribution of many cultures in our schools and communities.*

## Leading Parent Meetings (cont.)

### Showing Respect for the Diverse Needs of Families

Effective efforts to involve parents in the school show respect for the diversity of family cultures by supporting parents in recognizing their own parenting capabilities and natural strengths. Too often, school programs present only one culture's child-rearing approaches while ignoring those parents whose lifestyles and outlooks may be different. As a result, many parents fail to become involved with their children's school.

Schools that are successful in involving a wide range of families strive to ensure that their parent activities are safe, inclusive, and respectful of cultural differences. These schools recognize that diverse cultures can learn much from one another. Such institutions provide numerous opportunities for parents to interact and share their unique insights and experiences.

It is also important for schools to recognize the special needs of parents who are dealing with serious personal concerns and are, therefore, unable to participate in school programs. Helping these parents become aware of appropriate services and agencies within the community should be a high priority. Such efforts build trust and reciprocal relationships between home and school. This approach also encourages parents to become involved in school-related activities once they have been able to address their more personal and immediate concerns.

### Taking Account of Differences in Language

If some families do not speak or understand English, provide information through pictures and graphics, keep your language simple, and offer translations. Bilingual volunteers can help invite parents and solicit comments from those who attend the meetings. If your school has many parents who share the same native language, consider having a bilingual leader present the meeting in both English and the second language. If your community includes speakers of several languages, have an interpreter available for each language group. The interpreters' familiarity with the programs will affect the success of the meeting, so we recommend that interpreters complete the training or at least observe several parent meetings beforehand. Make sure to publicize whatever arrangements you make in your telephone calls, fliers, posters, and invitations.

### The Importance of Appreciating Differing Cultural Values

While interacting with parents, keep in mind the following cultural differences:

**Time Concepts** Differences here can lead to misunderstandings about punctuality and taking turns.

**Eye Contact** In some cultures, avoiding direct eye contact with a person in authority is a sign of respect.

**Gestures** The meaning of a gesture may vary from one culture to another. For example, some cultures consider touching the top of a student's head insulting; in others, crossing one's legs is offensive.

**Personal Space** Some cultures expect people to stand or sit close to each other. Others discourage closeness, especially between the sexes.

**School and Teachers** Many cultures hold teachers in high esteem and assume they know best. In others, formal education may not be considered as important as other values.

## Leading Parent Meetings (cont.)

**Individual vs. Group Effort** Some cultures value individual work and achievement, while others feel one's efforts should benefit the larger group.

**Sense of Control** In some cultures, students are taught that they are responsible for what happens in their lives. In others, they learn their future is determined or strongly influenced by external factors over which they have little or no control.

**Male and Female Roles** Cultural expectations regarding sex roles can affect the interaction not only between students but also between the meeting leader and a parent of the opposite sex.

**Holidays** The dates for parent meetings should be selected to avoid conflict with cultural holidays.

At times, in both Lions Quest lessons and parent meetings, the skills the program teaches may differ from those of the culture of the students or parents. Be sensitive to this possibility. For example, you may want to say at appropriate points: *In some cultures there may be other ways of doing this. We are trying to teach students to respect and understand many different cultures. We respect that students may do some of these things in different ways at home.*

### Involving Lions Club and the Community

On your meeting planning committee, include Lions club members, clergy, members of the parent-teacher organization and youth-serving organizations, as well as parents of *Skills for Growing* and/or *Skills for Adolescence* students. Such individuals can become leaders and supporters for the parent meetings. They can help you tap into community resources and reflect the issues and concerns of those who attend. Community involvement in *Skills for Growing* and *Skills for Adolescence* creates reciprocal relationships. The community can help support and strengthen the program. In turn, the program can create a climate for open communication and cooperation among families, the school, and the community. In addition, when these groups work together, young people see that many people support them and care about their needs. To maintain community awareness of and support for *Skills for Growing* and *Skills for Adolescence*, consider these suggestions:

- Invite parents and other community members to observe classes.
- Look for opportunities for parents and Lions club members to share their skills or knowledge in the classroom.
- Have students make a presentation about the program to a community organization, such as the Lions club or the parent-teacher organization.
- Encourage the media to report contributions to the program from individuals and organizations in the community.
- At the end of the school year, give your supporters certificates of appreciation.

Community involvement in the parent meetings completes the network of support for students by linking the family, the school, and the community. It will be worth the extra effort and time it requires.

### Involving Lions Clubs

Lions Clubs International, the largest service organization in the world, has played an integral part in developing *Skills for Growing* and *Skills for Adolescence*. Lions clubs are committed to introducing, promoting, and disseminating the program worldwide. Your local Lions clubs may already be providing financial support for your program. Lions can help purchase

## Leading Parent Meetings (cont.)

parent books and other supplies. They may also be able to arrange for refreshments, transportation, or other needs. Lions tend to be enthusiastic volunteers. They can help promote and publicize the meetings to ensure the best possible participation. Lions who are educators can serve as powerful advocates of the program within the schools and in the community. If they have completed the training, they can also facilitate the meetings. To get Lions involved, make a presentation about the parent meetings to your local club. You might combine this with periodic progress reports about the program. Invite students and parents to take part in your presentation. A video of a classroom lesson or a previous parent meeting would also communicate your successes and show opportunities for Lions to get involved. Lions may offer leadership, practical and financial advice, ideas and support for community service-learning projects, and valuable contacts with the community. As an organization, Lions clubs can create a community-wide forum to increase awareness of drug and alcohol problems.

### Choosing a Community Liaison

The teams trained to implement the *Skills for Growing* and *Skills For Adolescence* programs often include parents, Lions club members, and other community representatives, in addition to administrators and teachers. A parent, a Lion, or a community member of a team is a logical person to serve as community liaison.

The community liaison can help with the parent meetings and the program by providing leadership at schoolwide events connected to the program, informing the community about the program, encouraging people to get involved, and helping to plan and lead or co-lead the parent meetings.

If your Implementation Team does not include a community representative, one of the members should be asked to act as the community liaison. As the program is established at your school, your team will be in a better position to recruit a community person for this role.

### Outreach for Community Support

As soon as possible, the community liaison and other members of the Implementation Team should begin to build a network of colleagues and volunteers who understand the program, want to help support it, have good contacts in the community, and will take the lead in reaching out to community resources. In addition to the team members, others who could help are teachers, parent-teacher organization members, Lions, and parents whose older children are now or were students in the Lions Quest *Skills for Adolescence* or *Skills for Action* programs.

Provide the networking group with information about the Lions Quest programs. Ask them to contact, in person or by telephone, the leaders they know in local agencies and organizations likely to support the concepts of *Skills for Growing* and *Skills for Adolescence*.

*"Lions helped bring everything together for us."*

—Principal, Maryland Avenue Demonstration School, La Mesa, California

*"We have a large [parent-teacher organization] board, and they do most of the volunteering."*

—Principal, Dan D. Rogers Elementary School, Dallas, Texas

## Leading Parent Meetings (cont.)

The public library may have a directory of local organizations with names and telephone numbers of their officers or staff. The community calendar printed in daily or weekly papers is another good source of leads.

### Roles for Community Representatives

Community representatives are more likely to become involved if they clearly understand what roles are available. Let them know that their involvement is valued and that they and members of their organizations can help by:

- Identifying and linking community resources to meet the needs of students and families
- Helping to provide positive peer group activities for students
- Organizing parent support groups
- Becoming involved as guides and sponsors in service-learning projects
- Helping to organize alcohol and other drug awareness forums
- Raising funds to sponsor a special event or purchase materials
- Underwriting the cost of training additional school staff member , parents, or community volunteers
- Participating in the parent meetings

### Involving Community Representatives in the Parent Meetings

For some community representatives, the parent meetings may be the point of first involvement in *Skills for Growing* and/or *Skills for Adolescence*. If they've had children in elementary or middle school, they can share their experiences during discussions. Those who work in fields related to education and child development may also be able to provide information. Some may be good organizers who can help establish parent support groups. Some may be able to encourage parents to come who would otherwise be reluctant.

Personal invitations to community members, followed by letters and phone calls, are an important beginning. Students in action, at the meeting or on video, can also be key to getting people to attend.

### Strengthening Your Partnerships

Whatever role community representatives play in the *Skills for Growing* and/or *Skills for Adolescence* programs, maintaining their goodwill is important.

Here are some ways to strengthen your partnerships:

- Invite community members to observe *Skills for Growing* and/or *Skills For Adolescence* lessons.
- Send them letters from students telling about the progress on joint projects or thanking them for their help.
- Ask if you and possibly a group of students can make a presentation about the program at one of their meetings.
- Encourage the media to report efforts and contributions to the program from individuals and organizations in the community.

## Leading Parent Meetings (cont.)

- Present them with certificates of appreciation; for example, at the completion of a project, after the last parent meeting, or at the end of the school year.
- Form an advisory committee composed of Lions, parent-teacher organization members, educators, and parents who can respond to special needs that may arise. This committee can serve to keep all parties well-informed and involved.

Community involvement in the parent meetings and in every other aspect of the program completes the network of support for students by linking the family, the school, and the community. It will be worth the extra effort and time it requires.

*Community involvement completes the network of support for young people by linking the home, the school, and the community.*

## Overview

### Goals

1. To learn more about the *Skills for Growing* program and experience some of the classroom activities
2. To share ideas about increasing family communication
3. To get to know other families with children in the *Skills for Growing* program

### Time

Ninety minutes, with additional time for refreshments. If you wish to shorten the meeting to about an hour by deleting some of the activities, those items marked by an asterisk could be omitted.

### The Meeting at a Glance

1. Welcome the participants. (3 MINUTES)
2. Review the topics, goals, and agenda. (2 MINUTES)
3. Complete a Get Acquainted activity. (15 MINUTES)
4. Describe the *Skills for Growing* program. (10 MINUTES)
5. Introduce a *Skills for Growing* listening activity. (25 MINUTES)

#### STRETCH (2 MINUTES)

- \*6. Complete an activity to encourage good family communication. (20 MINUTES)
- \*7. Identify community resources. (5 MINUTES)
8. Summarize the meeting. (5 MINUTES)
9. Fill out evaluation forms. (5 MINUTES)
10. Provide refreshments and social time.

### Preparation

1. Make name tags.
2. Download PDFs of projectables and handouts from the LQ Digital Resources Drive and print copies of handouts.
3. Create necessary sign-up sheets.
4. Prepare refreshments and organize seating.
5. Plan for child care.
6. Display work done by students (optional).

Read over all the suggested activities several days before the session. The schedule is full but flexible. Omit any activity that may not be appropriate for this particular parent group. Be certain to allow time for interaction and discussion. Enabling parents to share ideas and reactions is more important than covering all the material.

# SKILLS FOR GROWING PARENT MEETING 1

## INTRODUCTION & BUILDING FAMILY COMMUNICATION SKILLS

### Overview

#### Goals

1. To learn more about the *Skills for Growing* program and experience some of the classroom activities
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# SKILLS FOR GROWING PARENT MEETING 1

## INTRODUCTION & BUILDING FAMILY COMMUNICATION SKILLS

### Overview (cont.)

#### Materials

- 1. Name tags, board, chalk or dry-erase markers, butcher paper, easel, tape, markers**
- 2. White board**
- 3. Handouts**
  - Lions Quest *Skills for Growing* Overview
  - Listening Skills
  - Using “What, Why, and How” Messages to Improve Family Communication
  - Expressing Appreciation to Family Members
  - Community Resources (to be developed by facilitator, time permitting)
  - Parent Letters
  - Parent Response Form
  - Evaluation Forms
- 4. Copies of Student Journals and Family Connection take-home worksheets**
- 5. Projectables**
  - The Four Parent Meetings
  - Goals of Parent Meeting 1: Building Family Communication Skills
  - Meeting 1 Agenda
  - Let’s Get Acquainted
  - Five Program Elements
  - Classroom Curriculum
  - Parent and Community Involvement
  - *Together Times* Student Journals
  - Listening Skills
  - The Three Parts of a “What, Why, and How” Message
  - “Blaming” Messages vs. “What, Why, and How” Messages
  - Vague vs. Specific Messages of Appreciation
- 6. Sign-up sheets**
  - School Climate Committee
  - Classroom Volunteer
  - Networking Groups/Task Forces
  - *Skills for Growing* Team Training
  - Service-Learning Project Volunteer

## Description of Activities

### Student Involvement

Student involvement in the parent meetings can be a powerful incentive for parents to attend. For this meeting, students could lead a listening activity from a *Skills for Growing* lesson, perform a skit, act as greeters, or hand out materials. The students would need their own activities, such as a video or games, for when they are not part of the meeting.

Student involvement can be a powerful incentive for parents to attend.

**1. Welcome the participants. (3 MINUTES)**

Welcome everyone warmly. Introduce yourself, the principal, any other members of the *Skills for Growing* team, and special guests.

**2. Review the topics, goals, and agenda. (2 MINUTES)**

The words in blue serve as your script for the parent meeting. You may want to adapt these words for your own situation.

*This is the first of four parent meetings that are a key part of the Family Involvement element of the Lions Quest Skills for Growing program. The first meeting focuses on the topic Building Family Communication Skills. The four meetings are based on the same topics children learn about in Skills for Growing lessons.*

Show Projectable 1, The Four Parent Meetings.

**1 Meeting 1** **The Four Parent Meetings**

- Meeting 1:** Introduction & Building Family Communication Skills
- Meeting 2:** Internet Safety, Social Networking Responsibilities, Cyberbullying, and Other Bullying
- Meeting 3:** Positive Prevention—Thinking Ahead
- Meeting 4:** Celebrating the Family

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People are born with only two things. The first is potential; the second is an environment in which that potential may be developed. For most people in the family, it is the environment in which the majority of the development occurs.

—H. Stephen Glenn, *Developing Capable Young People*

*This meeting will help the group review different approaches for improving communication in the family. During the meeting we'll discuss and apply communication skills that can be used at home. You'll all have opportunities to interact with each other and share your own insights and experiences.*

Show Projectable 2, Goals of Parent Meeting 1: Building Family Communication Skills, and read the goals to the group.

**2 Meeting 1 Goals of Parent Meeting 1: Building Family Communication Skills**

1. To learn more about the *Skills for Growing* program and experience some of the classroom activities.
2. To share ideas about increasing family communication.
3. To get to know other families with children in the *Skills for Growing* program.

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Our parents enjoyed the interaction. They broke into small groups, each with a Skills for Growing teacher. They liked learning something they could take home. The children gave demonstrations and sang a song about respecting each other.

—Counselor, Ganado Elementary School, Ganado, Arizona

Show Projectable 3, Meeting 1 Agenda.

**3 Meeting 1 Meeting 1 Agenda**

- Let's Get Acquainted: Activity
- About Lions Quest *Skills for Growing*
- The Gift of Listening: Activity
- Communicating with What, Why, and How Messages
- Community Resources
- Summary and Evaluation
- Refreshments

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Tell the group: *After getting acquainted with each other, you'll participate in some activities similar to those your children experience in the classroom. Since the meeting focuses on family communication, the major emphasis will be on effective listening and communication with What, Why, and How Messages as a way of clarifying problems and conflicts. We will also explore ways to express clear and specific messages of appreciation to family members.*

*There will be a two-minute stretch, and everyone is welcome to stay for refreshments after the meeting.*

We had several presenters, so it wasn't too much for any one person. Two trained parents helped with the opening activities, and several staff members presented the rest.

—Assistant principal, Altergrove Elementary School, Edmonton, Alberta

**3. Complete a Get Acquainted activity. (15 MINUTES)**

If there are more than 30 people, divide the large group into smaller ones for these introductions.

*The goals of the parent meetings include parent-to-parent support and linking the resources of the home, the school, and the community. To do this, it will help if we get to know each other better by introducing ourselves.*

*Unit 1 of Skills for Growing emphasizes feeling comfortable and valued as a part of the classroom and school community. Our names are important to us, and children feel more comfortable in the classroom when they're called by the names they like. To give everyone a chance, each introduction will be limited to 30 seconds. I'll give you a signal at the end of each 30-second introduction period.*

Show Projectable 4, Let's Get Acquainted.

**4 Meeting 1 Let's Get Acquainted**

The name you like to be called

Your child's name or nickname

Your child's teacher's name

A favorite family activity

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*During your 30 seconds, you'll introduce yourself, say your child's name, give the name of your child's teacher, and mention a favorite family activity. Those of you who don't have children at the school can share a favorite family activity you remember as a child.*

If the children attend the meeting, have them participate in the activity, too. They'll have to introduce themselves within the 30-second time limit as part of their parent's sharing time.

Allow time for the introductions. Then bring the group together for closure:

- *Think about one thing you have in common with others at this meeting.*
- *Would anyone like to share something you just thought about?*

*"For any schoolwide event, two invitations are sent home. One is for the family and one for the neighbors who may be senior citizens or couples without children."*

—Principal, Langley Meadows Elementary School, Langley, British Columbia

*"I liked the sharing and frank discussion. It would be beneficial, I think, if parents could come together like this more often."*

*"I liked the willingness of the parents to share their ideas, feelings, and perceptions."*

*"I hope this will continue. Let me know how I can help."*

—Anonymous comments from parents on evaluation forms after a parent meeting at Madison Elementary School, Newark, Ohio

**4. Describe the Skills for Growing program. (10 MINUTES)**

*Lions Quest Skills for Growing is comprehensive program for Early Learners–grade 5 brings together parents, educators, and members of the community to teach children important life skills within a caring and consistent environment. The program teaches skills in four main areas:*

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

*A basic aim of the program is to develop a support system for children that involves the home, the school, and the community working together.*

Referring to Projectable 5, Five Program Elements, describe the five main elements of the program.

**Classroom Curriculum** *The curriculum offers lessons for an entire year for each grade level, Early Learners–grade 5. All the lessons use a variety of ways to teach social and academic skills. The six units of the curriculum, each with a distinct theme, are repeated at each grade level.*

Now show Projectable 6, Classroom Curriculum, and make the following points:

*The curriculum contains six units.*

- **Unit One:** Positive Learning Community
- **Unit Two:** Personal Development
- **Unit Three:** Social Development
- **Unit Four:** Health and Prevention
- **Unit Five:** Leadership and Service
- **Unit Six:** Reflection and Closure

*An important component of the curriculum is the use of the Family Connection take-home worksheets. We'll come back to these in a moment.*

5 Meeting 1

### Five Program Elements

#### Skills for Growing

- Classroom Curriculum
- Training
- Parents as Partners
- Community Involvement
- Positive School Climate

6 Meeting 1

### Classroom Curriculum

- Unit One: Positive Learning Community
- Unit Two: Personal Development
- Unit Three: Social Development
- Unit Four: Health and Prevention
- Unit Five: Leadership and Service
- Unit Six: Reflection and Closure

## SKILLS FOR GROWING PARENT MEETING 1

### INTRODUCTION & BUILDING FAMILY COMMUNICATION SKILLS

Show Projectable 5 again and continue the presentation. To bring the presentation to life, include examples of actual events and activities that are part of your own *Skills for Growing* program.

**Positive School Climate** *Developing and enhancing a positive school climate—making school a positive, happy experience for everyone involved—is a key goal of Skills for Growing. Toward this end, the program creates a School Climate Team or Committee whose main function is to organize a series of schoolwide events throughout the year related to the program goals and curriculum themes. These events help to extend the impact of the program beyond the classroom and throughout the school. Everyone is invited to participate, and themes often include such aspects of the program as friendship, families, cooperation, and school spirit.*

**Families as Partners** *The series of four parent meetings is a key element in the parent component. Other ways you can become involved include activities in the Family Connection take-home worksheets, participation on the School Climate Team or Committee, and support and sponsorship for service-learning projects.*

**Community Involvement** *For community members, the program helps to create a spirit of cooperation that brings the school and community closer together. Community involvement builds support in the community not just for school but for children and families in general. It can range from funding for training and materials provided by community groups to the participation of community members in a variety of program activities, such as school climate events and service-learning projects.*

**Training and Follow-up Support** *A group called the Implementation Team carries out the program at each school and begins the process by going through an in-depth training workshop. The training offers an introduction to the five components of the program and experience with innovative teaching techniques and information about the program materials. Follow-up support is available through supplements that highlight new ideas from Skills for Growing classrooms. Assistance is also provided through a toll-free phone line.*

**How to Get Involved** *The parent meetings are designed to support parents as their children's first teachers. The meetings offer an opportunity to exchange ideas with parents of your children's friends, get to know others in the school and community better, learn about the program, and discuss and practice ways to reinforce skills the program teaches within the family.*

*If the members of this group would like to increase their involvement in the program beyond the parent meetings, we welcome you to become more active in several ways.*

*"One of the most effective ways to enhance the climate of schools is to involve parents at all levels of school life. Parents...bring to schools valuable insights and unique perspectives, which serve to enhance home-school relationships, student behavior, and academic achievement."*

*—Norris M. Haynes, James P. Comer, and Muriel Hamilton-Le, "School Climate Enhancement Through Parental Involvement," *Journal of School Psychology*, vol. 27*

*The program helps to create a spirit of cooperation that brings the school and community closer together.*

# SKILLS FOR GROWING PARENT MEETING 1

## INTRODUCTION & BUILDING FAMILY COMMUNICATION SKILLS

Show Projectable 7, Parent and Community Involvement.

*Briefly describe the various ways parents and community members can become involved in the program, providing examples of the types of experiences they are likely to have in the program at your school. Emphasize that sign-up sheets will be available at the end of the meeting if the participants want to become involved in the Skills for Growing program in any of these ways.*

Show Projectable 8, *Together Times* Student Journals and make the following points:

- Each student received a copy of the *Student Journal*, which has activities for each lesson in the curriculum. Copies of the *Family Connection* take-home worksheet will go home with students after each lesson.
- The *Family Connection* take-home worksheets and *Student Journals* were designed to be fun, involving, and interactive by offering students interesting activities to do. The *Student Journal* activities and the worksheets reinforce skills the students are learning in the units.
- In addition to helping students learn skills taught in the curriculum, these components reinforce skills in reading, writing, listening, and speaking.
- The *Family Connection* take-home worksheets are a unique teaching tool designed to bring the school and home closer together.

Distribute Handout 1, *Lions Quest Skills for Growing* Overview. Give the group a few minutes to look at it. An alternative would be to hand out copies as people enter the meeting room and ask them to glance through it while they're waiting for the meeting to begin. Ask if anyone has questions or comments. If some questions will be answered during other parent meetings, refer the group to Projectable 1 to indicate when that topic will be covered.

### 7 Meeting 1 Parent and Community Involvement

1. Implementation Team
2. Resource Person
3. Sponsors for Service Projects
4. Parent Meetings
5. Fund-raiser
6. *Together Times* Student Journal
7. School Climate Team or Committee
8. Classroom Helpers

### 8 Meeting 1 Together Times Student Journal Activity Booklets

1. One per student per unit
2. Fun, interactive
3. Reinforce skills taught in the units
4. Reinforce skills in reading, writing, speaking, and listening
5. Activities can be done at school or at home with family
6. Presented as a gift to families at the end of the unit

#### MEETING 1 HANDOUT 1

##### Lions Quest Skills for Growing Overview

Lions Quest Skills for Growing is a comprehensive positive youth development program for students early learners through grade 5. The program unites parents, teachers, and community members to work toward a shared goal: helping children grow into healthy, capable, and productive young people.

##### SKILLS FOR GROWING BUILDS SKILLS FOR LIFE

In Skills for Growing, children practice skills that will help them both now and in the future. Among these skills are accepting responsibility for one's actions, strengthening positive relationships with family and others, and practicing how to solve problems and make healthy decisions. Students also practice effective listening and communication, managing emotions in positive ways, and setting and working toward goals.

A major focus of Skills for Growing is teaching students why and how to be drug-free. The program discusses the physical, mental, emotional, and legal harm that can result from using illegal substances. It prepares students with the skills, knowledge, and confidence to resist drugs, avoid unhealthy situations, and resist negative peer pressure.

##### A PARTNERSHIP WITH FAMILIES

Skills for Growing is built on a partnership among school, home, and community. Families have several ways to keep informed about what students are learning in their Skills for Growing class. Parent meetings offer an enjoyable way to keep informed about the program and share ideas and concerns with other parents. Families can take an active part in the Skills for Growing program with the Family Connection take-home worksheets. Worksheets go home with students after each lesson. In addition, the program invites parents and others to help in the classroom or with a service learning project.

##### A PARTNERSHIP WITH THE COMMUNITY

For students in the Skills for Growing program, the learning does not stop when they leave the classroom. They discover that performing volunteer service in the community is rewarding, both to the individual and to the community.

#### MEETING 1 HANDOUT 1

As part of the program, students identify needs in their school or community. Then they select and carry out service-learning projects that address those needs.

##### LEARNING MORE ABOUT SKILLS FOR GROWING

If your school is enrolled in the Skills for Growing program, ask to see his or her *Together Times* Student Journal. You will learn more about the topics and activities covered in the course.

Watch for messages in your school newsletter or from the teacher about upcoming parent meetings, special events, or opportunities for families to help out.

If your school does not offer Skills for Growing, ask whether there are any plans to adopt the program. For more information on how to get started, call or write Lions Clubs International Foundation/Lions Quest Canada at the address provided below.

##### ABOUT LIONS CLUBS INTERNATIONAL

Lions Clubs International is the largest service organization in the world, with more than 4 million members in 193 countries. Lions have provided major funding for the grades, the Lions Quest Skills for Growing program for students in early learning-grades 5, Lions Quest Skills for Adolescence program for the middle grades, and the Lions Quest Skills for Action for ages 15-20. These three programs are major components of the Lions' long-term commitment to their Youth Outreach effort.

##### FOR MORE INFORMATION, CONTACT:

Lions Quest  
Lions Clubs International Foundation  
300 20th Street  
Oak Brook, IL 60523-8842  
630/571-5466  
630/571-5315 FAX  
www.lions-quest.org

Lions Quest Canada  
515 Deane Court, Unit #7  
Windsor, Ontario, Canada  
N2L 6A7  
(519)225-1110  
(519)225-3118 FAX

**5. Introduce a *Skills for Growing* listening activity. (25 MINUTES)**

*Good family communication is a key to raising healthy, responsible children. Communication skills are a main focus of the first two units of Skills for Growing.*

*In Unit 1, students learn basic rules of consideration and respect for others—how to make the classroom an orderly place where people know and care about each other.*

*In Unit 2, students learn and practice listening skills. They learn to show that they're listening both by their actions—what they do—and by their responses—what they say.*

Good family communication is a key to raising healthy, responsible children.

Show Projectable 9, Listening Skills.

*Actions include looking at the speaker, paying attention, and showing you're listening through facial expressions, eye contact, and so on. Responses include encouraging the speaker to continue, asking questions, rephrasing or summarizing what the speaker has said, and making appropriate comments. Children in grade five learn and practice all of these skills, and children in the earlier grades learn a few of them at a time. They're skills that can be useful for adults, too.*

9

Meeting 1

Listening Skills

Actions (What You Do)	Responses (What you say)
Look at the speaker	Encourage the speaker to continue
Pay attention	Ask questions
Show you're listening through facial expressions, eye contact, etc.	Rephrase or summarize
Sit forward and nod	Make comments

Keep in mind that listening behaviors differ among cultures. You may have parents from cultures in which avoiding direct eye contact is a sign of respect, especially with people in positions of authority—such as teachers. If this is a possibility, do not insist upon eye contact or present it as an essential listening behavior. Emphasize that in the *Skills for Growing* program students are encouraged to learn about and respect many different cultures and ways of listening and interacting.

For the following skit you'll need to choose an adult or student volunteer beforehand to play the role of the Parent. Play the part of the Neighbor yourself.

*In a moment, you're going to experience a listening skills activity similar to those done in the Skills for Growing classroom. But first, [volunteer's name] and I are going to demonstrate the kind of communication that occurs when people do not use listening skills. As you watch the skit, think about the consequences of my behavior as I play the part of a poor listener. [Volunteer's name] is a parent who has just received some exciting news in the mail; I'm a neighbor who happens to be nearby when [he/she] opens the mail that day.*

Enact the situation that is set up in Handout 2, Situation. Give your volunteer a couple minutes to read the situation described in the handout, and then act out the situation in a skit.

After you've presented the skit, emphasize that in the classroom children practice only positive behaviors and the teacher demonstrates the inappropriate behavior if that's required.

Listening skills include actions—what you do—and responses—what you say.

MEETING 1  
HANDOUT 2

### Situation

The last time the Parent went shopping with his/her family they entered a drawing for a new bike. The Parent just received a letter in the mail announcing his/her family is the lucky winner and they can come to the store next Saturday to pick up the bike. The Parent is very pleased that his/her youngest child will now have the kind of bike she's been wanting. The Parent sees the Neighbor and goes over to share the good news. The Neighbor is a poor listener. As the Parent goes on in an excited way, instead of using listening skills, the Neighbor looks away in a bored manner, yawns, interrupts, and so on.

Ask:

- *What did the Neighbor say that made you think [he/she] was a poor listener?*
- *What effect do you think the Neighbor's behavior had on the Parent?*
- *How do you think people in general feel when they're not listened to?*

Distribute copies of Handout 2, Listening Skills. If students are taking part in the meeting, they can participate as partners with adults in the following activity. You may wish to have them demonstrate listening skills from a classroom.

*Now I'd like each of you to pair up with someone you don't know well and decide who will be numbers one and two. This time your goal will be to practice the listening skills we've already discussed. Each pair will take turns playing the role of the listener and speaker. You can refer to the Listening Skills handout or the projectable as a reminder of the kinds of skills to use. Feel free to take the handout home and display it for the whole family to see.*

*In Skills for Growing students are encouraged to learn about and respect many different cultures and ways of listening and interacting.*

## SKILLS FOR GROWING PARENT MEETING 1

### INTRODUCTION & BUILDING FAMILY COMMUNICATION SKILLS

*We'll take one minute for the first conversation, during which the "ones" will be the speakers and the "twos" the listeners. The I'll signal that it's time to switch roles, and you'll have one minute for the second conversation. Each time the speaker will talk about what you enjoy most about your family. Listeners, remember to use listening skills as your partners talk.*

Serve as the timekeeper. After one minute, signal the group and ask them to reverse the roles. Allow one more minute to complete the second conversation.

Observe the pairs during the activity. Then give the group feedback about the listening skills you saw and heard.

Bring the group together for closure.

#### **Closure**

- *How did you feel telling your partner something about your family? What helped you to share this information?*
- *What specific behaviors and words indicated your partner was listening?*
- *Was it easier to do the talking or the listening? Explain.*
- *How can you apply what you've experienced here with your family?*

#### **Stretch. (2 MINUTES)**

At this point you may wish to have the children move to another room where you've provided child care, videos, cooperative games, and other activities. You may also wish to take this time for an appropriate energizer.

#### **\*6. Complete an activity to encourage good family communication. (20 MINUTES)**

*Welcome back. In addition to learning how to be listeners, students in Skills for Growing classes learn to communicate effectively by using What, Why, and How Messages. Students learn about What, Why, and How Messages in Unit 2 mainly in grades 3 and 4.*

*What, Why, and How Messages help to communicate clearly and directly. They're a helpful way of dealing with problems and conflicts. In Skills for Growing, children discover there are several ways of handling a conflict:*

- *One is just to let it pass, which may be a good thing to do when the conflict isn't very important or serious.*
- *Another is to try to hurt the other person through blaming, teasing, or some other inappropriate means—children often handle conflicts this way.*
- *The third is to try to solve the problem constructively, and one way to do this with What, Why, and How Messages.*

*"Good schools attract partners. They communicate regularly with their community. They produce newsletters to parents, take surveys of needs and wants, maintain telephone contact, and sponsor workshops. Some schools arrange for weekly newspaper columns on radio and television reports about school activities. They also have learned to make use of their cable access. They consciously involve their community in solving problems and shaping curriculum needs. They look carefully at their community to see who can help."*

*—"A Look at America's Great Schools,"  
Instructor*

*"The main way for young people to develop interpersonal skills is to be in relationships in which those skills are used and demonstrated. Such a relationship is characterized by sharing feelings. As a person develops the ability to identify personal feelings and cope with them productively, he or she begins to recognize that others share these same feelings, frustrations, and challenges. On this building block the skills for communication, cooperation, negotiation, sharing, and intimacy are built."*

*—H. Stephen Glenn, *Developing Capable Young People**

*What, Why, and How Messages allow us to tell others in a positive and helpful way how their behavior affects us and why the behavior is a problem. They help suggest another behavior that will improve the situation. They help to avoid "Blaming" messages, which often make the situation worse. What, Why, and How Messages help us to express ourselves while opening channels of communication with others.*

*A What, Why, and How Message, as it's taught to students in Skills for Growing classes, has three parts.*

Show Projectable 10, The Three Parts of a "What, Why, and How" Message.

**10 Meeting 1** **The Three Parts of a "What, Why, and How" Message**

**Name the behavior that's bothering you.**

**Say why the behavior is bothering you.**

**Say what you'd like to happen instead.**

*One part is to name the behavior that's bothering you. Another is to say why the behavior is bothering you. And a third is to say what you'd like that person to do instead. You can say them in any order—it's not a precise formula or a series of steps to follow.*

*Here's an example of a What, Why, and How Message for a negative situation that's probably familiar to many of us: "When you leave your toys in the hall, people step on or fall over them, so please put them in your room after you've finished playing."*

*Here's another: "When you don't come home right away after school, I worry that something happened to you. Come home right away or call me and let me know what you're doing."*

*In family situations, What, Why, and How Messages can be a good alternative to "Blaming" messages, which tend to begin with "You..." and often lead to "blocked" communication, with both parties ending up hurt, angry, or resentful. What, Why, and How Message can help to avoid blaming, and they can be a positive, constructive tool for solving conflicts.*

*Let's take a moment to compare What, Why, and How Messages with "Blaming" messages and discuss the effects each one might have on the attitudes and behaviors of others.*

*The statements on this and the following page were written by students at Aboite Elementary School, in Fort Wayne, Indiana, when they were asked to say what they were learning in their Skills for Growing classes.*

*"My brother and I got in a fight, and I used my Why Messages and told him, 'I don't like it when you hog the video game!' He responded, 'Do you want to play two players?' I said, 'Yes.'"*

*"In Skills for Growing we learn a lot of things we will need when we grow up. I really think we will keep this for a long time, like math and reading, because when I grow up and have kids I hope they will have this advantage of life."*

*"I liked it when we learned how to talk to a person without getting mad. A person in my math class always gets mad when I was nice to her. Now we are OK friends."*

*"I feel the Skills for Growing program helped me learn how to be a better listener and how not to play the blame game."*

Show Projectable 11, “Blaming” Messages vs. “What, Why, and How” Messages.

**11 Meeting 1 “Blaming” Messages vs. “What, Why, and How” Messages**

Blaming Messages	What, Why, and How Messages
You always procrastinate! You didn't clean up your room when I told you to. Go do it.	I asked you to clean up your room and you haven't done it yet. It's important to me to have a clean house when we're having company. I need to know when you plan to do it, since it has to get done before company arrives.
You're always forgetting things! You should have called to say you'd be late. How would you like it if someone did that to you?	I'm really upset that you didn't call to tell me you'd be late. Please let me know next time so I can make plans.

*What do the “Blaming” messages communicate? How would most people react?*

*Threats and put-downs generally make people feel defensive and angry. They act as blocks to communication. In encouraging more effective and open communication in families, one goal is to make it clear that we disapprove of a person's behavior, not the person.*

Post a sheet of butcher paper. Ask for volunteers to give examples of typical situations that might occur at home for which a What, Why, and How Message might be appropriate. Give some examples yourself if people seem reluctant to volunteer suggestions.

Now model the use of What, Why, and How Messages by giving examples of the three parts for one of the situations listed on the butcher paper.

Ask everyone to choose a partner. Allow four minutes for them to practice using What, Why, and How Messages. They can use the examples on the butcher paper or make up their own. Be sure to let the group know when two minutes is up so both partners have an opportunity to share.

Bring the group together for closure.

**Closure**

- *Think of one way What, Why, and How Messages could help things go better at home.*
- *Raise your hand if you would like to share what you're thinking.*
- *Think about something that might make it hard for you to use What, Why, and How Messages at home.*
- *Would anyone like to share some potentially difficult situations?*

Distribute copies of Handout 3, Using “What, Why, and How” Messages to Improve Family Communication. Encourage the group to save the handout, post it at home, and try using What, Why, and How Messages with their children.

*“I learned how to give compliments to people. When I was at home, I was just about to hit my brother when I used a What, Why, and How Message.”*

*“After Skills for Growing, I feel more confident of myself! My brother and I used to get in a lot of fights. But now they are narrowed down to about 1 fight every 3 weeks. My family and I get along now that Skills for Growing is in my family.”*

*“I like Skills for Growing because I think people can learn to be nice to others and respect others.”*

*“This program has really helped me have a better relationship with my family.”*

*“I like Skills for Growing because it helps me be a better friend. It also helps me have more friends. Now I have lot more friends than I used to have.”*

*“I think our class has been a better class because of this program. It makes me want to come to school when I'm sick.”*

*Encourage the group to try using What, Why, and How Messages with their children.*

*In Unit 2 of Skills for Growing, children also learn and practice ways to express appreciation to others—friends, family, school staff, and so on. This helps to build the climate of cooperation and positive communication that’s one of the main objectives of the first two units. A key communication concept taught in Unit 2 that can be useful at home is the idea of vague versus specific messages when expressing appreciation.*

Appreciation can be expressed for a variety of things—appearance, effort, skills, and specific behavior.

Show Projectable 12, Vague vs. Specific Messages of Appreciation.

**12 Meeting 1 Vague vs. Specific Messages of Appreciation**

Vague	Specific
You're great.	You're always thoughtful about other people—that's great!
Super job.	Thanks for cleaning up afterward.
You look good.	Those colors look terrific on you.

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*As parents, it's helpful to say what we appreciate about our children rather than making unclear statements. When we give vague messages, we sometimes encourage kids just to please us without having a clear idea what they've done that they should be proud of. Specific messages of appreciation help to define behavior that's acceptable; they give more guidance than vague messages.*

Distribute copies of Handout 4, Expressing Appreciation to Family Members

*You may find this handout helpful at home. It describes some of the same ways children learn to express appreciation in Skills for Growing classes. Also, it will help to serve as a reminder of the important difference between vague and specific messages of appreciation.*

*Note that you can express appreciation for a variety of things. These include appearance, effort, skills, and specific behavior.*

#### Closure

- *Think of an example of a clear and specific message of appreciation for a family member based on something you observed in your family recently. Think of how to express this as a specific message instead of a vague one.*
- *Who would like to share with the group the message you were thinking of?*
- *What makes the message clear and specific?*

**\*7. Identify community resources. (5 MINUTES)**

Refer the group to resources in the community either by providing a handout or, if time is limited, asking group members to suggest five or six organizations or agencies of special value to families.

If time allows, hand out your list of names, addresses, and phone numbers of local organizations that offer information and services for children and families. If possible, have pamphlets or fliers from these organizations on display. Make sure the agencies reflect the ethnic and cultural makeup of the community.

To get started, you might call a local Lions club, the parent-teacher organization the Chamber of Commerce, Boys and Girls Clubs, the YM/YWCS, 4-H Clubs, and Scouts. Check the library for a list of local organizations, or look in the yellow pages under "family," "health," and "recreation."

You might invite representatives from one or more of these local organizations to attend the meeting or come for refreshments and an opportunity to talk with the group afterward.

Ask the participants to think about other organizations to suggest at the next meeting.

**8. Summarize the meeting. (5 MINUTES)**

*Now, thinking back on the meeting, turn to someone nearby and share two thoughts of two new pieces of information you'll take home as a result of this meeting. You'll have two minutes for this challenge.*

Bring the group together and ask:

- *What have you enjoyed most about this meeting?*
- *What is the one thing you might do differently as a result of this meeting?*
- *Think about something you learned at this meeting that's different from how your family does things. Similar to how your family does things.*
- *Would anyone like to share what differences or similarities you learned about?*

Remind the group of the date and time of the next meeting.

*"We have a group of ten parents who went through the training, and they've been a key to parent involvement. They're called the Parents as Partners Committee. We decided to do that as soon as we knew we were going to adopt the program.... One of the main benefits is these parents have been going through the same kinds of experiences with their children as the other parents we want to involve. They're well-prepared, and the other parents see them as credible. It builds a real sense of positive support for the program.... Now we have parents saying, 'These teachers really know what they're talking about,' and teachers are saying, 'It's really great that parents are taking the time for this.'"*

*—Principal, Brush College Elementary School, Salem, Oregon*

**9. Fill out evaluation forms. (5 MINUTES)**

Ask the group to complete the meeting evaluation form. You and others on the organizing team may wish to complete the form for meeting leaders so you can compare your reactions and plan for future meetings.

**10. Provide refreshments and social time.**

Invite the group to stay for refreshments and a social time. Be sure to encourage the participants to sign up for the different roles they can take in the program. Post the sign-up sheets where they will be easy to see.

*Beware of "Fall Off!"  
Encourage Continuing Participation*

*In order to encourage parents to attend the next meeting and remain involved, make sure to highlight some kind of special event or activity as part of the next meeting. This might range from bringing their child's favorite snack to planning a potluck. You may also wish to organize a special presentation by students.*

*Announce the event or activity at the end of this meeting. Encourage the participants to spread the word and bring others, and follow up with posters, announcements and publicity.*

# Overview

## Goals

1. To learn more about the *Skills for Growing* program, specifically regarding bullying behaviors as well as cyberbullying, Internet safety, and social networking responsibility, and to experience some of the classroom activities related to these topics
2. To share ideas about bullying prevention, including how to address bullying behaviors at home, as well as additional resources
3. To get to know other families with children in the *Skills for Growing* program

## Time

Ninety-five minutes, with additional time for refreshments.

If you wish to shorten the meeting to about an hour, omit the activities marked by an asterisk.

## The Meeting at a Glance

1. Welcome the participants. (3 MINUTES)
2. Review the topics, goals, and agenda. (2 MINUTES)
3. Complete a Get Acquainted activity. (15 MINUTES)
4. Briefly describe the *Skills for Growing* program and the previous meeting. (5 MINUTES)
5. Introduce a *Skills for Growing* bullying identification, response, and prevention activity. (25 MINUTES)

### STRETCH (2 MINUTES)

- \*6. Introduce and discuss cyberbullying. (15 MINUTES)
- \*7. Talk about Internet safety and social networking responsibility. (10 MINUTES)
8. Identify community resources. (5 MINUTES)
9. Summarize the meeting. (5 MINUTES)
10. Fill out evaluation forms. (5 MINUTES)
11. Provide refreshments and social time.

## Preparation

1. Make name tags.
2. Download PDFs of projectables and handouts from the LQ Digital Resources Drive and print copies of handouts.
3. Create necessary sign-up sheets.
4. Prepare refreshments and organize seating.

Read over all the suggested activities several days before the session. The schedule is full but flexible. Omit any activity that may not be appropriate for this particular parent group. Be certain to allow time for interaction and discussion. Enabling parents to share ideas and reactions is more important than covering all the material.

## Overview (cont.)

5. Plan for child care.
6. Display work done by students (optional).

### Materials

1. **Name tags, board, chalk or dry-erase markers, butcher paper, easel, tape, markers**
2. **White board**
3. **Handouts**
  - Dealing with Bullying Behaviors
  - Bullying Behavior Role Play (2 copies)
  - Cyberbullying: Stop, Block, Tell
  - Internet Safety and Responsibility
  - Parent Letters
  - Parent Response Form
  - Evaluation Forms
4. **Copies of Student Journals and Family Connection take-home worksheets**
5. **Projectables**
  - Goals of Parent Meeting 2: Bullying Behaviors, Cyberbullying, Internet Safety, and Social Networking Responsibility
  - Meeting 2 Agenda
  - Get Acquainted
  - Types of Bullying Behaviors
  - Bullying or Friendship?
  - What Can Bystanders Do?
  - Internet Safety and Responsibility
6. **Sign-up sheets**
  - School Climate Team or Committee
  - Classroom Volunteer
  - Networking Groups/Task Forces
  - *Skills for Growing* Team Training
  - Service-Learning Project Volunteer

*"If a school has decided to increase its efforts to combat bullying, the students' parents need to be informed of this decision and be invited to participate."*

*—Dan Olweus, *Bullying at School: What We Know and What We Can Do**

## Description of Activities

### Student Involvement

Student involvement in the parent meetings can be a powerful incentive for parents to attend. For this meeting, students could perform a skit, act as greeters, or hand out materials. The students would need their own activities, such as a video or games, for the time they are not part of the meeting.

**1. Welcome the participants. (3 MINUTES)**

Welcome everyone warmly. Introduce yourself, the principal, any other members of the *Skills for Growing* team, and special guests.

**2. Review the topics, goals, and agenda. (2 MINUTES)**

The words in blue italics serve as your script for the parent meeting. You may want to adapt these words for your own situation.

*This is the second of four parent meetings that are a key part of the Families as Partners component of the Lions Quest Skills for Growing program. The second meeting focuses on bullying prevention, including Internet safety, social networking responsibility, cyberbullying and other bullying. The four meetings are based on the same topics children learn about in Skills for Growing lessons.*

*In this meeting, you will be introduced to the bullying prevention skills your children are developing in the program and will discuss how these skills can be applied at home. Additionally, we will talk about issues that your children might face in the future and what resources and references are available for you and your children. You'll have opportunities to interact with each other and share your own insights and experiences.*

Show Projectable 1, Goals of Parent Meeting 2: Bullying Behaviors, Cyberbullying, Internet Safety, and Social Networking Responsibility.

Student involvement can be a powerful incentive for parents to attend.

**1 Meeting 2 Goals of Parent Meeting 2: Bullying Behaviors, Cyberbullying, Internet Safety, and Social Networking Responsibility**

1. To learn more about the *Skills for Growing* program, specifically regarding bullying behaviors, as well as cyberbullying, Internet safety, and social networking responsibility, and to experience some of the classroom activities related to these topics
2. To share ideas about bullying prevention, including how to address bullying behaviors at home, and additional resources
3. Get to know other families with children in the *Skills for Growing* program

Show Projectable 2, Meeting 2 Agenda.



A purple projectable slide titled "Meeting 2 Meeting 2 Agenda". The title is in white text, with "Meeting 2" in a green circle. Below the title is a white rounded rectangle containing a bulleted list of agenda items. At the bottom left of the purple background, there is a small copyright notice: "© 2011 Lion's Quest International Foundation. All rights reserved."

- Get Acquainted activity
- About Lion's Quest *Skills for Growing* program
- Bullying identification, response, and prevention activity
- Cyberbullying discussion
- Talk about Internet safety and social networking responsibility
- Community resources
- Meeting summary and evaluation
- Refreshments

*After getting acquainted with each other, you'll participate in some activities similar to those your children experience in the classroom. Since the meeting focuses on bullying prevention, the major emphasis will be on identifying and responding appropriately to bullying behaviors. Safe and responsible Internet use will also briefly be covered, as the content is relevant and will be introduced in Grade 6–8 curriculum.*

**3. Complete a Get Acquainted activity. (15 MINUTES)**

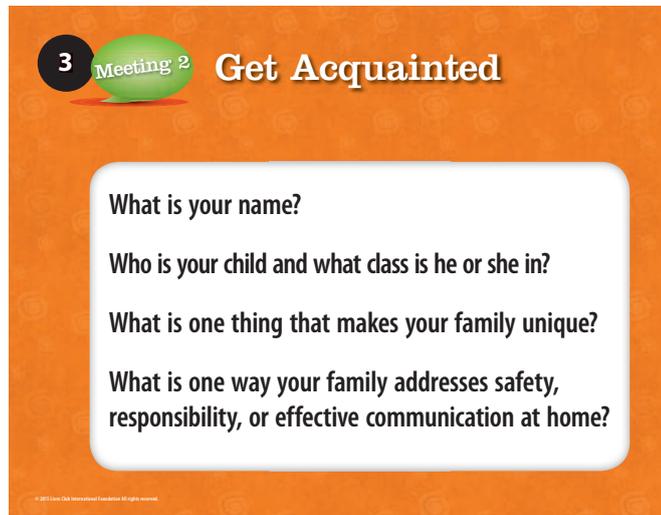
Divide people into groups of four or five. If children are in attendance, invite them to participate in the activity with their parents.

*Because the goals of the parent meetings include parent-to-parent support and connecting skills developed in the classroom with resources at home and in the community, we will take some time for you to familiarize yourselves with one another through an introduction activity.*

*Feeling comfortable in one's environment contributes to confidence and effective communication—this is something that is stressed throughout the program. To assist you in becoming acquainted with one another—thus supporting your interpersonal skills—you can begin by sharing who you are and a little bit about yourselves.*

*Feeling comfortable in one's environment contributes to confidence and effective communication—this is something that is stressed throughout the program.*

Show Projectable 3, Get Acquainted.



*In your groups, take about 45 seconds each to respond to the questions on the projectable. If your child is with you, he or she may join in when it's your turn to share. When each group member has shared—this should take approximately 5 minutes or less, total—reflect as a group by identifying commonalities or points of interest.*

Allow 10 minutes for group introductions and reflections, then bring the group together for closure by inviting two or three volunteers to share something they learned about or have in common with another parent, family member, or child in attendance.

#### **4. Describe the Skills for Growing Program. (10 MINUTES)**

*Lions Quest Skills for Growing is a comprehensive program for grades Early Learners–grade 5 brings together parents, educators, and members of the community to teach children important life skills within a caring and consistent environment. The program teaches skills in four main areas:*

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

To bring the presentation to life, include examples of actual events and activities that are part of your own *Skills for Growing* program.

**Classroom Curriculum** *The curriculum offers lessons for an entire year for each grade level, Early Learners–grade 5. All the lessons use a variety of ways to teach social and academic skills. The six units of the curriculum, each with a distinct theme, are repeated in each grade level.*

*Prepare to give this presentation, but if you notice that the group in attendance is essentially the same as the previous three meetings, feel free to shorten it, or skip it.*

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

Also included in the Classroom Curriculum is a process for planning and carrying out a school or community service-learning project. Service-learning projects help teach children the value of serving others by learning through doing. A service-learning project can be as simple as writing letters to pen pals and as complex as a project to beautify the school grounds. An important part of the curriculum is the use of the Together Times Student Journals. We'll come back to these in a moment.

**Positive School Climate** Developing and enhancing a positive school climate—making school a positive, happy experience for everyone involved—is a major goal of Skills for Growing. Toward this end, the program creates a School Climate Team or Committee whose main function is to organize a series of schoolwide events throughout the year related to the program goals and curriculum themes. These events help to extend the impact of the program beyond the classroom. Throughout the school, everyone is invited to participate, and themes often include such aspects of the program as friendship, families, cooperation, and school spirit.

**Family Involvement** The parent meetings are a key element in Family Involvement. Other ways of involving parents include activities in the Student Journals, the Family Connection take-home worksheets, participation on the School Climate Team or Committee, and parent support and sponsorship for service-learning projects.

**Community Involvement** For community members, the program helps to create a spirit of cooperation that brings the school and community closer together. Community involvement builds support in the community not just for the school but for children and families in general. It can range from funding for training and materials provided by community groups to the participation of community members in a variety of program activities, such as school climate events and service-learning projects.

**Training and Follow-up Support** A group called the Implementation Team carries out the program at each school and begins the process by going through an in-depth training workshop. The training offers an introduction to the five elements of the program, experience with innovative teaching techniques, and information about the program components. Follow-up support is available through supplements that highlight new ideas from Skills for Growing classrooms. Assistance is also provided through a toll-free phone line.

Parents and community members can become involved in a variety of ways.



**How to Get Involved** *The parent meetings are designed to support parents as their children's first teachers. The meetings offer an opportunity to exchange ideas with parents of your children's friends, get to know others in the school and community better, learn about the program, and discuss and practice ways to reinforce skills the program teaches within the family. If the members of this group would like to increase their involvement in the program beyond the parent meetings, we welcome you to become more active in several ways.*

Briefly describe the various ways parents and community members can become involved in the program, providing examples of the types of experiences they are likely to have in the program at your school. Emphasize that sign-up sheets will be available at the end of the meeting if the participants want to become involved in the *Skills for Growing* program in any of these ways.

Now introduce the *Together Times* Student Journals and make the following points:

- *Each student received a copy of the Student Journal, which has activities for each lesson in the curriculum. Copies of the Family Connection take-home worksheet will go home with students after each lesson.*
- *The Family Connection take-home worksheets and Student Journals were designed to be fun, involving, and interactive by offering students interesting activities to do. The Student Journal activities and the worksheets reinforce skills the students are learning in the units.*
- *In addition to helping students learn skills taught in the curriculum, these components reinforce skills in reading, writing, listening, and speaking.*
- *The Family Connection take-home worksheets are a unique teaching tool designed to bring the school and home closer together. All parents should expect to see their children's worksheets at the end of each lesson.*

*This is the second in the program's series of parent meetings. During the first meeting we introduced communication skills families can use at home that are similar to the skills students learn in Skills for Growing classes. Specifically, we focused on listening skills, communicating clearly and directly with What, Why, and How Messages as a way of solving problems and conflicts, and how to express appreciation for family members. In this second meeting, we are discussing issues of personal responsibility and safety, especially with bullying and safe Internet use. In the third meeting, we'll discuss positive ways to prevent drug use. And in the final meeting, we'll discuss the best ways to be a loving and healthy family.*

Ask if anyone has questions or comments. If some questions will be answered during other parent meetings, refer the group to Projectable 1 to indicate when that topic will be covered.

**5. Introduce a Skills for Growing bullying identification, response and prevention activity. (25 MINUTES)**

*Prior to directly addressing bullying behaviors in the program, the children practice communication, social awareness, empathy, perspective-taking, working cooperatively, seeking help, and resolving conflicts, among other skills. Developing such interpersonal skills prepares them to effectively handle and respond to challenging situations involving verbal and non-verbal communication.*

*"17% said that they had been bullied 2-3 times a month or more. This included 23% of elementary students, 17% of middle school students, and 11% of high school students."*

*—Dr. Susan Limber Director of the U.S. Olweus program and Clemson University Institute on Family and Neighborhood Life Professor*

Emphasize that the children are consistently guided to focus on positive options when seeking a solution to a challenging situation in all grade levels.

*Knowing how to spot and label bullying behaviors provides children with the opportunity to choose an appropriate and safe response when facing a bullying behavior. In Unit 3, Social Development, the children practice identifying, naming, responding to, and preventing bullying behaviors. Throughout the unit, safety is stressed. The children are encouraged to seek help from a trusted adult if they feel threatened or uncomfortable; they are not expected to handle bullying behaviors independently at this age.*

Ask the parents to think about a time when they experienced a bullying situation and allow one or two volunteers to share their experiences. Explain that a question similar to the one you asked might be presented to the children as an introduction to identifying specific bullying behaviors.

Show Projectable 4, Types of Bullying Behaviors.

**4 Meeting 2** **Types of Bullying Behaviors**

**Verbal Bullying:** name calling or teasing; threatening or making fun of someone; making someone do something against his or her will

**Non-verbal Bullying:** intentionally ignoring or leaving someone out; making faces or mean gestures at someone

**Physical Bullying:** hitting, kicking, pushing, surrounding, or cornering someone

**Cyberbullying:** using technology like social media or a cell phone to hurt, threaten, or embarrass someone

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Review the different types of bullying behaviors the children learn about and explain that cyberbullying is referred to briefly in the Early Learners–grade 5 program, but it will be discussed more comprehensively during this meeting.

*Recognizing bullying behaviors isn't always black and white; sometimes, children have to work hard to decipher whether or not someone's intention is negative. The following is an example of a related activity the children might experience in the Skills for Growing classroom.*

Show Projectable 5, Bullying or Friendship?

**5 Meeting 2 Bullying or Friendship?**

Complete the blank spaces with your own examples of each type of behavior.

<i>Bullying</i>	<i>Normal Conflict</i>	<i>Misunderstanding</i>
	Raised voices	Asking lots of questions
	Silence	Disagreeing
<i>Accidental Behavior</i>	<i>Playful Teasing</i>	<i>Friendship</i>
Bumping into someone	Roughhousing	
Happy shouting	Laughing with someone	

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Let's say I am the teacher and you are the students. We just finished sharing some insights on what bullying behaviors look like and now we are going to discuss how to identify and label different behaviors to help us decide which need to be treated as bullying behaviors. You'll see that the chart is already filled in with some examples of behaviors that fall into categories including normal conflicts, misunderstandings, accidental behaviors, and playful teasing. At either end of the spectrum, you'll see the categories Bullying and Friendship. Most bullying behaviors begin as one of these behaviors and can either go one of two ways. If perpetuated and done inconsiderately, they would become bullying behaviors. If short-lived, then a healthy friendship is still present. I, as teacher, will read two scenarios and you will help me categorize them as a behavior that becomes a form of bullying or one that might be observed in a friendly and healthy relationship. The first example is as follows:

- In fourth grade, I came down with terrible allergies; I couldn't stop sneezing and sniffing. My best friend since first grade, Marie, began calling me "Sniffles." She only said it when my allergies were particularly bad—a few times a week. Was Marie displaying a bullying behavior?

Explain to parents that, while Marie's actions could be considered playful teasing and they fall under the friendship category, if the behavior continued, if it made you feel uncomfortable and if she didn't stop when you asked her to—if it came down to that—then Marie's playful teasing would then become a bullying behavior.

Now, I'll read the second example and we'll see if it is indicative of a healthy friendship or a bullying behavior and discuss why.

- I took the bus to school in fifth grade and always sat in the second seat from the back. One day, a sixth grader named Jon demanded that I move elsewhere because he wanted the seat. I obliged, but he continued to force me to move for three days until I stopped sitting in that seat, altogether. It didn't stop there, however. In the hallway, he began knocking me over and smacking books out of my hands whenever we crossed paths. This went on for over a month. How might you categorize Jon's behaviors?

Encourage parents to think about how challenging a situation like this might be for a child if Jon was a friend and not just an unfamiliar schoolmate. When children can identify that repeated, unkind behaviors are actually bullying behaviors, they can take action to ensure their safety and prevent the bullying from continuing or happening again in the future.

*We've practiced identifying bullying behaviors, which leads us to addressing and responding to bullying behaviors in a safe and positive way.*

Distribute copies of the Handout 1, Dealing with Bullying Behaviors.

**MEETING 2  
HANDOUT 1**

### Dealing with Bullying Behaviors

1. Use this helpful tool to determine if someone is causing HARM by exhibiting bullying behaviors:

- H—Harmful
- A—Actions or words
- R—Repeated
- M—More than once to hurt or control others

2. If you determine someone is exhibiting bullying behaviors, then:

- Keep calm and breathe deeply.
- Ignore the bullying behavior. Walk away.
- Get help from an adult.
- Travel with friends.
- Send a "Don't Bug Me" Message\*

\*"Don't Bug Me" Messages

**1. Name the behavior that is bugging you.**

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

**2. Say what you want to happen instead.**

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

For the following role play, you'll need to choose an adult or student volunteer to play the role of Student 2. You will play the part of Student 1, yourself.

*In the Skills for Growing classroom, the children only practice positive behaviors. If an inappropriate behavior is required to show an example, the teacher demonstrates it. With that in mind, [volunteer's name] and I will role-play another situation for you.*

*As you watch and listen, determine what behaviors I display and how they impact [volunteer's name]. Then, consider the step-by-step method for dealing with bullying behaviors on the handout provided. We'll discuss my actions and the options [volunteer's name] has, as well as how you, as bystanders, might be able to respond or step in.*

Enact the situation on Handout 2, Bullying Behavior Role Play. **2 copies**

**MEETING 2  
HANDOUT 2**

### Bullying Behavior Role Play

**STUDENT 1:**  
Hey [volunteer's name], I heard you didn't make it onto the soccer team. What a bummer.

**STUDENT 2:**  
Yeah, I'm pretty disappointed about it.

**STUDENT 1:**  
Well, I made it onto the team. I actually practiced. I'm not a loser, like you.

**STUDENT 2:**  
I did practice.

**STUDENT 1:**  
Not enough, loser! You can't even kick a ball. I saw you falling all over the field. What a dork.

**STUDENT 2:**  
\*looks down to the ground\*

**STUDENT 1:**  
That's what I thought! You suck. I rock. Better luck next time, loser.

After you've enacted the role play, ask:

- *What did I do that could be considered a bullying behavior?*
- *How did my actions impact [volunteer's name]?*
- *How can [volunteer's name] respond to the situation?*
- *How might you, as bystanders, step in?*
- *Do you think [volunteer's name] needs to seek help? At what point might [he/she] need to seek help?*
- *How can situations like this be prevented?*
- *What might you, as parents, do in a situation like this?*

"Parents are often unaware of the bullying problem and talk about it with their children only to a limited extent."  
—Dan Olweus, *Bullying at School: What We Know and What We Can Do*

**Closure**

- *How can developing effective interpersonal and communication skills benefit children when facing bullying behaviors?*
- *What makes identifying and responding to bullying behaviors challenging?*
- *How can you translate this experience into a conversation at home with your family about bullying behaviors?*

**STRETCH (2 MINUTES)**

If appropriate, you may wish to take this time for a group energizer. You also may wish to have the children move to another room where child care is provided or cooperative games and other activities are being facilitated.

**\*6. Introduce and discuss cyberbullying. (15 MINUTES)**

*While the act of cyberbullying is touched upon in the younger grades, it's extensively revisited later on in the program. Although children in grades 5 and below are less likely to encounter cyberbullying, it is still a possibility. Awareness and preparation are essential, and this is something you can discuss further at home with your family members.*

*Let's talk about the difference between face-to-face bullying and cyberbullying. Would anyone like to state the obvious differences?*

Awareness and preparation [of/for cyberbullying] are essential, and this is something you can discuss further at home with your family members.

After one or two volunteers share their thoughts, acknowledge that the act of cyberbullying takes less self-assurance or assertiveness for the individual initiating the bullying behavior; it is essentially done behind the guise of a virtual mask.

*This "mask" allows the person engaging in cyberbullying to say or do things he or she might not do in person, thus cyberbullying can have detrimental effects on the person on the receiving end.*

Distribute Handout 3, Cyberbullying: Stop, Block, Tell. Review the sample solution with parents.

MEETING 2  
HANDOUT 3

**Cyberbullying: Stop, Block, and Tell**

1. **STOP** reading the message or viewing the photo. Do not respond or attempt to retaliate. Take several deep breaths and calm down so that you can approach the situation in a clear-headed way.
2. Set up a **BLOCK** on your computer and other electronic devices to prohibit those who digitally abuse from contacting you or sending any type of message or data.
3. **TELL** a parent or trusted adult about the digital abuse.

*What you see here is an example of a method presented to the students as a safe option for immediate response when faced with cyberbullying. What aspect(s) of this method could you expand upon in a discussion at home?*

Allow time for parents and guests to offer ideas and engage in discussion. State that navigating various social media websites can be tricky for young people and that it's helpful to guide them in understanding safety features on every website they use.

*Keep in mind that—even when all safety features are put to use—there is still a sense of vulnerability when using the Internet. We will discuss other areas of Internet danger next, but when it comes to cyberbullying, it's vital to recognize that those engaging in the behaviors might not always be strangers to the children and that cyberbullying can occur in other technological formats, like cell phones or online gaming. Cyberbullying is multifaceted, and the children should know that they do not need to face it alone.*

*Cyberbullying is multifaceted, and the children should know that they do not need to face it alone.*

*We briefly discussed bystander responses to bullying situations in the previous activity. How might the idea of bystanders stepping in apply to cyberbullying?*

Show Projectable 6, What Can Bystanders Do?

**6 Meeting 2 What Can Bystanders Do?**

Bystanders can play an important role in helping to stop cyberbullying, just as they can in instances of face-to-face bullying.

1. Tell those who digitally abuse to stop picking on targeted students. By not speaking up, the bystander is condoning the digitally abusive activities.
2. Refuse to participate in online polling activities.
3. Refuse to forward pictures or hurtful information about a targeted student.
4. Befriend a targeted student and tell him or her that digital abuse is wrong. Tell the student that it is not his or her fault that he or she is being digitally abused.
5. Send an anonymous tip to your school or leave a message on the after-hours voice mail system reporting the digital abuse and the targeted student.
6. Speak out against digital abuse when they hear it being discussed.

*Remember that without the support of bystanders, there is little enjoyment in harassing others.*

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Explain that the suggestions on the projectable are examples of how bystanders might step in during acts of cyberbullying and that these suggestions would be presented to the children in a similar format in future lessons.

**Closure**

*Integrating cyberbullying awareness and prevention into the curriculum is a first step.*

- *What resources do you have at home or in your community to address cyberbullying?*
- *What other options are available for your family?*
- *Do you have any other thoughts on cyberbullying or bullying prevention?*

**\*7. Talk about Internet safety and social networking responsibility. (10 MINUTES)**

*With trends leaning toward increasing Internet use among young people, it's never too soon to begin discussing Internet safety and social networking responsibility. First, let's discuss some of the various Internet dangers in addition to cyberbullying.*

Show Projectable 7, Internet Safety and Responsibility, and distribute Handout 4, Internet Safety and Responsibility. Discuss the various Internet dangers and suggestions to support a safe Internet experience.



**Closure**

- *How might something like identity theft affect you, as parents?*
- *What can you do to ensure that your children have a safe and responsible Internet experience at home?*

**8. Identify community resources. (5 MINUTES)**

Refer the group to resources in the community either by providing a handout or, if time is limited, asking group members to suggest five or six organizations or agencies of special value to families.

If time allows, hand out your list of names, addresses, and phone numbers of local organizations that offer information and services for children and families. If possible, have pamphlets or fliers from these organizations on display.

To get started, you might call a local Lions club, the parent-teacher organization, or the police department. Check the library for a list of local organizations, or visit websites like [stopbullying.gov](http://stopbullying.gov), [thebullyproject.com/parents](http://thebullyproject.com/parents), or [kidshealth.org](http://kidshealth.org) for family-friendly resources and information on bullying prevention and Internet safety.

You might invite representatives from one or more of these local organizations to attend the meeting or come for refreshments and an opportunity to talk with the group afterward.

Ask the participants to think about other organizations to suggest at the next meeting.

**9. Summarize the meeting. (5 MINUTES)**

*Reflection helps to reinforce the concepts and skills practiced. In the Skills for Growing program, children often engage in the act of reflection. Let's take a moment to think back on the meeting and what we gained from the experience. Turn to someone nearby and share one or two thoughts or pieces of information you'll take home as a result of this meeting. You'll have two minutes for this challenge.*

Bring the group together and ask:

- *What have you enjoyed about this meeting?*
- *What is one thing you learned at this meeting?*
- *What information from this meeting will you explore further with your family at home?*
- *What can you, as parents, do if you believe your child is experiencing bullying behaviors or issues with Internet safety?*

Remind the group of the date and time of the next meeting and encourage continuing participation. Be sure to highlight a special event or activity for the next meeting. You may also wish to organize a special presentation by the students. Announce the event or activity at the end of this meeting and encourage participants to spread the word and bring others. Follow up with posters, announcements, and publicity.

**10. Fill out evaluation forms. (5 MINUTES)**

Ask the group to complete the meeting evaluation form. You and others on the organizing team may also wish to complete the form for meeting leaders so you can compare your reactions and plan for future meetings.

**11. Provide refreshments and social time.**

Invite the group to stay for refreshments and social time. Be sure to encourage the participants to sign up for the different roles they can take in the program. Post the sign-up sheets where they will be easy to see.

# SKILLS FOR GROWING PARENT MEETING 3

## POSITIVE PREVENTION—THINKING AHEAD

### Overview

#### Goals

1. To learn more about the *Skills for Growing* program and experience some of the classroom activities
2. To discuss ways to help children be healthy and drug-free

#### Time

Ninety-five minutes, with additional time for refreshments. To shorten the meeting to about an hour omit the activities marked by an asterisk.

#### The Meeting at a Glance

1. Welcome the participants. (3 MINUTES)
2. Review the topics, goals, and agenda. (2 MINUTES)
- \*3. Complete a Get Acquainted activity. (10 MINUTES)
4. Briefly describe the *Skills for Growing* program and the previous meetings. (5 MINUTES)
5. Present a short overview about children and drug use. (10 MINUTES)
6. Explain the program's approach to the prevention of tobacco, alcohol, and other drug use. (10 MINUTES)
- \*7. Students present an activity or skit from a *Skills for Growing* lesson. (10 MINUTES)

#### STRETCH (2 MINUTES)

8. Introduce information about tobacco, alcohol, and other drugs, and discuss how families can help prevent drug use. (30 MINUTES)
- \*9. Summarize the meeting by discussing guidelines for talking with the family about drugs. (10 MINUTES)
10. Fill out evaluation forms. (5 MINUTES)
11. Provide refreshments and a social time.

#### Preparation

1. Make name tags.
2. Download PDFs of projectables and handouts from the LQ Digital Resources Drive and print copies of handouts.
3. Create necessary sign-up sheets.
4. Prepare refreshments and organize seating.
5. Plan for child care.
6. Display work done by students (optional).

Read over all the suggested activities several days before the session. The schedule is full but flexible. Omit any activity that may not be appropriate for this particular parent group. Be certain to allow time for interaction and discussion. Enabling parents to share ideas and reactions is more important than covering all the material.



# SKILLS FOR GROWING PARENT MEETING 3

## POSITIVE PREVENTION—THINKING AHEAD

### Overview (cont.)

#### Materials

- 1. Name tags, board, chalk or dry-erase markers, butcher paper, easel, tape, markers**
- 2. White board**
- 3. Handouts**
  - Drug Facts
  - Important Research Findings about Children and Drug Use
  - Key Points Emphasized in *Skills for Growing*, Unit 4, Grades EL–5
  - Fact or Fiction?
  - Teaching Your Child to Say “No” to Drugs
  - Positive Prevention
  - Kids and Secondhand Smoke
  - Drug Information Resources
  - Parent Letters
  - Parent Response Form
  - Evaluation Forms
- 4. Copies of *Together Times* Student Journals and Family Connection take-home worksheets**
- 5. Projectables**
  - Goals of Parent Meeting 3: Positive Prevention—Thinking Ahead
  - Meeting 3 Agenda
  - Let’s Get Acquainted
  - Important Research Findings about Children and Drug Use
  - Health and Prevention
  - Key Points Emphasized in *Skills for Growing*, Unit 4, Grades EL–5
- 6. Sign-up sheets**
  - School Climate Team or Committee
  - Classroom Volunteer
  - Networking Groups/Task Forces
  - *Skills for Growing* Team Training
  - Service-Learning Project Volunteer



## Description of Activities

### Student Involvement

Student involvement in the parent meetings can be a powerful incentive for parents to attend. For this meeting, students could perform a skit, act as greeters, or hand out materials. The children would need their own activities, such as a video or games, for the time when they are not part of the meeting.

#### 1. Welcome the participants. (3 MINUTES)

Welcome everyone warmly. Introduce yourself, the principal, any other members of the Lions Quest *Skills for Growing* team, and any special guests.

#### 2. Review the topics, goals, and agenda. (2 MINUTES)

The words in italics serve as your script for the parent meeting. You may want to adapt these words for your own situation.

*This is the third of four parent meetings that are a key aspect of the Family Involvement element of the Lions Quest Skills for Growing program. This meeting focuses on information about positive prevention—how families can help children resist negative peer pressure and other influences that might hurt their health and well-being, especially influences to use alcohol and other drugs. We call this “positive prevention” because just teaching students to say “No” isn’t enough. They need to be motivated to resist negative pressures and to grow up healthy and drug-free.*

Show Projectable 1, Goals of Parent Meeting 3: Positive Prevention—Thinking Ahead. Read the goals to the group.



### 1 Meeting 3 Goals of Parent Meeting 3

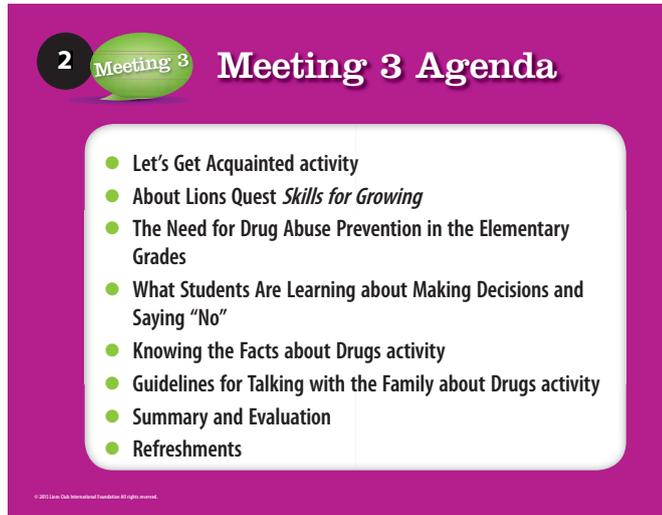
#### *“Positive Prevention—Thinking Ahead”*

1. To learn more about the *Skills for Growing* program and experience some of the classroom activities
2. To discuss ways to help children be healthy and drug-free

*“The program backs what we’re trying to teach. My son is learning to say ‘No’ to peer pressure and do what he feels he should do in a given situation. He doesn’t necessarily go along with the crowd.”*

*—Parent, Meeteetse Consolidated Schools, Meeteetse, Wyoming*

Show Projectable 2, Meeting 3 Agenda.



2 Meeting 3 Meeting 3 Agenda

- Let's Get Acquainted activity
- About Lions Quest *Skills for Growing*
- The Need for Drug Abuse Prevention in the Elementary Grades
- What Students Are Learning about Making Decisions and Saying "No"
- Knowing the Facts about Drugs activity
- Guidelines for Talking with the Family about Drugs activity
- Summary and Evaluation
- Refreshments

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*After getting better acquainted with each other, you'll participate in some activities similar to those your children experience in the classroom. We'll discuss information about alcohol and other drugs, and then, since children are exposed frequently to influences that pressure them to make unhealthy choices, we'll examine ways families can teach their children how to resist negative or unhealthy influences. Then we'll list guidelines for talking to children about drugs. There will be a two-minute stretch, and everyone is welcome to stay for refreshments after the meeting.*

**3. Complete a Get Acquainted activity. (10 MINUTES)**

If there are more than 30 people, divide the large group into smaller ones for these introductions.

*The goals of the parent meetings include parent-to-parent support and linking the resources of the home, the school, and the community. To do this, it will help if we get to know each other better.*

Show Projectable 3, Let's Get Acquainted.



3 Meeting 3 Let's Get Acquainted

Your name

Your child's name

Your child's teacher's name

A free or inexpensive activity for children available in the community

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## SKILLS FOR GROWING PARENT MEETING 3

### POSITIVE PREVENTION—THINKING AHEAD

*For our activity, you'll spend the next five minutes moving around the room introducing yourselves to as many people as possible and telling each one about a free or inexpensive activity you recommend for children of elementary school age. An important part of teaching children to say "No" to drugs is for parents and members of the community to work together in giving them a firm, consistent "no use" message. At the same time, families and communities need to offer children positive alternatives to drug use—something to say "Yes" to.*

*Before we begin, take a moment to think about healthy activities for children that are available in the community. During your introduction say your name, the name of your child and his or her teacher, and one free or inexpensive activity you recommend. You'll each have 30 seconds to introduce yourselves, and I'll give you a signal at the end of each 30-second introduction period.*

If children attend the meeting, have them participate in the activity, too. They'll have to introduce themselves within the 30-second time limit as part of their parent's sharing time.

Allow time for the introductions. Then bring the group together for closure:

- *Did anyone meet a parent of a friend of your child for the first time?*
- *What were some of the most interesting activities you heard about from other parents?*
- *Were any community resources—organizations, agencies, or clubs, for example—mentioned in your conversations? If so, what were they? If not, can we name two or three that sponsor positive activities for children?*

#### **4. Describe the Skills for Growing program and the previous meeting. (5 MINUTES)**

*Lions Quest Skills for Growing is a comprehensive program for Early Learners—grade 5 brings together parents, educators, and members of the community to teach children important life skills within a caring and consistent environment. The program teaches skills in the following four main areas:*

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

To bring the presentation to life, include examples of actual events and activities that are part of your own *Skills for Growing* program.

**Classroom Curriculum** *The curriculum offers lessons for an entire year for each grade level, Early Learners—grade 5. All the lessons use a variety of ways to teach social and academic skills. The six units of the curriculum, each with a distinct theme, are repeated at 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*

*Prepare to give this presentation, but if you notice that the group in attendance is essentially the same as the previous two meetings, feel free to shorten it, or skip it.*

## SKILLS FOR GROWING PARENT MEETING 3 POSITIVE PREVENTION—THINKING AHEAD

Also included in the Classroom Curriculum is a process for planning and carrying out a school or community service-learning project. Service-Learning Project help teach children the value of serving others by learning through doing. A service-learning project can be as simple as writing letters to pen pals and as complex as a project to beautify the school grounds. An important part of the curriculum is the use of the Together Times Student Journals. We'll come back to these in a moment.

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**How to Get Involved** The parent meetings are designed to support parents as their children's first teachers. The meetings offer an opportunity to exchange ideas with parents of your children's friends, get to know others in the school and community better, learn about the program, and discuss and practice ways to reinforce skills the program teaches within the family. If the members of this group would

Parents and community members can become involved in a variety of ways.



## SKILLS FOR GROWING PARENT MEETING 3 POSITIVE PREVENTION—THINKING AHEAD

*like to increase their involvement in the program beyond the parent meetings, we welcome you to become more active in several ways.*

Briefly describe the various ways parents and community members can become involved in the program, providing examples of the types of experiences they are likely to have in the program at your school. Emphasize that sign-up sheets will be available at the end of the meeting if the participants want to become involved in the *Skills for Growing* program in any of these ways.

Now introduce the *Together Times* Student Journal and the Family Connection take-home worksheets and make the following points:

- *Each student received a copy of the Student Journal, which has activities for each lesson in the curriculum. Copies of the Family Connection take-home worksheet will go home with students after each lesson.*
- *The Family Connection take-home worksheets and Student Journals were designed to be fun, involving, and interactive by offering students interesting activities to do. The Student Journal activities and the worksheets reinforce skills the students are leaning in the units.*
- *In addition to helping students learn skills taught in the curriculum, these components reinforce skills in reading, writing, listening, and speaking.*
- *The Family Connection take-home worksheets are a unique teaching tool designed to bring the school and home closer together. All parents should expect to see their children's worksheets at the end of each lesson.*

Ask if anyone has questions or comments. If some questions will be answered during the final parent meeting, refer the group to Projectable 1 to indicate when that topic will be covered.

### **5. Present a short overview about children and drug use.** (10 MINUTES)

Distribute Handout 1, Drug Facts.

*The main focus of this meeting is on what we as adults can do to help children grow up healthy and free from drug-use problems.*

*As we all know, the use of tobacco, alcohol, and other drugs is a serious threat to the health and well-being of children today. All children are at risk. Drug use can damage children's health, memory, and alertness. It can limit their achievement and their ability to think and act responsibly. The younger a person begins using drugs, the more likely he or she is to develop serious problems such as chemical dependency, school failure, early sexual activity, delinquency, and violence.*

*Effective drug prevention programs must begin no later than the elementary grades. By middle and junior high school, many young people have already begun to experiment with*

*This section includes a good deal of information in presentation form. You may wish to introduce the information yourself or involve participants more actively by having them read selected handouts together in small groups and then discussing questions such as, "How can we use this information in our role as parents?" If you decide to conduct the presentation as written in this guide, be sure to stop frequently and ask the group if they have any questions or comments in order to keep them actively involved.*

*"For every dollar spent on drug use prevention, communities can save four to five dollars in costs for drug abuse treatment and counseling."*

*—Preventing Drug Use Among Children and Adolescents, U.S. Department of Health and Human Services, National Institute on Drug Abuse*

*tobacco and other drugs, and it's too late for prevention—the problems have already begun.*

*Research shows that the habits and attitudes that elementary age children develop toward tobacco, alcohol, and other drugs will affect their actions and behaviors later on as adolescents.*

*If initial experimentation can be prevented up to and during the vulnerable teen years, young people are far more likely not to have problems with drugs later in life.*

Distribute Handout 2, Important Research Findings about Children and Drug Use.

*Now I'd like to provide you with some information that will help you better understand the nature of the drug problem. It will also help you think about ways to initiate positive prevention with your children at home. This information is also presented in Projectable 4.*

Read each point on Handout 2 aloud while displaying Projectable 4, Important Research Findings about Children and Drug Use. After showing the projectable, ask participants to share any insights or questions they have about young people and drug use. If you are uncertain of an answer, suggest ways you or others can find the information.

**6. Explain Skills for Growing's approach to the prevention of tobacco, alcohol, and other drug use. (10 MINUTES)**

*Unit 4, Health and Prevention, is an important part of the overall prevention framework of Skills for Growing. The unit focuses specifically on helping children gain the knowledge, attitudes, and skills needed to grow up healthy and drug free. At every grade level, the focus is on wellness. While the lessons are age-specific, they build on and reinforce key skills and concepts from Early Learners–grade 5.*

Show Projectable 5, Health and Prevention. Explain that the lessons for all the grades convey information about the topics described in this projectable. Show Projectable 6, Key Points Emphasized in Skills for Growing, Unit Four, Grades EL–5. Then pass out Handout 3 (which has the same title). Read aloud the key points. Then explain the following:

*In Early Learners through grade 2, the emphasis is on children developing and maintaining healthy behaviors, such as eating nutritious foods, exercising, and getting plenty of rest. Children learn about how their bodies work, the difference between healthy and unhealthy behaviors, ways to stay safe around unknown or dangerous substances, and the importance of turning to trusted adults for help with questions and concerns.*

**MEETING 3  
HANDOUT 2**

**Important Research Findings about Children and Drug Use**

- Attitudes among fifth and sixth graders toward tobacco, alcohol, and other drugs—as well as their actual levels of drug use—were highly predictive of their attitudes and drug use levels four years later.
- As early as 4th grade, children begin to feel pressure to use drugs such as tobacco and alcohol.
- Children who use drugs often begin around age 12 or 13. They tend to move from tobacco, alcohol, and inhalants, to the use of marijuana, and then, as they get older, to other drugs.
- Activities associated with lower drug use included sports and exercise, volunteer work, and spending more than two hours per day on homework.
- Most children learn about drugs from their friends and usually are offered drugs the first time at home when no adult is around.
- Few young people see the harm in using drugs. Yet, understanding the harm associated with drugs is important to preventing drug use by youth.
- Elementary children name TV and movies as the major sources of information that make smoking, drinking, and drug use look fun.
- Prevention efforts can work. When children understand the harmful effects of drugs and when they perceive their friends' and families' disapproval, they tend to avoid using drugs.

**4 Meeting 3**

**Important Research Findings about Children and Drug Use**

- Attitudes among 5th and 6th graders toward tobacco, alcohol, and other drugs—as well as their actual levels of drug use—were highly predictive of their attitudes and drug use levels four years later.
- As early as 4th grade, children begin to feel pressure to use drugs such as tobacco and alcohol.
- Children who use drugs often begin around age 12 or 13. They tend to move from tobacco, alcohol, and inhalants, to the use of marijuana, and then, as they get older, to other drugs.

## SKILLS FOR GROWING PARENT MEETING 3 POSITIVE PREVENTION—THINKING AHEAD

*Skill development is focused on building responsibility, making wise choices, and problem-solving.*

*In grades 3 through 5, children learn about the effects of drug use on growing bodies and developing minds, on family and friends, and on the community. They examine the influences that promote drug use and practice using problem-solving, assertiveness, and resistance skills to counteract these pressures. Through outreach projects in the school, students become positive role models as they educate others about the problems related to drug use.*

Share some examples of Unit 4 classroom activities that students in your school are doing.

**\*7. Have students present an activity or a skit from a *Skills for Growing* lesson. (10 MINUTES)**

Examples of possible presentations:

- Grade 3 students act out a Body Builder skit from Lessons 2, 3, 4, or 5.
- Grade 4 students present an “In the Know” News Show from Lesson 4.
- Grade 5 students show a video excerpt from the Classroom Hearing on Drugs.
- Students demonstrate refusal skills.

**STRETCH (2 MINUTES)**

**8. Introduce information about tobacco, alcohol, and other drugs, and discuss how families can help prevent drug use. (30 MINUTES)**

*Many children have misperceptions about drugs based on what they see in movies and on TV. Families can help their children separate the myth from the reality. Research has shown that when parents talk with their children about the harm of drug use, children’s risk for use goes down.*

*This next part of our meeting is designed to stimulate your thinking about what you want to tell your children about the harm of drug use.*

Have the parents divide into small groups by counting off using the letters of the word “talk.” All the “Ts” will be together, all the “As” will be together, and so on.

Distribute Handout 4, Fact or Fiction?

*People in each group are to work together to determine whether they think each item on Handout 4 is fact or fiction. Each group will need to appoint a recorder and a reporter. This is similar to how children work in groups during a Skills for Growing class. After ten minutes, we’ll discuss Handout 4 together.*



Allow time for the small groups to complete the activity. Then bring the large group together to discuss the answers. Below are the answers to Handout 4. In your large-group discussion, you may wish to talk about the following points:

**1. A shot of whiskey has more alcohol than a can of beer.**

*Fiction*

A can of beer, glass of wine, wine cooler, and shot of whiskey or other hard liquor all contain about the same amount of alcohol.

**2. Most smokers start smoking as adults.**

*Fiction*

Most smokers start smoking as teenagers or at an even younger age. In fact, those who make it through their teen years without smoking will probably never take up the habit. Pressure to smoke starts as early as grade 4. In a recent study of 15,000 youth, 8 percent of the fourth graders were smoking. By grade 6, 16.5 percent were smoking. One effective strategy for preventing smoking by children is to emphasize the short-term effects of smoking, such as smelly hair and breath, yellow fingers and teeth, and difficulty when playing sports due to shortness of breath.

*Children need to know that for some things the only answer is "No."*

**3. The chemicals in marijuana are stored in the body.**

*Fact*

Marijuana's active ingredient, THC, remains stored in the fatty parts of cells and is released slowly over several days. In heavy users, traces can be detected for weeks after use. Studies show that someone who smokes five joints per week may be taking in as many cancer-causing chemicals as someone who smokes a full pack of cigarettes every day.

**4. Alcohol is considered a drug.**

*Fact*

A drug is any chemical substance that affects how the mind and body work. Alcohol is considered one of the most harmful drugs used by young people. It is closely associated with the three leading causes of death among young people ages 15 to 24—traffic crashes, homicides, and suicides.

**5. Because children are younger and usually healthier, they are less sensitive to alcohol's effects than adults.**

*Fiction*

At a time when the brain, nervous system, reproductive system, and muscle mass are all still developing, the body is highly vulnerable to the damaging effects of alcohol. The younger someone starts drinking, the greater the risk of physical and emotional harm. Also, young people's risk for dependency is much greater than that for adults.

**6. Marijuana smoking affects the brain.**

*Fact*

Marijuana smoking affects the brain, leading to impaired short-term memory, perception, judgment, and motor skills. Recent research has found evidence of a loss of brain cells in heavy users that is similar to that seen with aging. Researchers are still learning about the many ways that marijuana affects the brain.

**7. Sniffing inhalants can cause death, even after one use.**

*Fact*

Sniffing the chemicals found in household products such as gasoline, hair spray, glues, and paints can cause severe damage to the brain, nervous system, liver, kidneys, and bone marrow. By starving the body of oxygen or forcing the heart to beat more rapidly, inhalants can lead to sudden death, often the first time a person uses them

**8. Young people who drink alcohol are less likely to use other drugs.**

*Fiction*

A young person's use of alcohol increases the likelihood of other drug use. Researchers have noted a progression of use, starting with substances such as tobacco and alcohol, to marijuana, and then, as children get older, to other drugs. This progression has been found in almost all long-term studies of drug use.



Prepare for the second part of this activity by using a creative strategy of your own to form new groups of four people each.

*Now we'll form new groups of four people and, for the next ten minutes, discuss how families can teach their children how to say "No" to drugs.*

*Turn to Handout 5 in your packet titled "Teaching Your Child to Say 'No' to Drugs." For the next ten minutes, try to write down at least one item of specific additional information for at least three of the categories on the handout in which you're especially interested. If, when the group comes together to share ideas, no one chose one of the areas, we'll brainstorm ideas together for that area. Be sure to assign someone in your group to be the reporter to share your group's ideas.*

Indicate where in the room each group is to meet.

After ten minutes, signal the groups to stop their activity and have each reporter share the group's ideas. Take some time to discuss the categories that no group chose to examine. Brainstorm a few ideas for each category and encourage the participants to make notes on their own handouts for reference.

**Closure**

Ask each person to find a partner and, taking turns, tell about one idea presented during the report that would be good to try at home. Give each pair three minutes to share ideas.

## SKILLS FOR GROWING PARENT MEETING 3

### POSITIVE PREVENTION—THINKING AHEAD

#### **\*9. Summarize the meeting by discussing guidelines for talking with the family about drugs. (10 MINUTES)**

Ask the group to think about items they would like to see on a list of points that are important to keep in mind when talking to the family about drugs. Suggest that for the next two or three minutes they look at the Information Packet and the notes they made on the handouts. Tell them you'll ask for volunteers to offer points for our list.

After two or three minutes, ask for suggestions. Write the points on a sheet of butcher paper titled "Guidelines for Talking with the Family about Drugs." If the following main ideas from the "Teaching Your Child to Say 'No' to Drugs" handout aren't included, suggest these points and ask if the group would include them:

- Be informed about alcohol and other drugs.
- Uphold a "no-use" stance on illegal drug use for children.
- Establish clear family policies and model desired behaviors.
- Link up with other parents.
- Reinforce decision-making skills and the skill of saying "No."
- Practice good communication.
- Strengthen self-confidence in your child.

As extra resources to be used if necessary by families, distribute Handout 6, Positive Prevention, Handout 7, Kids and Secondhand Smoke, and Handout 8, Drug Information Resources.

#### **Closure**

- *Think about two new ideas from this meeting that will make it easier for you to help your child grow up drug free.*
- *Who would like to share one or two of the ideas you thought about?*
- *What is something you might do differently as a result of this meeting?*
- *What do you think will be the biggest challenges as your children grow older and you try to help them resist negative pressures?*

#### **Beware of "Fall Off"!**

##### **Encourage Continuing Participation**

To encourage parents to attend the next meeting and remain involved, make sure to highlight some kind of special event or activity as part of the next meeting. This might range from a family picnic held after school or on the weekend to a "family traditions" potluck dinner with favorite family dishes and presentations of family traditions and customs.

Announce the event or activity at the end of this meeting, encourage the participants to spread the word and bring others, and follow up with posters, announcements, and publicity.

*"The percentage of students who said their parents talk to them 'often' or 'a lot' about the problems of alcohol and other drugs plunged to the lowest level in six years."*

*—Ninth annual PRIDE (National Parents' Resource Institute for Drug Education) survey of students in grades 6–12*

#### **10. Fill out evaluation forms. (5 MINUTES)**

## SKILLS FOR GROWING PARENT MEETING 3

### POSITIVE PREVENTION—THINKING AHEAD

Ask the group to complete the meeting evaluation form. You and others on the organizing team may wish to complete the form for meeting leaders so you can compare your reactions and plan for future meetings.

#### **11. Provide refreshments and a social time.**

Invite the group to stay for refreshments and a social time. Be sure to encourage the participants to sign up for the different roles they can take in the program. Post the sign-up sheets where they will be easy to see.



## Overview

### Goals

1. To learn more about the *Skills for Growing* program and experience some of the classroom activities
2. To explore ways to strengthen self-confidence in children
3. To explore ways to enhance the time the family spends together
4. To celebrate unique family activities, customs, and traditions

### Time

Ninety minutes, with additional time for refreshments. If you wish to shorten the meeting to about an hour by deleting an activity. The items marked by an asterisk could be omitted and the others shortened somewhat.

### The Meeting at a Glance

1. Welcome the participants. (3 MINUTES)
2. Review the topics, goals, and agenda. (2 MINUTES)
3. Complete a Get Acquainted activity. (10 MINUTES)
4. Briefly describe the *Skills for Growing* program and the previous meetings. (5 MINUTES)
5. Introduce skills and concepts taught in Unit 5 and lead an activity for strengthening self-confidence in children. (20 MINUTES)

#### STRETCH (2 MINUTES)

6. Discuss the Importance of family time together and conduct an activity focusing on ways to make the most of the times when families are together. (20 MINUTES)
7. Conduct an activity about ways to celebrate family traditions. (20 MINUTES)
8. Summarize the meeting. (5 MINUTES)
9. Fill out evaluation forms. (5 MINUTES)
10. Provide refreshments and a social time.

### Preparation

1. Make name tags.
2. Download PDFs of projectables and handouts from the LQ Digital Resources Drive and print copies of handouts.
3. Create necessary sign-up sheets.
4. Prepare refreshments and organize seating.
5. Plan for child care.

Read over all the suggested activities several days before the session. The schedule is full but flexible. Omit any activity that may not be appropriate for this particular parent group. Be certain to allow time for interaction and discussion. Enabling parents to share ideas and reactions is more important than covering all the material.

## SKILLS FOR GROWING PARENT MEETING 4 CELEBRATING THE FAMILY

### Overview (cont.)

6. Display work done by students (optional).
7. Arrange for special family dishes to be contributed to a “family traditions” potluck dinner (optional).

### Materials

1. **Name tags, board, chalk or dry-erase markers, butcher paper, easel, tape, markers**
2. **White board**
3. **Handouts**
  - Treasure Hunt
  - Sources of Self-confidence
  - Strengthening Self-confidence in Children
  - Travel Time, Mealtime, Bedtime
  - Celebrating Family Traditions
  - Parent Letters
  - Parent Response Form
  - Evaluation Forms
4. **Copies of *Together Times* Student Journals and Family Connection take-home worksheets**
5. **Projectables**
  - Goals of Parent Meeting 4: Celebrating the Family
  - Meeting 4 Agenda
  - Let’s Get Acquainted
6. **Sign-up sheets**



## Description of Activities

### Student Involvement

Student involvement in the parent meetings can be a powerful incentive for parents to attend. For this meeting, students could perform a skit, act as greeters, or hand out materials.

Students could be involved with planning and carrying out a “family traditions” potluck dinner at the beginning or end of the meeting. This might be especially helpful to get more parents to attend. The children would need their own activities, such as a video or games, for the time when they are not part of the meeting.

#### 1. Welcome the participants. (3 MINUTES)

Welcome everyone warmly. Introduce yourself, the principal, any other members of the Lions Quest *Skills for Growing* team, and any special guests.

#### 2. Review the topics, goals, and agenda. (2 MINUTES)

The words in italics serve as your script for the parent meeting. You may want to adapt these words for your own situation.

*This is the final parent meeting that is a key aspect of the Family Involvement element of the Lions Quest Skills for Growing program. This meeting focuses on strengthening self-confidence in children, making the most of the time you have together as a family, and celebrating family traditions.*

Show Projectable 1, Goals of Parent Meeting 4, and Projectable 2, Meeting 4 Agenda.

Jerome Bruner put it simply: “We get interested in what we get good at... A wise teacher starts where he or she can with each pupil. Success at something is better than no success at all.”  
—Theodore Sizer, *Horace’s Compromise*

### 1 Meeting 4 Goals of Parent Meeting 4

#### “Celebrating the Family”

1. To learn more about the *Skills for Growing* program and experience some of the classroom activities
2. To explore ways to strengthen self-confidence in children
3. To explore ways to enhance the time the family spends together
4. To celebrate unique family activities, customs, and traditions

### 2 Meeting 4 Meeting 4 Agenda

- Let’s Get Acquainted activity
- About Lions Quest *Skills for Growing*
- Ways to Strengthen Self-confidence in Children
- *Together Times* Student Journal activity
- Celebrating Family Traditions activity
- Summary and Evaluation
- Refreshments

*After getting better acquainted with each other, you'll participate in some activities similar to those your children experience in the classroom. The first activity will show how we can strengthen self-confidence in children. Another will explore ways to enhance family time together. And a third will present an opportunity to share family traditions and unique characteristics.*

*There will be a two-minute stretch, and everyone is welcome to stay for refreshments after the meeting.*

An alternative to mentioning refreshments at the end of the meeting would be to announce that the group will have an opportunity to enjoy a variety of favorite family dishes or traditions (if you've planned for this in advance).

**3. Complete a Get Acquainted activity. (10 MINUTES)**

*The goals of the parent meetings include parent-to-parent support and linking the resources of the home, the school, and the community. To do this, it will help if we get to know each other better.*

*We're going to do that through a special kind of treasure hunt similar to one the students do as a Get Acquainted activity in Skills for Growing. Since we're celebrating the family in this meeting, we'll all have a chance now to celebrate qualities in ourselves and, at the same time, get acquainted with others.*

Show Projectable 3, Let's Get Acquainted, and provide everyone with a copy of Handout 1, Treasure Hunt.

*I'd like you, during the next five minutes, to move around the room looking for as many people as possible who have interests in the various categories listed on your Treasure Hunt handout. The object is to write the name of someone else in the group in each of your squares, including a specific interest of that person, until you've filled in each category on your sheet.*

*For each person you find, write the person's name and his or her specific interest for that category. Each time you meet a new person, introduce yourself, give the name of your child and your child's teacher, and then ask the person if he or she has an interest in one of the categories listed on the sheet. You may not duplicate a category until you've found at least one person for each category on the sheet. If the person doesn't have an interest in a category you need to fill in, move on to someone else and do the same thing until you've filled in your sheet completely. If there's time left, continue introducing yourself to new people and writing in a second name for the various categories.*

If children attend the meeting, have them participate in the activity along with their parents as a team. Allow five to seven minutes for the activity. Then bring the group together for closure.

A Brown Bag Lunch for Parents  
Teachers at Ridge Ranch School in Paramus, New Jersey, prepared a brown bag Lunch for parents. They took advantage of a holiday on which the schools were in session but most businesses were closed. The principal commented that "the parents came and ate in the classrooms with the teachers and kids and had a wonderful time."

**3 Meeting 4 Let's Get Acquainted**

Your name

Your child's name

Your child's teacher's name

Fill in a category

**Closure**

- Wave a hand if you met the parent of one of your child's friends for the first time.
- Think about people whose specific interests surprised or pleased you.
- Who would like to share something about someone else's interest that surprised or pleased you?

**4. Briefly describe the Skills for Growing program and the previous meetings. (5 MINUTES)**

*Lions-Quest Skills for Growing is a comprehensive program for Early Learners–grade 5 brings together parents, educators, and members of the community to teach children important life skills within a caring and consistent environment. The program teaches skills in four main areas:*

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

To bring the presentation to life, include examples of actual events and activities that are part of your own *Skills for Growing* program.

**Classroom Curriculum** *The curriculum offers lessons for an entire year for each grade level, Early Learners–grade 5. All the lessons use a variety of ways to teach social and academic skills. The six units of the curriculum, each with a distinct theme, are repeated at each grade level.*

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

*Also included in the Classroom Curriculum is a process for planning and carrying out a school or community service-learning project. Service-Learning Project help teach children the value of serving others by learning through doing. A service-learning project can be as simple as writing letters to pen pals and as complex as a project to beautify the school grounds. An important part of the curriculum is the use of the Together Times Student Journals. We'll come back to these in a moment.*

**Positive School Climate** *Developing and enhancing a positive school climate—making school a positive, happy experience for everyone involved—is a major goal of Skills for Growing. Toward this end, the program creates a School Climate Team or Committee whose main function is to organize a series of*

*"Cub Stubs" Celebrate Positive Behavior*  
At Latimer Elementary School in San Jose, California, names of students and teachers seen doing something positive were put into classroom "pots." Once a week, a drawing took place in every classroom, and the person whose name was drawn received a badge with a special design and the slogan "Show Your Pride." The school's parent organization paid for the badges.

Prepare to give this presentation, but if you notice that the group in attendance is essentially the same as the previous three meetings, feel free to shorten it, or skip it.

**A Cooperative Book**

As part of a service-learning project at Cureton Elementary School in San Jose, California, one class worked together to develop a cheerful storybook for a classmate hospitalized with leukemia. All the children contributed to the book, and the staff of the hospital ward shared it with their classmate.

## SKILLS FOR GROWING PARENT MEETING 4 CELEBRATING THE FAMILY

*schoolwide events throughout the year related to the program goals and curriculum themes. These events help to extend the impact of the program beyond the classroom. Throughout the school everyone is invited to participate, and themes often include such aspects of the program as friendship, families, cooperation, and school spirit.*

**Family Involvement** *The parent meetings are a key element in Family Involvement. Other ways of involving parents include activities in the Student Journals, the Family Connection take-home worksheets, participation on the School Climate Team or Committee, and parent support and sponsorship for service-learning projects.*

**Community Involvement** *For community members, the program helps to create a spirit of cooperation that brings the school and community closer together. Community involvement builds support in the community not just for the school but for children and families in general. It can range from funding for training and materials provided by community groups to the participation of community members in a variety of program activities, such as school climate events and service-learning projects.*

**Training and Follow-up Support** *A group called the Implementation Team carries out the program at each school and begins the process by going through an in-depth training workshop. The training offers an introduction to the five elements of the program, experience with innovative teaching techniques, and information about the program components. Follow-up support is available through supplements that highlight new ideas from Skills for Growing classrooms. Assistance is also provided through a toll-free phone line.*

**How to Get Involved** *The parent meetings are designed to support parents as their children's first teachers. The meetings offer an opportunity to exchange ideas with parents of your children's friends, get to know others in the school and community better, learn about the program, and discuss and practice ways to reinforce skills the program teaches within the family. If the members of this group would like to increase their involvement in the program beyond the parent meetings, we welcome you to become more active in several ways.*

Briefly describe the various ways parents and community members can become involved in the program, providing examples of the types of experiences they are likely to have in the program at your school. Emphasize that sign-up sheets will be available at the end of the meeting if the participants want to become involved in the *Skills for Growing* program in any of these ways.

Now introduce the *Together Times* Student Journals and make the following points:

- *Each student received a copy of the Student Journal, which has activities for each lesson in the curriculum. Copies of the Family Connection take-home worksheet will go home with students after each lesson.*



## SKILLS FOR GROWING PARENT MEETING 4 CELEBRATING THE FAMILY

- The Family Connection take-home worksheets and Student Journals were designed to be fun, involving, and interactive by offering students interesting activities to do. The Student Journal activities and the worksheets reinforce skills the students are learning in the units.
- In addition to helping students learn skills taught in the curriculum, these components reinforce skills in reading, writing, listening, and speaking.
- The Family Connection take-home worksheets are a unique teaching tool designed to bring the school and home closer together. All parents should expect to see their children's worksheets at the end of each lesson.

This is the fourth in the program's series of parent meetings. During the first meeting, we introduced communication skills families can use at home that are similar to the skills students learn in Skills for Growing classes. Specifically, we focused on listening skills, communicating clearly and directly with What, Why, and How Messages as a way of solving problems and conflicts, and how to express appreciation for family members. In the second meeting, we discussed issues of personal responsibility and safety, especially with bullying and safe Internet use. In the third meeting, we discussed the issue of positive ways to prevent drug use. A key point was the need to begin with prevention in the elementary grades; also stressed were ways parents can teach their children to say "No" to drugs.

Ask if anyone has questions or comments.

### **5. Introduce skills and concepts taught throughout the program and lead an activity for strengthening self-confidence in children. (25 MINUTES)**

*Much of this program deals with recognizing our own strengths and about appreciating the special qualities in ourselves, our families, and others. Self-confidence plays an important part in this. How would you define self-confidence? Take a moment to think about it.*

After some wait time, ask for volunteers to suggest their definitions of self confidence. Record their responses on butcher paper. You might sum up by using a suggestion from the group or a definition like "belief in your own worth."

*People who are self-confident experience more success in life than those who aren't. It's natural that parents want to do as much as they can to help strengthen self-confidence in their children. Think back for a moment on your own childhood and the things that gave you a feeling of confidence in yourself. What were they? Was it a skill you learned or something you did particularly well? A person you knew who made you feel proud and special? Having an important responsibility at home or at school? Most of us can probably think back to someone or some experience that helped us feel more self-confident.*

*In the elementary school years, children begin to develop a sense of themselves based on their own feelings of competence and the recognition of this competence by others peers, parents, and teachers. Children who see themselves as capable and who feel valued develop a sense of self-respect, confidence, identity, and purpose.*

*"The parent meetings help with good ideas on how to communicate with your children. Today we all go in so many different directions that it's important to set up time to stay close as a family. Parents need to find out what has happened in their children's lives and share their own experiences and views."*

*—Parent, Epperly Heights Elementary School, Del City, Oklahoma*

## SKILLS FOR GROWING PARENT MEETING 4 CELEBRATING THE FAMILY

Provide copies of Handout 2, Sources of Self-confidence.

*Educator Robert Reasoner has described a process for developing self-confidence in children based on many years of research involving students, teachers, and parents. This research is summarized in the handout titled "Sources of Self-confidence." Let's take a minute to review the various sources of self-confidence.*

Ask for a volunteer to read the handout aloud or read it aloud yourself. Review the different sources of self-confidence and the ways adults can reinforce each one.

*You can be a key factor in strengthening self-confidence in your child. Children are self-confident when they:*

- *Feel capable of doing a variety of things well*
- *Feel worthwhile and important—valued, cared for, and loved by others*
- *Have some responsibility and control over the things they do and the choices they make*

*Let's take the example of children's involvement in household chores. Giving your child a role in the selection of the chore will encourage a sense of responsibility and control. You can help your child feel capable by assigning chores that require some skill and then helping your child learn the skill and master it, even if it's something like making a bed correctly or doing the laundry. When your child learns the skill and does the chore correctly, you can enhance his or her self-confidence by making specific comments about the child's accomplishment. This helps to increase your child's feeling of being worthwhile and important.*

*You might meet together as a family and decide who will do which chores, beginning with a discussion about what chores need to be done around the house. Other areas where children can develop a sense of competence, responsibility, and control are the preparation of meals, selection of the clothes they buy or wear, and deciding how homework is handled. All are areas in which your child can shine.*

*Throughout, the approach you use and the process for strengthening self-confidence are crucial.*

*Now we're going to break into small groups and give you a chance to talk about some of the ways you already do these things and might do more of them.*

Divide the large group into small groups by using a creative strategy from the curriculum or another way to form small groups.

Give everyone a copy of Handout 3, Strengthening Self-confidence in Children.

*First take a couple of minutes to look over the Strengthening Self-confidence in Children handout by yourselves and think about responses for each of the three categories. Think*



*"Children are neither empty vessels to be filled with knowledge nor computers to be programmed. Rather, children actively develop their personal values and capabilities as they interact with their environment."*

*—Ontario Ministry of Education, Personal and Societal Values: A Resource Guide for the Primary and Junior Divisions*

## SKILLS FOR GROWING PARENT MEETING 4 CELEBRATING THE FAMILY

*about things you're already doing or things you might want to try. Write these down if you like. Then each group will have five minutes to brainstorm and talk about ways of strengthening self-confidence in children in each of the three categories. Each group should decide who will be the reporter, just as students do when they work in groups in Skills for Growing classes. In about five minutes, we'll come back together and the reporters will share their groups' ideas.*

Allow time for the groups to complete the activity. Then bring everyone together to share their responses to the handout.

### Closure

- *Think about something you could do to strengthen self-confidence in your child that you haven't tried before.*
- *Who would like to share one of these ways to strengthen self-confidence?*
- *What new ways to strengthen self-confidence did you learn about through this activity?*

### Stretch (2 MINUTES)

At this point, you may wish to have the children move to another room where you've provided child care, videos, cooperative games, and other activities. You may also wish to take this time for an appropriate energizer.

### **\*6. Discuss the importance of family time together and conduct an activity focusing on ways to make the most of the times when families are together. (20 MINUTES)**

*The time we spend with our children is precious, and often we don't have enough of it. Researchers have found that in most families the parents spend only a few minutes every day interacting with their children. Some families take time for family meetings—either in a structured way or informally at the breakfast or dinner table. This can be an excellent way to enhance family communication and appreciate each other as a family. You can have family meetings focusing on specific themes or just take time out once or twice a week to see how everyone is doing. A good idea for making family meetings work is to schedule them so they happen at the same time every week. This way, all the family members can make a commitment to be at the meeting.*

*In addition to family meetings or fun times that are scheduled in advance, we all have informal opportunities to strengthen family bonds. These happen most frequently during travel time, at mealtimes, and at bedtime. Suggestions for these special times can be found in the Skills for Growing Together Times Student Journals.*

Ask:

- *Have you tried any of these activities?*
- *What were the results?*

Allow time for the participants to share responses. You may also wish to encourage use of the Student Journals by giving some examples of these activities.

*The Skills for Growing program has given Pamela insight into how to treat others and deal with problems in a more relaxed and thoughtful way. The exposure children have in properly dealing with each other can only have a positive outcome. I like how they show self-respect and are more careful about what they say to others. Also, Angie has more self-confidence. There is a big improvement in Scott's ability to cope with competition, friendly teasing, and sharing. He thinks more of how other people feel. It has made him more aware of problem-solving and compromising.*

## SKILLS FOR GROWING PARENT MEETING 4 CELEBRATING THE FAMILY

*Our hectic lives today often mean parents must take advantage of time on the way to school or the babysitter, during meals, and at bedtime to talk and have fun with their children. Let's take a few moments to share with the group any of these kinds of activities you typically enjoy with your children.*

Write the following headings on large pieces of butcher paper or separate sections of the board:

**Travel time**

**Mealtime**

**Bedtime**

Ask for suggestions for each category and record them on the appropriate charts. Emphasize things to do that help to build positive social skills.

*For this activity, we'll use our collective brain power to develop new ways to make the most of travel time, mealtime, and bedtime. Again, we'll divide into small groups, and each group will choose a reporter, as in the last activity, and a recorder, whose job is to write down people's ideas on butcher paper. Both these group roles are typical of group work in Skills for Growing classes.*

To divide the large group into groups of four or five, use one of the procedures that have worked for you or *Skills for Growing* teachers when dividing the students into groups in class.

Provide each group with copies of Handout 4, Travel Time, Mealtime, Bedtime, a sheet of butcher paper, some masking tape, and a felt-tip marker.

*Each group's task is to brainstorm ideas for each of the three categories. In brainstorming, the main purpose is to list as many ideas as possible without discussion or judgment. After the brainstorm session we'll come back together as a large group to share your ideas. During the brainstorming, each group's recorder will write down the ideas on butcher paper. Then, when we come back together to share ideas, the reporter will tell the large group about them. You might want to use your handouts to make notes of ideas you'd like to try at home.*

Allow two or three minutes for the groups to brainstorm items for each category. After the brainstorm, bring everyone together to share their brainstormed lists.

### **Closure**

- *What new ideas for family activities do you think you might try at home?*
- *What makes it hard to find quality time for your children?*
- *Think about something you've learned that might make it easier to find time together with your children.*
- *Who would like to share something you were thinking of?*

### **7. Conduct an activity about ways to celebrate family traditions. (20 MINUTES)**

*For our final activity we're going to celebrate some of the things that are keys to our sense of what a family is—the traditions, customs, stories, and other things that make our families unique and special to us. Every family has its own stories, games, songs, and special times that may have been passed from one generation to the next. How many of you remember family games; favorite activities; stories about aunts, uncles, cousins, or grandparents you may never have even known; or special times from childhood? Think about this for a moment.*

Every family has its own stories, games, songs, and special times that have been passed from one generation to the next.

## SKILLS FOR GROWING PARENT MEETING 4 CELEBRATING THE FAMILY

Distribute Handout 5, Celebrating Family Traditions.

*You can use the first part of this handout as a way to jog your memory as you think about important family traditions, customs, stories, and so on. You might want to jot down some of these on the handout. In a moment, I'll ask you to find a partner and share some of your family customs and traditions with your partner.*

Read aloud the first part of Handout 5, Traditions and Customs in Our Family, or ask a volunteer to read it. You might want to offer some examples to stimulate thinking about the various categories. Allow about a minute or so for the participants to think about the handout and make notes.

*Now I'd like you to find a partner—someone you don't know well—and take four minutes to tell each other about some of the things you thought of in response to the handout. Make sure you allow enough time for each partner to share.*

Allow time for this.

*And now I'd like each pair to link up with another pair. This time I'd like each partner from the original pair to tell your group about one thing in the discussion you just had with your partner that made a special impression on you—one of your partner's family traditions, customs, or stories that stands out for you. In each group, everyone will have a chance to share something about his or her partner. We'll take another four minutes for this.*

Allow time for sharing within the small groups. Then bring everyone together for closure.

### Closure

- *How many of you heard about a family tradition or custom that's also a tradition or custom in your own family?*
- *Who would like to share an example with the group?*
- *How many of you heard about family traditions or customs that were completely new to you?*
- *Who would like to share an example with the group?*

Ask the group to look at the second part of Handout 5, Ways to Preserve Family Traditions and Customs. Read this aloud or ask a volunteer to read it.

*I'd like to encourage all of you to take this handout home, share it with your families, and try some new ways to celebrate and preserve your family customs and traditions that are mentioned on the handout. Good luck and happy celebrating!*

### 8. Summarize the meeting. (10 MINUTES)

Ask everyone to turn to a partner and share two thoughts or two new pieces of information he or she will take home as a result of the meeting.

### Closure

- *What have you enjoyed most about this meeting?*
- *What is one thing you might try as a result of this meeting?*
- *How do you think something you have learned or thought about at this meeting can strengthen self-confidence in your child?*

## SKILLS FOR GROWING PARENT MEETING 4 CELEBRATING THE FAMILY

### 9. Complete the evaluation forms. (5 MINUTES)

Ask the group to complete the meeting evaluation form. You and others on the organizing team may wish to complete the form for meeting leaders so you can compare your reactions and plan for future meetings.

### 10. Provide refreshments and a social time.

Invite the group to stay for refreshments and a social time. Be sure to encourage the participants to sign up for the different roles they can take in the program. Post the sign-up sheets where they will be easy to see. Point out that even if it's late in the year, they can become involved in some of these activities next year.



# SKILLS FOR ADOLESCENCE PARENT MEETING 1

## HELPING ADOLESCENTS BUILD SELF-CONFIDENCE

### Overview

#### Goals

1. To discuss the challenges of raising a young adolescent
2. To learn ways parents can help adolescents build self-confidence
3. To explain ways *Skills for Adolescence* helps adolescents strengthen self-confidence

#### Time

Ninety-five minutes, with additional time for refreshments. To shorten the meeting to about an hour omit the activities marked by an asterisk.

#### The Meeting at a Glance

1. Welcome the participants. (3 MINUTES)
2. Review the topics, goals, and agenda. (2 MINUTES)
- \*3. Complete a Get Acquainted activity. (15 MINUTES)
4. Describe the *Skills for Adolescence* program. (10 MINUTES)
5. Briefly describe the changes of early adolescence. (10 MINUTES)
- \*6. Have groups discuss the joys and challenges of early adolescence. (15 MINUTES)

#### STRETCH (2 MINUTES)

- \*7. Invite volunteers to demonstrate how using the right tools leads to increased self-confidence and success. (5 MINUTES)
8. Discuss the concept of self-confidence and how adults can affect children's self-confidence. (20 MINUTES)
- \*9. Identify resources for additional information and services. (5 MINUTES)
10. Summarize the meeting. (5 MINUTES)
11. Fill out evaluation forms. (5 MINUTES)
12. Provide refreshments and a social time.

#### Preparation

1. In advance of the meeting prepare parent letters inviting them to attend the Parent Meeting 1. Letters are available on the LQ Digital Resources Drive.

Read over the suggested activities several days before the meeting and adapt them to the needs of your group. You might want to use some and replace others. Be sure to allow time for interaction and discussion; sharing ideas and reactions is more important than covering all the material.



# SKILLS FOR ADOLESCENCE PARENT MEETING 1

## HELPING ADOLESCENTS BUILD SELF-CONFIDENCE

### Overview (cont.)

2. Have students make name tags with stickers or pictures on them, such as a flower, sun, rainbow, or smile face. At the meeting, parents will add their own names. The symbols will be used in the parent meeting to organize small groups. The number of different symbols you use will depend on how many parents you expect to attend. Groups of five work best, so if about 25 parents will be attending, students should draw five different symbols on the name tags.
3. Download PDFs of projectables and handouts from the LQ Digital Resources Drive and print copies of handouts.
4. Create necessary sign-up sheets.
5. Prepare refreshments and organize seating.
6. Plan for child care.
7. Display work done by students (optional).



### Materials

1. **Name tags, butcher paper, easel, tape, markers, pencils**
2. **White board**
3. **Handouts**
  - Lions Quest *Skills for Adolescence* Overview
  - Parent Letters
  - Parent Response Form
  - Evaluation Forms
4. **Copies of *Together Times* Student Journals and Family Connection take-home worksheets**
5. **Projectables**
  - The Four Parent Meetings
  - Meeting 1 Agenda
  - The Three-Legged Stool of Self-Confidence

## SKILLS FOR ADOLESCENCE PARENT MEETING 1

### HELPING ADOLESCENTS BUILD SELF-CONFIDENCE

#### Overview (cont.)

**6. Sign-up sheets**

- School Climate Team or Committee
- Classroom Volunteer
- Networking Groups/Task Forces
- *Skills for Adolescence* Team Training
- Service-Learning Project Volunteer

**7. Three apples, a vegetable peeler, a wooden spoon, a blunt knife**

**8. Print each of the following headings on a separate sheet of butcher paper: Developing Skills, Respecting Yourself and Others, Acting Responsibly. Write each heading on two sheets if you expect more than 15 participants.**

**9. Prepare a list of local agencies and organizations that provide services for young people and their families, especially in the areas of mental and family health. If possible, offer pamphlets or fliers from these organizations. Make sure that the agencies reflect the cultural makeup of the parent group. You might invite representatives from one or two of these organizations to attend the social period following the meeting and talk informally with the participants. (optional)**



## Description of Activities

### Student Involvement

Student involvement in the parent meetings can be a powerful incentive for parents to attend. For this meeting, students could lead an activity from a *Skills for Adolescence* lesson, perform a skit, act as greeters, or hand out materials. The students would need their own activities, such as a video or games, for the time when they are not part of the meeting.

#### 1. Welcome the participants. (3 MINUTES)

Welcome everyone warmly. Introduce yourself, the principal, any other members of the Lions Quest *Skills for Adolescence* team, and any special guests.

#### 2. Review the topics, goals, and agenda. (2 MINUTES)

The words in blue italics serve as your script for the parent meeting. You may want to adapt these words for your own situation.

*This is the first of four parent meetings that are a key aspect of the Family Involvement element of the Lions Quest Skills for Adolescence program. This meeting focuses on the topic Helping Adolescents Build Self-Confidence. The four meetings are based on the same topics students learn about in Skills for Adolescence lessons.*

Show Projectable 1, The Four Parent Meetings.



### 1 Meeting 1 The Four Parent Meetings

**Parent Meeting 1: Helping Adolescents Build Self-Confidence**

**Parent Meeting 2: Internet Safety, Social Networking Responsibility, Cyberbullying, and Other Bullying**

**Parent Meeting 3: Talking Together about Drug Prevention**

**Parent Meeting 4: Solving Family Conflicts with Love and Limits**

Invite everyone to attend all four meetings. Explain that the meetings provide helpful information and opportunities to share insights and experiences about parenting an adolescent. Stress that these meetings are for anyone involved in raising an adolescent,

## SKILLS FOR ADOLESCENCE PARENT MEETING 1

### HELPING ADOLESCENTS BUILD SELF-CONFIDENCE

including parents, guardians, grandparents, foster parents, relatives, family friends, and community members. Helping young people grow up healthy and capable involves many adults working together to create a caring network of support.

Display and read aloud Projectable 2, Meeting 1 Agenda.

**2 Meeting 1 Meeting 1 Agenda**

- **Introduce the Lions Quest *Skills for Adolescence* program**
- **The joys and challenges of early adolescence**
- **Building an adolescent's self-confidence using the Three-Legged Stool of Self-confidence**

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#### **\*3. Complete a Get Acquainted activity. (15 MINUTES)**

If there are more than 30 people, divide the large group into smaller ones for these introductions.

*The goals of the parent meetings include parent-to-parent support and linking the resources of the home, the school, and the community. To do this, it will help if we get to know each other better.*

Have participants arrange themselves in one long line based on their number of years of parenting experience—from the most to the least. They will add up the ages of their children. For example, if they have two children, ages 5 and 12, their total years of experience would be 17. When participants are standing in a line, ask them to introduce themselves and state their totals.

Another option is to ask participants to locate a partner they do not know well, find out each other's names, the names and ages of each other's children, and something the other person likes about being around adolescents. Then bring the group back together again, and ask participants to introduce their partners, along with what they learned.

If students attend the meeting, have them participate in the activity, too.

#### **4. Describe the *Skills for Adolescence* program. (10 MINUTES)**

Distribute Handout 1, *Lions Quest Skills for Adolescence Overview*.

Point out the key features of the program. Briefly describe how the program is implemented in your school: how often students attend *Skills for Adolescence* classes, whether the program is being taught as part of another course, how many weeks the program is taught, and so on. Explain that the parent meetings are just one way *Skills for Adolescence* involves families in the program. Briefly describe the other ways families and community members can become involved in the program. Emphasize that sign-up sheets will be available at the

## SKILLS FOR ADOLESCENCE PARENT MEETING 1

### HELPING ADOLESCENTS BUILD SELF-CONFIDENCE

end of the meeting if the participants want to become involved in the *Skills for Adolescence* program in any of these ways.

Introduce the *Together Times* Student Journal and the Family Connection take-home worksheets and make the following points:

- *Each student received a copy of the Student Journal, which has activities for each lesson in the curriculum. Copies of the Family Connection take-home worksheet will go home with students after each lesson.*
- *The Family Connection take-home worksheets and Student Journals were designed to be fun, involving, and interactive by offering students interesting activities to do. The Student Journal activities and the worksheets reinforce skills the students are learning in the units.*
- *In addition to helping students learn skills taught in the curriculum, these components reinforce skills in reading, writing, listening, and speaking.*
- *The Family Connection take-home worksheets are a unique teaching tool designed to bring the school and home closer together. All parents should expect to see their adolescents' worksheets at the end of each lesson.*

#### **5. Briefly describe the changes of early adolescence. (10 MINUTES)**

Share the following information about early adolescence:

*Early adolescence—children aged 10 to 14—is a period of rapid growth and change. The changes are physical, intellectual, social, and emotional.*

#### **Physical Changes**

*Young people's physical growth generally starts suddenly. This growth spurt tends to peak at about age 12 for girls and age 14 for boys. When growth begins and how fast it occurs can vary a great deal for both boys and girls. Young people tend to worry when they are developing at a different rate from their classmates. We can reassure them that normal development can be fast—or slow.*

#### **Intellectual Changes**

*Young people between the ages of 10 and 14 begin to do more thinking in their heads than when they were younger. They can now imagine many more possibilities—and concerns. Young adolescents also tend to argue more and challenge authority. They want to find things out for themselves.*

#### **Social Changes**

*Feeling popular—or at least accepted—becomes very important. The adolescent social system can be rigid, drawing sharp lines between groups. Many young adolescents simply are not prepared for this. Some get caught up in a group that is not healthy for them.*

#### **Emotional Changes**

*Young adolescents' emotions can be intense. They can cry, laugh, sulk, argue, and become excited all within a short time. These ups and downs require patience from families, along with a sense of humor. But as young people learn*



## SKILLS FOR ADOLESCENCE PARENT MEETING 1

### HELPING ADOLESCENTS BUILD SELF-CONFIDENCE

*to understand and manage their own feelings, they become better able to understand the feelings and needs of others. At a time when so many changes are going on, parent-child conflicts and misunderstandings are hard to avoid. The reassuring news is that most adolescents do not move far from their family's values. They continue to depend on their families for guidance and emotional support.*

**\*6. Have groups discuss the joys and challenges of early adolescence. (15 MINUTES)**

Ask participants to find others with the same picture on their name tags and sit together. Ask each group to appoint a recorder to write down the group's ideas and a reporter to share the ideas with the larger group. Give each group a sheet of butcher paper. On one side, each recorder will list what that group would describe as the joys of living with an adolescent. On the other side, the recorder will list some of the challenges. Allow about three minutes for each category. Then bring participants back together and ask the reporters to share their group's responses. Summarize by saying that during this time of change most adolescents are worried about their looks, are unsure of their abilities, and are concerned about friends. It is a time of vulnerability and self-doubt, and their level of self-confidence often changes from situation to situation.

**\*7. Invite volunteers to demonstrate how using the right tools leads to increased self-confidence and success. (5 MINUTES)**

Ask three volunteers to sit up front. Give each volunteer a small apple and a vegetable peeler, a wooden spoon, or a blunt table knife. Explain that they will see how quickly they can peel their apples with the tool provided. Ask each volunteer how confident he or she feels about this challenge. After the person with the peeler has finished, ask how he or she would describe the job. (Probably fairly easy.) Ask the other two volunteers how they would describe their jobs. (Probably rather difficult and frustrating.)

Hold up the apples and note the condition they are in. Summarize by emphasizing the importance of using the right tools for a task.

*Our choice of tools affects not only our confidence about a job but also whether the job is easy or difficult, fun, or frustrating. Skills for Adolescence gives young people the tools—the knowledge and skills—they need to lead healthy and productive lives. The four parent meetings offer opportunities for adults to share tools for guiding and supporting their adolescents during these critical years of growth and development.*

**8. Discuss the concept of self-confidence and how adults can affect children's self-confidence. (20 MINUTES)**

Ask participants to define self-confidence. After some discussion, say that being self-confident involves seeing yourself as having skills and abilities—and contributions to make.

*Our self-confidence affects how we act, speak, and even think. Self-confident people are motivated to learn, tackle new tasks, and reach out to others. Young people with very low self-confidence may see themselves as failures at home, at school, and with friends. They are at risk for problems such as depression, delinquency, and drug use.*

*People may reduce your self-confidence by:*

- Ignoring you
- Criticizing you
- Not listening when you speak
- Making fun of what you say
- Rolling their eyes
- Putting down your ideas

Display Projectable 3, The Three-Legged Stool of Self-Confidence.



Explain that the *Skills for Adolescence* program compares self-confidence to a three-legged stool. Each leg is necessary to keep the stool steady and strong.

- **Developing Skills** refers to becoming able to do a few things well. We all gain self-confidence when we master a skill. (Encourage participants to think about how they felt after they mastered a difficult task or learned to do something new.)
- **Respecting Yourself and Others** refers to being sure of yourself and your ideas and honoring the ideas of others. (Invite families to suggest ways that people can show they respect themselves. Ask: *How do we show our respect for others?*)
- **Acting Responsibly** refers to practicing good decision-making skills, using good judgment, keeping promises, and being dependable. (Ask participants to name some ways that adolescents act responsibly.)

Explain that now participants will share their own ideas on ways to help strengthen an adolescent's three legs of self-confidence. Organize three groups—or six groups if you have more than 15 participants. Give each group a sheet of butcher paper with one leg of the stool of self-confidence written on it. Ask the groups to list specific tips adults can use to help strengthen the leg they have been assigned. Give groups about five minutes to list their ideas. Then ask reporters to share their group's suggestions. As each group presents, encourage everyone else to jot down ideas they might use.

Then ask group members to do the following:

- Think of one way your adolescent is already skillful. Share it with someone in your group.
- Think of one way your adolescent shows that he or she respects him or herself or others. Share this with someone in your group.
- Think of one way your adolescent acts responsibly. Share it with another group member.
- Sometime soon, share these positive statements with your adolescent!

People may increase your self-confidence by:

- Listening carefully to your ideas
- Asking your opinion
- Including you
- Smiling when they see you
- Expressing appreciation for things you do well
- Giving you interesting responsibilities

## SKILLS FOR ADOLESCENCE PARENT MEETING 1

### HELPING ADOLESCENTS BUILD SELF-CONFIDENCE

Summarize by saying that all children are full of potential. Adults can encourage this potential by helping their children develop skills, by respecting them and their ideas, by expecting respect in return, and by guiding them to act responsibly.

Ask participants for things people say and do that reduce others' self-confidence. Explain that in *Skills for Adolescence* these negatives are called put-downs; the positives are called build-ups. Giving praise is one way that adults can boost a young person's self-confidence. The most effective kind of praise is specific, realistic, and helpful. Vague or overstated praise, on the other hand, can build false confidence and mislead adolescents about what they can do. Write this example on the board:

Vague—You are thoughtful!

Specific—I still think about that birthday card you made for me.

**Ask participants:** *What do you think this specific praise tells the child?* (I know how to make someone happy.)

Read this example:

Vague—You did a wonderful job.

Specific—I appreciate how hard you worked washing the windows. Now they really sparkle.

**Ask participants:** *What do you think this specific praise tells the child about his or her work?* (I can contribute, and my work is appreciated.)

Call out the examples below one at a time and ask group members to tell each other specific praise they might offer. (Or have partners tell each other what they would say in the following situations.)

*Your son or daughter:*

- *Writes a thoughtful note to you*
- *Studies hard for a test*
- *Gets home on time as agreed*
- *Reads a book to a younger child*
- *Takes out the garbage without being reminded*

Summarize by saying that recognizing others' skills and accomplishments builds their confidence—especially when praise is specific.

*At the next meeting, we will talk about effective listening and how to respond to an adolescent's negative behaviors in ways that lead to change, not conflict.*

#### **\*9. Identify resources for additional information and services. (5 MINUTES)**

Distribute a list of local agencies and organizations that offer information and services for young people and their families. Offer any pamphlets or fliers you have been able to obtain. If representatives from these organizations will be on hand after the meeting, introduce them now.

#### **10. Summarize the meeting. (5 MINUTES)**

Invite participants to share any questions or concerns they have about tonight's meeting.

**Ask:**

- *What have you enjoyed most about tonight's meeting?*
- *What did you learn tonight that you might try with your adolescent?*

## SKILLS FOR ADOLESCENCE PARENT MEETING 1

### HELPING ADOLESCENTS BUILD SELF-CONFIDENCE

Ask if anyone has topic suggestions for other meetings. You might add a topic to an upcoming meeting or refer the parent to another resource. Remind the participants of the date and time of the next meeting.

**11. Fill out evaluation forms. (5 MINUTES)**

Ask the group to complete the meeting evaluation form. You and others on the organizing team may wish to complete the form for meeting leaders so you can compare your reactions and plan for future meetings.

**12. Provide refreshments and a social time.**

Invite the group to stay for refreshments and a social time. Be sure to encourage the participants to sign up for the different roles they can take in the program. Post the sign-up sheets where they will be easy to see.



### Overview

#### Goals

1. To learn more about the *Skills for Adolescence* program, specifically regarding Internet safety, social networking responsibility, cyberbullying, and other types of bullying, and to experience some of the classroom activities related to these topics
2. To share ideas about Internet safety and bullying prevention, including how to address these concerns at home, as well as additional resources
3. To get to know other families with adolescents in the *Skills for Adolescence* program

#### Time

Ninety-five minutes, with additional time for refreshments. To shorten the meeting to about an hour, omit the activities marked by an asterisk.

#### The Meeting at a Glance

1. Welcome the participants. (3 MINUTES)
2. Review the topics, goals, and agenda. (2 MINUTES)
- \*3. Complete a Get Acquainted activity. (15 MINUTES)
4. Describe the *Skills for Adolescence* program. (10 MINUTES)
5. Introduce a *Skills for Adolescence* Internet safety activity. (20 MINUTES)

#### STRETCH (2 MINUTES)

- \*6. Introduce a social networking responsibility activity. (20 MINUTES)
- \*7. Discuss and reflect on cyberbullying and other bullying behaviors. (20 MINUTES)
8. Identify community resources. (5 MINUTES)
9. Summarize the meeting. (5 MINUTES)
10. Fill out evaluation forms. (5 MINUTES)
11. Provide refreshments and social time.

#### Preparation

1. In advance of the meeting, prepare parent letters inviting them to attend the Parent Meeting 2. Letters are available on the LQ Digital Resources Drive.
2. Have students make name tags with stickers or pictures on them, such as a flower, sun, rainbow, or smile face. At the meeting, parents will add their own names. The symbols will be used in the parent meeting to organize small groups. The number of different symbols you use will depend on how many parents you expect to attend. Groups of five work best, so if about 25 parents will be attending, students should draw five different symbols on the name tags.

Read over all the suggested activities several days before the session. The schedule is full but flexible. Omit any activity that may not be appropriate for this particular parent group. Be certain to allow time for interaction and discussion. Enabling parents to share ideas and reactions is more important than covering all the material.



## Overview (cont.)

3. Download PDFs of projectables and handouts from the LQ Digital Resources Drive and print copies of handouts.
4. Create necessary sign-up sheets.
5. Prepare refreshments and organize seating.
6. Plan for child care.
7. Display work done by students (optional).

### Materials

1. **Name tags, butcher paper, easel, tape, markers, pencils**
2. **White board**
3. **Handouts**
  - Internet Safety—Be Aware
  - Cyberbullying: Stop, Block, and Tell!
  - Parent Letters
  - Parent Response Form
  - Evaluation Forms
4. **Copies of *Together Times* Student Journals and Family Connection take-home worksheets**
5. **Projectables**
  - Goals of Parent Meeting 2: Internet Safety, Social Networking Responsibility, Cyberbullying, and Other Bullying
  - Meeting 2 Agenda
  - Get Acquainted
  - Mapping the Internet
  - Thoughts on Adolescents and Social Networking
  - What Is Cyberbullying?
  - What Can Bystanders Do?
6. **Sign-up sheets**
  - School Climate Team or Committee
  - Classroom Volunteer
  - Networking Groups/Task Forces
  - *Skills for Adolescence* Team Training
  - Service-Learning Project Volunteer
7. **Prepare a list of local agencies and organizations that provide services for young people and their families, especially in the areas of mental and family health. If possible, offer pamphlets or fliers from these organizations. Make sure that the agencies reflect the cultural makeup of the parent group. You might invite representatives from one or two of these organizations to attend the social period following the meeting and talk informally with the participants. (optional)**

"If a school has decided to increase its efforts to combat bullying, the students' parents need to be informed of this decision and invited to participate."  
—Dan Olweus, *Bullying at School: What We Know and What We Can Do*

# Description of Activities

## Student Involvement

Student involvement in the parent meetings can be a powerful incentive for parents to attend. For this meetings, students could perform a skit, act as greeters, or hand out materials. The students would need their own activities, such as a video or games, for the time when they are not part of the meeting.

Student involvement can be a powerful incentive for parents to attend.

**1. Welcome the participants. (3 MINUTES)**

Welcome everyone warmly. Introduce yourself, the principal, any other members of the *Skills for Adolescence* team, and special guests.

**2. Review the topics, goals, and agenda. (2 MINUTES)**

The words in blue serve as your script for the parent meeting. You may want to adapt these words for your own situation.

*This is the second of four parent meetings that are a key part of the Families as Partners component of the Lions Quest Skills for Adolescence program. The second meeting focuses on Bullying Prevention, including Internet safety, social networking responsibility, cyberbullying, and other forms of bullying. The four meetings are based on the same topics adolescents learn about in Skills for Adolescence lessons.*

*In this meeting, we will review safe, responsible, and appropriate Internet use as it relates to adolescents and bullying prevention skills your adolescents are developing in the Skills for Adolescence program. Additionally, we'll discuss how these skills can be applied and practiced at home. Because the learning experience extends beyond the classroom, tonight's meeting, and the home, we will talk about resources and references available in the community or elsewhere for you and your adolescents. You'll have opportunities to interact with each other and share your own insights and experiences.*

Show Projectable 1, Goals of Parent Meeting 2: Internet Safety, Social Networking Responsibility, Cyberbullying, and Other Bullying.

**1 Meeting 2** **Goals of Parent Meeting 2: Internet Safety, Social Networking Responsibility, Cyberbullying, and Other Bullying**

**Parent Meeting 2: Goals**

1. To learn more about the *Skills for Adolescence* program, specifically regarding Internet safety, social networking responsibility, cyberbullying, and other types of bullying, and experience some of the classroom activities related to these topics
2. To share ideas about Internet safety and bullying prevention, including how to address these concerns at home, as well as additional resources
3. To get to know other families with adolescents in the *Skills for Adolescence* program

Show Projectable 2, Meeting 2 Agenda.



**2 Meeting 2 Meeting 2 Agenda**

- Get Acquainted activity
- About Lions Quest *Skills for Adolescence* program
- Internet safety activity
- Quick stretch
- Social networking and responsibility activity
- Discuss and reflect on cyberbullying and other bullying behaviors
- Community resources
- Meeting summary and evaluation
- Refreshments

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*Once you become acquainted with one another, you'll participate in some activities similar to those your adolescents experience in the classroom. Since the meeting focuses on safe and responsible Internet use, as well as bullying prevention, the major emphases will be on reviewing Internet dangers and safety options, including responsible use of social networking websites, and identifying and responding appropriately to bullying behaviors that occur online and in person.*

**\*3. Complete a Get Acquainted activity. (15 MINUTES)**

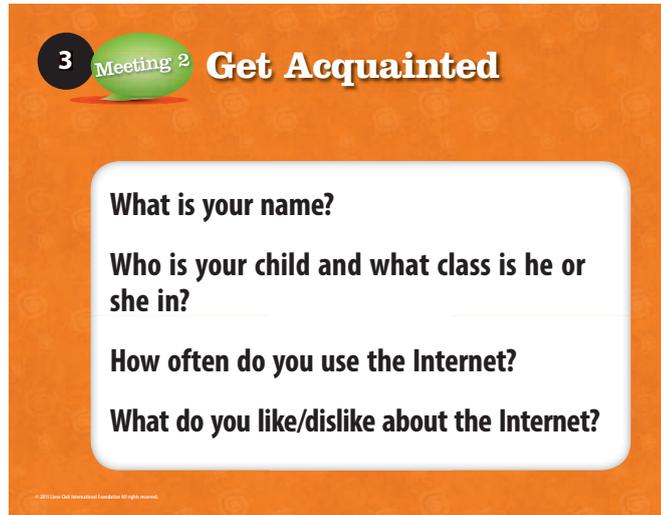
If there are 30 people or less in attendance, complete this activity as one unit. If there are more than 30 people, divide people into smaller groups. If adolescents are in attendance, invite them to participate in the activity with their parents.

*One of the goals of the parent meeting is to connect parents and provide space for parent-to-parent support. Connecting with other parents presents opportunities to share ideas and extend skills developed in the classroom into other areas, like at home and in the community. We will take some time for you to familiarize yourselves with one another through an introduction activity.*

*Feeling comfortable in one's environment contributes to confidence and effective communication—this is something that is stressed throughout the program. To assist you in becoming acquainted with one another—thus supporting your interpersonal skills—you can begin by sharing who you are and a little bit about yourselves.*

Connecting with other parents presents opportunities to share ideas and extend skills developed in the classroom into other areas, like at home and in the community.

Show Projectable 3, Get Acquainted.



*Take a moment to reflect on these questions. Each of you will be given 30 seconds to respond to the questions out loud, so that we can all get to know a little about one other. If your child is with you, he or she may join in when it's your turn to share. I will keep track of time and notify you when your 30 seconds is up.*

After each member of the group has shared a little about him or herself, bring the group back together for closure by inviting two or three volunteers to share something they learned about or have in common with another parent, family member, or child in attendance.

**4. Describe the Skills for Adolescence Program. (10 MINUTES)**

Briefly describe how the program is implemented in your school: how often students attend *Skills for Adolescence* classes, whether the program is being taught as part of another course, how many weeks the program is taught, and so on. Explain that the parent meetings are just one way *Skills for Adolescence* involves families in the program. Briefly describe the other ways families and community members can become involved in the program. Emphasize that sign-up sheets will be available at the end of the meeting if the participants want to become involved in the *Skills for Adolescence* program in any of these ways.

Introduce the *Together Times* Student Journal and the Family Connection take-home worksheets and make the following points:

- *Each student received a copy of the Student Journal, which has activities for each lesson in the curriculum. Copies of the Family Connection take-home worksheet will go home with students after each lesson.*
- *The Family Connection take-home worksheets and Student Journals were designed to be fun, involving, and interactive by offering students interesting activities to do. The Student Journal activities and the worksheets reinforce skills the students are learning in the units.*
- *In addition to helping students learn skills taught in the curriculum, these components reinforce skills in reading, writing, listening, and speaking.*
- *The Family Connection take-home worksheets are a unique teaching tool designed to bring the school and home closer together. All parents should expect to see their adolescents' worksheets at the end of each lesson.*

**5. Introduce a *Skills for Adolescence* Internet safety activity. (20 MINUTES)**

*Think about your most prized tangible possessions. Perhaps you have a family heirloom or a special keepsake. Whatever the item is, you keep it somewhere safe. Let's say this item is kept somewhere in your home. If someone wished to take this item from you without your approval, they'd have to physically cross the threshold of your home—breaking through locks and entering, undetected. There are measures you can take to protect your valued objects and ensure that ill-willing people cannot enter your personal space and retrieve your possessions.*

*Now, think about non-tangible important things—passwords, account numbers, personal thoughts, and information—that you share or store on the Internet. While there might be some measure of safety in place to protect these items, there are also many more ways through which these items can be accessed. They are not protected inside one particular place, behind lock and key.*



*Imagine that City Hall, seen here on the map, represents something of value or importance or something private that you have shared or stored on the Internet. Let's assume we are here [point to a location in one corner of the map] and we need to get to City Hall.*

- *How many routes to City Hall are there?*
- *What if we were walking and not driving? What if we could leap from building to building?*
- *How many more ways lead us to City Hall?*

Emphasize that there are many more ways to access items on the Internet than there are to access tangible objects of importance and that the awareness of such is important. Then ask:

- *What measures can you take to ensure that your personal information is protected?*
- *How can we translate this into a discussion for safe Internet use for your children?*

Explain that Internet use, especially via cell phones and other mobile devices, is a growing trend among young people.

*Here are some facts and statistics about teen Internet use, accessibility, safety, and awareness from GrowingWireless.com:*

- 56% of children aged 8–12 own a cell phone.
- Within the 12 to 17 year age group, 74% utilize cell phones, tablets, or other mobile devices to access the Internet.
- Just 56% of adolescents have password protection enabled on their mobile devices.
- 74% of young people rely on parents or guardians for information about Internet safety.
- Less than 47% of parents have admitted to being aware of what their child is doing online.
- 93% of parents claim to talk to their children about Internet safety, though only 61% of adolescents report that the conversations occurred.
- 86% of parents report feeling that their children are safe online.
- Of teens using social media websites, only 61% say they use privacy settings and more than half are unaware of which apps access their current location.
- 14% of young adults claimed to have posted their home address on the Internet—a 27% increase from the prior year.
- 44% of adolescents say that identity theft is their top concern as a consequence of online use.

[Source: [www.growingwireless.com/get-the-facts](http://www.growingwireless.com/get-the-facts)]

Considering the prevalent use of the Internet by adolescents today, it is necessary to address Internet dangers and safe Internet use with the students. Think about how many of your children purchase items online using your credit card information. Even more common, think about thoughts or pictures they share online. Not only are these things put out there forever, but they are also traceable through innumerable points of access for others to see or use, sometimes for personal gain. In the next activity, we will discuss responsible use of social media and elaborate more on cyberbullying, but first, let’s talk about the different Internet dangers.

Distribute Handout 1, Internet Safety—Be Aware, and review the four examples of Internet dangers, as well as things to keep in mind when using the Internet to ensure a safe and responsible experience.

**MEETING 2  
HANDOUT 1**

**Internet Safety—Be Aware**

Understanding some of the Internet dangers and planning ahead to address safety concerns and appropriate Internet use can result in a responsible and productive online experience.

**Examples of Internet Dangers:**

- ❑ Identity theft: the intentional and illegal use of another’s personal information—like Social Security or credit card number—for personal gain, typically to get money or credit
- ❑ Hacking: the use of a device (typically a computer) to gain unauthorized access to another person’s computer or device
- ❑ Phishing: the act of sending Internet users to fake websites that appear to be legitimate websites to gather personal information, including passwords or account numbers
- ❑ Cyberbullying: the use of electronic communication to send messages or harass, intimidate, or threaten someone

**Remember:**

- ❑ While there might be some measure of safety in place to protect personal information shared or stored online, including passwords and credit card numbers, there are also many access points through which these pieces of information can be retrieved. They are not protected inside one particular place, behind lock and key.
- ❑ Keep personal information private. Never share your address, phone number, or even your current location, particularly on social networking sites. Be sure to use privacy settings on any website you visit.

**MEETING 2  
HANDOUT 1**

- ❑ Not everyone you “meet” online is who they say they are! Do not meet someone in person whom you met online; if you are asked to do this, notify a trusted adult immediately. If you are uncomfortable with or threatened by something said by others online, seek guidance from a trusted adult.
- ❑ Think before you share! Once a photo or comment is shared online, it is there forever. Even with privacy settings turned on, you can lose control over text and photos once you post them online. Be sure that what you share is appropriate and considerate of yourself and others. Don’t violate others’ privacy by sharing inappropriate photos of them.

**Closure**

*It’s helpful to keep in mind that even with all known safety or privacy measures in place when*

using the Internet, there are still risks, and anything posted or shared online can potentially still be accessed by others.

- Why do you think discussing Internet dangers with adolescents is important?
- What will talking with your family about Internet safety look like? How might you address the topic?

**STRETCH (2 MINUTES)**

If appropriate, you may wish to take this time for a group energizer. You also may wish to have the adolescents move to another room where adult supervision is provided or cooperative games and other activities are being facilitated.

**\*6. Introduce a social networking responsibility activity. (20 MINUTES)**

Think back to some of the suggestions on the handout, *Internet Safety—Be Aware*. As you'll see, each can be applied to social networking safety as well. The world of social networking is multifaceted; our thoughts, pictures, personal information, and more are made available for others to view. With such a wide-open space of vulnerability comes some serious responsibility, to ourselves and others.

Share the following statistics retrieved from from GrowingWireless.com:

- Close to 80% of young people use the Internet or social media websites to reinvent themselves in order to feel accepted.
- 90% of adolescents between the ages of 13 and 17 have used social media in the past, while 75% still maintain a profile.
- More than half check their profiles via mobile devices and access social media daily.
- In terms of parent involvement, only 70% claim to monitor their children's activity on social networking websites, while only 46% have access to the accounts.

It's helpful to keep in mind that even with all known safety or privacy measures in place when using the Internet, there are still risks, and anything posted or shared online can potentially still be accessed by others.

Looking ahead—and remembering that the vast arena of social networking holds content for others to see—teens can be negatively affected by inappropriate or ill-advised use of social networking websites.

- About half of adolescents claim to have posted or shared something on the Internet that they regretted.
- More than half of children ages 10 to 17 have shared or posted inappropriate or risky content online.
- Of people between the ages of 16 and 34, 8% have lost out on job opportunities because of content on their social media profiles.

[Source: [www.growingwireless.com/get-the-facts](http://www.growingwireless.com/get-the-facts)]

In a moment, you will have an opportunity to discuss your thoughts on the information presented to you regarding social networking use and your children.

Show Projectable 5, Thoughts on Adolescents and Social Networking.

5 Meeting 2 Thoughts on Adolescents and Social Networking

- Close to 80% of young people use the Internet or social media websites to reinvent themselves in order to feel accepted.
- 90% of adolescents between the ages of 13 and 17 have used social media in the past, while 75% still maintain a profile.
- More than half check their profiles via mobile devices and access social media daily.
- In terms of parent involvement, only 70% claim to monitor their children's activity on social networking websites, while only 46% have access to the accounts.
- About half of adolescents claim to have posted or shared something on the Internet that they regretted.
- More than half of children ages 10 to 17 have shared or posted inappropriate or risky content online.
- Of people between t because of content o



5 Meeting 2 Thoughts on Adolescents and Social Networking (continued)

Think about it! Discuss it!

- What facts about social networking and teens surprise you?
- What is one's social networking responsibility? As adolescents? As parents or guardians?
- How can you work with your families to ensure responsible use of social networking websites?
- What step will you take at home to ensure your adolescents experience positive and appropriate use of social networking websites?

*In small groups, you are invited to discuss your thoughts on social networking as it relates to your children. The content I previously read to you is listed here [on the projectable] for your reference. Below, you'll see some conversation starters that can be used to guide a group discussion. After about 10 minutes, we will regroup and share some ideas.*

Divide the participants into groups of 4 or 5. If students remain in the room, invite them to join their parents for this discussion, if you wish. Allow about 10 minutes for participants to discuss the content on the projectable and then call their attention back to the front of the room. Invite volunteers to share thoughts, concerns, ideas, or questions that came up during the discussion. As the conversation wraps up, thank the volunteers for sharing.

*Remember, even with safety measures in place, once a comment or picture is shared on a website, specifically a social networking website, it is out there in cyberspace forever even if deleted! Others can copy and save the information or share it themselves. Another risk related to using social networking, is cyberbullying, and we will get to that next. But first, let's take a moment to reflect on our social networking discussion.*

**Closure**

- *What information about social networking and adolescents did you discover that you hadn't already been aware of?*

- What thoughts, ideas, or information from today's discussion will you include in a conversation with your family about social networking responsibility?
- What level of importance is responsible use of social networking websites to you and your family?

**\*7. Discuss and reflect on cyberbullying and other bullying behaviors. (20 MINUTES)**

*I previously mentioned cyberbullying; this is a concern related to not only social networking and Internet use but also with cell phones and texting. What are the obvious differences between cyberbullying and face-to-face bullying?*

"The Internet has been a boon and a curse for teenagers."  
—J.K. Rowling

Invite participants to share their thoughts on the different bullying types, then acknowledge that the act of cyberbullying takes less self-assurance or assertiveness for the individual initiating the bullying behavior; it is essentially done behind the guise of a virtual mask.

*This "mask" allows the person engaging in cyberbullying to say or do things he or she might not say or do in person, thus cyberbullying can have detrimental effects on the person on the receiving end. It's becoming an epidemic.*

- Up from 27% the year prior, 87% of young people claimed to have witnessed cyberbullying.
- 43% of teens between the ages of 13 and 17 say they experienced cyberbullying.
- About 25% of adolescents claim to be unaware of how to respond to cyberbullying if they experience it firsthand.
- Of teens aged 13 to 17, only 11% told a trusted adult about experiencing cyberbullying.
- 22% of children between the ages of 8 and 17 have experienced bullying through text messages.

[Source: [www.growingwireless.com/get-the-facts](http://www.growingwireless.com/get-the-facts)]

Show Projectable 6, What is Cyberbullying?

**6 Meeting 2 What Is Cyberbullying?**

**Stalking:** sending frightening or threatening messages to a person to cause worry or fear

**Harassing:** sending frightening and threatening messages, persistently and repeatedly

**Text messaging:** repeatedly sending messages via text with the intent to harass and run up the targeted person's cell phone bill

**Humiliating:** spreading rumors to damage a targeted person's reputation

**Impersonating:** assuming a targeted person's identity to damage his or her reputation

**Password theft:** identifying and stealing a targeted person's passwords to cause issues with frequented websites, including social media accounts

**Web site creating:** creating websites that include images and statements to defame a targeted person

**Using inappropriate photos:** posting or forwarding embarrassing photos of a targeted person or altering photos and posting them to humiliate or emotionally upset the targeted person

Review the examples of cyberbullying with the group. Then, split the participants into two groups, assigning one scenario to each group. Explain that after about 5 minutes of discussion, one reporter from each group will share the group's key points of discussion.

After one member from each group shares his or her group’s thoughts, distribute Handout 2, Cyberbullying: Stop, Block, Tell! Review the sample solution with parents.

**MEETING 2  
HANDOUT 2**

**Cyberbullying: Stop, Block, and Tell!**

1. **STOP** reading the message or viewing the photo. Do not respond or attempt to retaliate. Take several deep breaths and calm down so that you can approach the situation in a clear-headed way.
2. Set up a **BLOCK** on your computer and other electronic devices to prohibit those who digitally abuse from contacting you or sending any type of message or data.
3. **TELL** a parent or trusted adult about the cyberbullying.

*What you see here is an example of a method presented to the students as a safe option for immediate response when faced with cyberbullying. What aspect(s) of this method could you expand upon in a discussion at home?*

Allow time for parents and guests to offer ideas.

*When it comes to cyberbullying, it’s vital to recognize that those engaging in the behaviors might not always be strangers to the adolescents and that cyberbullying can occur in other technological formats as mentioned, like cell phones or online gaming. Cyberbullying is multifaceted, and the children and teens should know that they do not need to face it alone.*

*Let’s look at cyberbullying—and other bullying behavior—through the perspective of the bystander. What is something you or your adolescents could do?*

Show Projectable 7, What Can Bystanders Do?

Cyberbullying is multifaceted, and adolescents should know that they do not need to face it alone.

**7 Meeting 2** **What Can Bystanders Do?**

**Bystanders can play an important role in helping to stop cyberbullying and other bullying behaviors:**

1. Tell those who engage in a bullying behavior to stop picking on targeted students. By not speaking up, the bystander is condoning the abusive activities.
2. Refuse to participate in any activity that harms, shames, harasses, or hurts another.
3. Refuse to forward pictures or hurtful information or perpetuate rumors about a targeted student.
4. Befriend a targeted student and tell him or her that cyberbullying or the bullying behavior is wrong. Tell the student that it is not his or her fault that he or she is being abused.
5. Send an anonymous tip to your school or leave a message on the after-hours voice mail system reporting the witnessed bullying behavior and the targeted student.
6. Speak out against any form of bullying when they hear it being discussed.

**Remember that without the support of bystanders, there is little enjoyment in harassing others.**

Explain that the suggestions on the projectable are examples of how bystanders might step in when witnessing bullying behaviors and that these suggestions are presented to the adolescents in a similar fashion, as well.

### Closure

*Integrating bullying behavior awareness and prevention into the curriculum is a first step.*

- *How will you translate the information discussed in this meeting into a family conversation?*
- *What resources do you have at home or in your community to address cyberbullying?*
- *Do you have any other thoughts on cyberbullying or bullying prevention?*

### 8. Identify community resources. (5 MINUTES)

Refer the group to resources in the community either by providing a handout or, if time is limited, asking group members to suggest five or six organizations or agencies of special value to families.

If time allows, hand out your list of names, addresses, and phone numbers of local organizations that offer information and services for adolescents and families. If possible, have pamphlets or fliers from these organizations on display.

To get started, you might call a local Lions club, the parent-teacher organization, or the police department. Check the library for a list of local organizations, or visit websites like [stopbullying.gov](http://stopbullying.gov), [thebullyproject.com/parents](http://thebullyproject.com/parents), or [kidshealth.org](http://kidshealth.org) for family-friendly resources and information on bullying prevention and Internet safety.

You might invite representatives from one or more of these local organizations to attend the meeting or come for refreshments and an opportunity to talk with the group afterward.

Ask the participants to think about other organizations to suggest at the next meeting.

### 9. Summarize the meeting. (5 MINUTES)

*Reflection helps to reinforce concepts and skills practiced. In the Skills for Adolescence program, adolescents often engage in the act of reflection. Let's take a moment to think back on the meeting and what we gained from the experience. Turn to someone nearby and share one or two thoughts or pieces of information you'll take home as a result of this meeting. You'll have two minutes to do this.*

Bring the group together and ask:

- *What is one thing that stands out to you from this meeting?*
- *What information from this meeting will you explore further with your family at home?*
- *What can you, as parents, do if you believe your child is experiencing bullying behaviors or issues with Internet safety?*

Remind the group of the date and time of the next meeting and encourage continuing participation. Be sure to highlight a special event or activity for the next meeting. You may also wish to organize a special presentation by the students. Announce the event or activity at the end of this meeting and encourage participants to spread the word and bring others. Follow up with posters, announcements, and publicity.

**10. Fill out evaluation forms. (5 MINUTES)**

Ask the group to complete the meeting evaluation form. You and others on the organizing team may also wish to complete the form for meeting leaders so you can compare your reactions and plan for future meetings.

**11. Provide refreshments and social time.**

Invite the group to stay for refreshments and social time. Be sure to encourage the participants to sign up for the different roles they can take in the program. Post the sign-up sheets where they will be easy to see.



## Overview

### Goals

1. To discuss the issues behind young people's drug use
2. To provide key facts about the effects of tobacco, alcohol, and marijuana on adolescent health and well-being
3. To discuss ways families can help keep their adolescents drug-free
4. To present ways the *Skills for Adolescence* program helps keep young people drug-free and helps them resist pressures to use drugs

### Time

Approximately 2 hours, with additional time for refreshments. To shorten the meeting, omit activities noted with an asterisk. Allow for some extra time for the speakers to answer questions.

### The Meeting at a Glance

1. Welcome participants. (3 MINUTES)
2. Review the topics, goals, and agenda. (2 MINUTES)
- \*3. Complete a Get Acquainted activity. (10 MINUTES)
4. Have one or more speakers make a short presentation about adolescent drug use in your community. (25 MINUTES)
5. Review Unit 4: Health and Prevention. (15 MINUTES)
- STRETCH (2 MINUTES)**
6. Groups discuss the handout on adolescent drug use. (15 MINUTES)
7. Groups prepare a short presentation on tobacco, alcohol, or marijuana. (20 MINUTES)
8. Discuss ways parents can help prevent adolescent drug use. (10 MINUTES)
9. Discuss ways parents can support each other in protecting their adolescents from drug use. (10 MINUTES)
- \*10. Identify resources for additional information and services. (5 MINUTES)
11. Summarize the meeting. (5 MINUTES)
12. Fill out evaluation forms. (2 MINUTES)
13. Provide refreshments and social time.

### Preparation

1. In advance of the meeting, prepare parent letters inviting them to attend Parent Meeting 3. Letters are available on the LQ Digital Resources Drive.

Read over the suggested activities several days before the meeting, and adapt them to the needs of your group. You might want to use some and replace others. Be sure to allow time for interaction and discussion; sharing ideas and reactions is more important than covering all the material. If you must shorten the meeting, consider including the activities with check marks.

## SKILLS FOR ADOLESCENCE PARENT MEETING 3

### TALKING TOGETHER ABOUT DRUG PREVENTION

#### Overview (cont.)

2. Several weeks in advance, arrange for one or two speakers to make a 10–15 minute presentation about adolescent drug use in your community. If possible, invite a speaker from your own community. Young people from local treatment centers are often available to speak as part of their own recovery process. The speaker should promote a clear “no use” message concerning young people and alcohol and other drugs.

**Important:** This presentation should be made only to adult participants.

Here are some possible topics and presenters:

- How young people can get caught up in drug use—and how parents can be deceived. Speaker: a young recovering alcoholic or drug user
  - Youth and drugs in your community. Speaker: a juvenile court judge; a drug counselor
  - The effects of drug use on the health and well-being of young people. Speaker: a physician; a drug counselor
  - A parent’s perspective on what it is like to have an adolescent with a drug problem. Speaker: a parent of a drug user
3. Plan (or make arrangements for a *Skills for Adolescence* teacher) to give a 5–10 minute overview of how Unit 4 is helping students grow up drug-free. As part of this presentation, you might have *Skills for Adolescence* students share something they learned from this unit, such as:
    - A comic strip from Lesson 7 in Grade 6 that demonstrates refusal skills
    - “Thank You for Not Smoking” commercials from the Applying phase in Lesson 4 in Grade 7
    - Student responses to the scenarios in Lesson 6 in Grade 8
  4. Have students make name tags with stickers or pictures on them, such as a flower, sun, rainbow, or smile face. At the meeting, parents will add their own names. The symbols will be used in the parent meeting to organize small groups. The number of different symbols you use will depend on how many parents you expect to attend. Groups of five work best, so if about 25 parents will be attending, students should draw five different symbols on the name tags.
  5. Download PDFs of projectables and handouts from the LQ Digital Resources Drive and print copies of handouts.
  6. Create necessary sign-up sheets.
  7. Prepare refreshments and organize seating.



# SKILLS FOR ADOLESCENCE PARENT MEETING 3

## TALKING TOGETHER ABOUT DRUG PREVENTION

### Overview (cont.)

#### Materials

- 1. Name tags, butcher paper, easel, tape, markers, pencils**
- 2. White board**
- 3. Handouts**
  - What Parents Need to Know about Adolescent Drug Use
  - Adolescents and Alcohol
  - Adolescents and Tobacco
  - Adolescents and Marijuana
  - Parents and Prevention
  - Optional: List of local resources providing information and services for alcohol and other drug issues and concerns
  - Parent Letters
  - Parent Response Form
  - Evaluation Forms
- 4. Copies of *Together Times* Student Journals and Family Connection take-home worksheets**
- 5. Projectable**
  - Agenda for Meeting 3
- 6. Sign-up sheets**
  - School Climate Team or Committee
  - Classroom Volunteer
  - Networking Groups/Task Forces
  - *Skills for Adolescence* Team Training
  - Service-Learning Project Volunteer
- 7. Refreshments**



## Description of Activities

### Student Involvement

Student involvement in the parent meetings can be a powerful incentive for parents to attend. For this meeting, students could lead an activity from a *Skills for Adolescence* lesson, perform a skit, act as greeters, or hand out materials. The adolescents would need their own activities, such as a video or games, for the time when they are not part of the meeting.



#### 1. Welcome the participants and review the agenda. (5 MINUTES)

Welcome everyone and introduce yourself, the principal, the *Skills for Adolescence* teachers, and any guests. Explain that tonight's topic, "Talking Together about Drug Prevention," deals with helping adolescents grow up drug-free. Much of the information presented tonight is similar to what students are learning in *Skills for Adolescence* class.

Display and read aloud Projectable 1, Agenda for Meeting 3. Explain that this meeting will help participants in their important role of preventing adolescent drug use. You also hope that participants will get to know each other better and continue to share ways they can help one another create a drug-free environment for their adolescents.

#### 2. Review the topics, goals, and agenda. (2 MINUTES)

The words in blue italics serve as your script for the parent meeting. You may want to adapt these words for your own situation.

*This is the third of four parent meetings that are a key aspect of the Family Involvement element of the Lions Quest Skills for Adolescence program. This meeting focuses on the topic Talking Together about Drug Prevention. The four meetings are based on the same topics students learn about in Skills for Adolescence lessons.*

Invite everyone to attend the final meetin . Explain that the meetings provide helpful information and opportunities to share insights and experiences about parenting an

## SKILLS FOR ADOLESCENCE PARENT MEETING 3

### TALKING TOGETHER ABOUT DRUG PREVENTION

adolescent. Stress that these meetings are for anyone involved in raising an adolescent, including parents, guardians, grandparents, foster parents, relatives, family friends, and community members. Helping young people grow up healthy and capable involves many adults working together to create a caring network of support.

#### **\*3. Complete a Get Acquainted activity. (10 MINUTES)**

If there are more than 30 people, divide the large group into smaller ones for these introductions.

*The goals of the parent meetings include parent-to-parent support and linking the resources of the home, the school, and the community. To do this, it will help if we get to know each other better.*

Have participants arrange themselves in one long line based on their number of years of parenting experience—from the most to the least. They will add up the ages of their children. For example, if they have two children, ages 5 and 12, their total years of experience would be 17. When participants are standing in a line, ask them to introduce themselves and state their totals.

#### **4. Have one or more speakers make a short presentation and answer questions about adolescent drug use in your community. (25 MINUTES)**

Try to allow at least 10 minutes of this time period for questions and answers.

#### **5. Review Unit 4: Health and Prevention. (15 MINUTES)**

Provide (or have a *Skills for Adolescence* teacher provide) a short overview of Unit 4. *Skills for Adolescence* students might present one of the program activities or skills. Invite questions from the audience. This is when you can showcase some of the work the students have done throughout the unit.

#### **STRETCH (2 MINUTES)**

#### **6. Groups discuss a handout on adolescent drug use. (25 MINUTES)**

Point out that the middle school years are a critical time for preventing drug use. As adolescents reach out for new experiences, greater independence, and increased acceptance from peers, they can be tempted to use drugs. By their early teens, most of them know teenagers who use alcohol or other drugs. Many share the misconception that “everybody does it.”

*Research indicates that the transition from grade 6 to grade 7 marks an increase in drug use. This is a time when students want to appear more grown-up and try out new behaviors. However, because adolescents are developing rapidly, they are even more sensitive to the harmful effects of alcohol and other drugs than adults. During this period, drug use can quickly become part of a young person’s lifestyle and self-image, threatening every aspect of their learning and development. Drugs impair memory, alertness, and achievement and erode a young person’s ability to think and act responsibly. Today, we are going to help each other learn more about drugs and their effects.*

Ask participants to find others with the same pictures on their name tags and pull their chairs into three circles. Tell them to introduce themselves and appoint a recorder and a reporter.

# SKILLS FOR ADOLESCENCE PARENT MEETING 3 TALKING TOGETHER ABOUT DRUG PREVENTION

**MEETING 3  
HANDOUT 1**

## What Parents Need to Know About Adolescent Drug Use

**Attitudes**

- Attitudes among fifth and sixth graders toward tobacco, alcohol, and other drugs—as well as their actual levels of drug use—foretell their attitudes and their levels of drug use four years later.

**Early Use**

- Young people who use drugs most often begin at age 12 or 13. They tend to move from tobacco, alcohol, and inhalants to marijuana and then to other drugs.
- Few young people see the harm in using drugs. Yet understanding the harm associated with drugs is important to preventing drug use in youths.
- The earlier in life a young person starts using any drug, the more likely he or she is to become dependent and go on to other drugs.
- Early drug use is strongly associated with other problem behaviors such as lying, stealing, poor school performance, and promiscuous sexual activity.

**Positive Activities**

- Activities that tend to discourage drug use include sports, exercise, and volunteer work.
- Most young people learn about drugs from their friends and are usually offered drugs the first time at home when no adults are around.

**Parents**

- Drug-abusing adolescents may set themselves up to be “caught” by their parents. Such adolescents may flaunt or even advertise their drug use in an attempt to provoke parental attention and concern.

**MEETING 3  
HANDOUT 1**

- In a major study of 1,000 young people, a majority stated that all drugs, from alcohol to crack cocaine, are readily available to anyone who wants them. Many of those who did not use drugs explained, “My parents would be angry” or “I would not want to disappoint my parents.” These young people felt that their parents’ expectations and their family’s open communication helped them resist drugs.

**Prevention**

- Prevention efforts can work. When young people understand the harmful effects of drugs and when they know their friends and families disapprove of drug use, they tend to avoid drugs.

**Question for Group Discussion:**

- What insights does this information give you concerning adolescents and drug use?

Distribute Handout 1, What Parents Need to Know about Adolescent Drug Use. Ask a volunteer in each group to read aloud the key facts. Then have groups discuss the question on the handout: What insights does this information give you concerning adolescents and drug use? After 10 minutes, ask all three reporters to share their group’s responses as you list them on butcher paper.

Summarize by saying that the key to stopping adolescent drug use is prevention—and this begins with parents. Studies indicate that parental disapproval is a major reason that young people give for not using drugs. Conversations about the harm of drug use should be frequent, comfortable, and informal. Just as young children are cautioned about the dangers of trusting strangers, running across the street, or playing with matches, young adolescents should be cautioned about the dangers of drugs. Parents must clearly communicate their expectations that their children will not use alcohol or other drugs.

## 7. Groups prepare a short presentation on tobacco, alcohol, or marijuana. (20 MINUTES)

Point out that before parents can talk to their children about drugs, they must gather information about them. Give everyone in one group Handout 2, Adolescents and Alcohol; the second group, Handout 3, Adolescents and Tobacco; and, the third group, Handout 4, Adolescents and Marijuana. Mention that later everyone will receive all three handouts. Explain that tobacco, alcohol, and marijuana are the drugs that young people use most often. While each is destructive in its own right, using any one of them also makes it easier to begin using other drugs.

Ask each group to read its handout and choose five key facts that parents should share with their sons or daughters. Have the recorders write these facts on butcher paper. Ask the reporters to share them with the other two groups. Then make sure that everyone has a copy of the handouts on alcohol, tobacco, and marijuana.

Summarize by saying that the evidence is clear: use of tobacco, alcohol, or marijuana not only has serious and harmful effects on an adolescent’s health and well-being, but this use also often leads to further involvement with other drugs.



# SKILLS FOR ADOLESCENCE PARENT MEETING 3

## TALKING TOGETHER ABOUT DRUG PREVENTION

MEETING 3  
HANDOUT 2

### Adolescents and Alcohol

Young people use alcohol more than any other substance. Some adults view drinking as an innocent, every-kid-tries-it behavior. Some even provide the alcohol. They do not realize that growing bodies are especially vulnerable to the effects of alcohol. Youth are at much greater risk than adults for emotional and physical harm. And because alcohol is cheap and easy for young people to get, it is all the more dangerous.

#### ALCOHOL IS LINKED TO THE HIGH DEATH RATE AMONG ADOLESCENTS

Of all age groups, only 15- to 24-year-olds have an increasing death rate. The causes include car wrecks, suicides, and homicides, most of which are alcohol-related.

#### ALCOHOL CAN HARM THOSE STILL DEVELOPING PHYSICALLY

Adolescence is a time of rapid growth. The brain, nervous system, reproductive system, and liver are still maturing. The body and muscle mass are incomplete and much more sensitive to the effects of alcohol.

#### ALCOHOL CAN HARM THOSE STILL DEVELOPING EMOTIONALLY

Young people are still forming their identities and learning basic social skills. Alcohol produces a chemical "high" that interferes with learning how to deal with others, carry out responsibilities, and handle problems. Problem drinkers often remain immature, even in adulthood.

#### USING ALCOHOL AT ANY EARLY AGE CAN INCREASE THE RISK FOR DEPENDENCY

Early adolescents and teenagers who begin drinking are more likely to become alcohol dependent than those who begin drinking at age 21 or later.

MEETING 3  
HANDOUT 2

#### ADOLESCENTS USUALLY DRINK TO GET DRUNK

Young people usually drink to get "buzzed" or "wasted." At teenage parties where alcohol is available, the focus is on drinking, usually with little or no parental supervision. The emphasis is on "chug-a-lug" and other drinking games. In such a setting, most young drinkers get drunk.

#### ALCOHOL CAN LEAD TO OTHER PROBLEM BEHAVIORS

Any level of alcohol in the body of a young person puts him or her at high risk for other problems such as sexual activity, accidents, and violent behaviors. In addition, those who sell or furnish alcohol to a minor other than their own child may face serious legal consequences, such as fines and/or imprisonment. They also may be financially liable in a civil suit brought against them by anyone who suffers injury or property loss because of an intoxicated minor.

Note: In some families and cultures, the use of alcohol by minors may be acceptable with parental permission under carefully controlled circumstances, such as ceremonial and religious occasions. Such occasions are an important exception to the general rule.

MEETING 3  
HANDOUT 3

### Adolescents and Tobacco

The young adolescent is at particular risk to start smoking. What begins as an act of independence may rapidly become a dependence on nicotine, one of the most addictive drugs known.

#### MOST SMOKERS BEGIN IN THEIR TEENAGE YEARS

The younger people start smoking cigarettes, the stronger the addiction is likely to be. In fact, only a small percentage of smokers are likely to quit. Adolescents who have smoked as few as 100 cigarettes report that they would like to quit but cannot. Those who make it through their teen years without starting will probably never take up the habit.

#### SMOKING CAN AFFECT HEALTHY DEVELOPMENT

Because young people's bodies are still developing, cigarette smoking can limit their lung growth and function. Young smokers are less fit than nonsmokers and often have coughing spells, wheezing, and more overall health problems. Smoking may also affect a young person's mental health. New research shows that cigarette smoking can contribute to depression and the development of serious anxiety disorders in only a few years after starting to smoke.

#### SMOKING CAN AFFECT PHYSICAL APPEARANCE

Smoking can affect how young people look and feel about themselves. Smoking stains teeth and fingers and can cause early aging of the skin. Because of oxygen deprivation, the skin can look gray or yellow.

MEETING 3  
HANDOUT 3

#### SMOKING CAN AFFECT A SMOKER'S CHILDREN

A pregnant woman who smokes brings both nicotine and carbon monoxide into the bloodstream of her unborn baby. As a result, the baby may be born with low birth weight, birth defects, and breathing difficulties. Children who live with smokers are sick more often, too. They have more colds, earaches, flu, asthma, and lung infections and miss more school than other children.

#### CHEWING TOBACCO CAN LEAD TO ADDICTION AND MOUTH CANCERS

Even though smokeless tobacco is often advertised as a "safe" alternative, users can easily become addicted. Regular users can lose teeth and develop serious gum problems, blisters, and ulcers in their mouths. These sores can appear in as little as six months in places where the tobacco touches the tissues. From there, cancers can develop.

MEETING 3  
HANDOUT 4

### Adolescents and Marijuana

As young people enter middle school/junior high, their perception that marijuana is harmful drops dramatically. At the same time, marijuana's availability increases. Parents need to be particularly concerned because young people are using marijuana at much earlier ages. The younger the user, the greater the risk of physical and psychological damage.

#### MARIJUANA CAN AFFECT THINKING

Marijuana can affect short-term memory and the brain's ability to understand and store information. Heavy or daily use of marijuana can make it harder to pay attention, learn, and remember.

#### MARIJUANA CAN AFFECT JUDGMENT

Young people who are "high" on marijuana are more likely to be involved in car wrecks, become victims of violence, or be exposed to sexually transmitted diseases, including HIV, the virus that causes AIDS.

#### MARIJUANA CAN DAMAGE HEALTH

Those who use marijuana regularly may have the same respiratory problems that tobacco smokers have—coughing, wheezing, chronic bronchitis, and chest colds. Long-term use can damage lung tissue.

#### MARIJUANA SLOWS COORDINATION AND REACTION TIME

This effect can last four to six hours after smoking, making marijuana users dangerous drivers.

MEETING 3  
HANDOUT 4

#### MARIJUANA CAN AFFECT REPRODUCTION

THC, the active ingredient in marijuana, affects hormonal systems and can impair sexual and reproductive abilities. In males, it can delay the onset of puberty and lower sperm count. In females, it can disrupt the menstrual cycle and prevent ovulation.

#### MARIJUANA USE IS ILLEGAL

Young people who use, buy, hold, or sell marijuana can be arrested, suspended, or expelled from school. Adults can be jailed. As a parent of an adolescent, you can play a major role in preventing him or her from using drugs, but the time to begin is now.

## SKILLS FOR ADOLESCENCE PARENT MEETING 3 TALKING TOGETHER ABOUT DRUG PREVENTION

### 8. Discuss ways that parents can help prevent adolescent drug use. (10 MINUTES)

Explain that refusing that first drink or cigarette is far easier than refusing the 100th drink or the 200th cigarette. Distribute Handout 5, Parents and Prevention. Emphasize these key points:

- *Look for frequent opportunities to talk with your adolescent about the dangers of drug use for young people. Let your adolescent know that you expect him or her not to use drugs and the reasons why. Spell out the consequences for breaking these rules and be prepared to follow through, if necessary.*
- *Teach by your own example. Adult behaviors and attitudes about drugs play an important role in whether adolescents start to use drugs. Young people should also not be asked to serve drinks or light cigarettes for adults.*
- *Parents who discover their adolescent is using drugs should take immediate action to stop this use. Not dealing with the problem may lead adolescents to believe drug use is okay or to wonder if their parents care about them. If the problem becomes too much to handle as a family, many sources of confidential and professional help are available. The important message is: Do not delay action. That just delays a solution.*

**Optional:** Distribute the handout you created on community resources for questions and concerns about drugs.

### 9. Discuss ways parents can support each other in protecting adolescents from drug use. (15 MINUTES)

One of the best ways to keep adolescents drug-free is to help their friends stay drug-free, too. To do this, parents can team up against drug use.

**MEETING 3  
HANDOUT 5**

#### Parents and Prevention

**TALK WITH YOUR ADOLESCENT ABOUT THE HARM OF ALCOHOL AND OTHER DRUGS**  
Learn about alcohol and other drugs so you can answer questions and explain how these drugs can harm people, especially young people. Talk together frequently and clarify any mistaken ideas, such as "everybody drinks" or "marijuana is harmless."

**MAKE FAMILY RULES THAT HELP YOUR ADOLESCENT SAY "NO" TO DRUGS**  
Make your expectations of no use of alcohol and other drugs clear. "The rule in our family is no use of illegal drugs by anyone and no use of alcohol or tobacco by anyone under the legal age." Back it up with accurate and convincing information about the harm of drugs, and then explain the consequences for breaking the rule. Be prepared to follow through, if necessary.

**LISTEN CAREFULLY TO YOUR ADOLESCENT**  
Build a close relationship by talking and listening carefully to your adolescent so you can better understand his or her feelings and concerns. Encourage questions about drugs, and make sure your child knows you are available for help no matter what.

**HELP YOUR ADOLESCENT DEVELOP SELF-CONFIDENCE**  
Look for the positives in your child and then point them out. When correcting, criticize the action, not the person. Praise effort, not just achievements, and acknowledge when he or she shows good judgment. Whenever possible, talk together about hopes and goals for the future.

**HELP YOUR ADOLESCENT DEVELOP STRONG VALUES**  
Communicate and model your family's values. Teach your child to make decisions based on these standards of right and wrong. Explain that these are the standards for your family, despite what others may decide.

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**MEETING 3  
HANDOUT 5**

**BE A GOOD EXAMPLE**  
Examine your own attitudes and behaviors about alcohol and other drugs. Your actions speak louder than words.

**HELP YOUR ADOLESCENT DEAL WITH PEER PRESSURE**  
Discuss the importance of individuality and the meaning of true friendship. Talk about situations in which drugs might be available, along with different ways to handle negative pressure. By deciding in advance what to say and do, your adolescent will be ready to deal with those promoting drug use.

**ENCOURAGE HEALTHY AND POSITIVE ACTIVITIES**  
Look for ways to get your adolescent involved in satisfying hobbies, school clubs, and other activities that reduce boredom and too much free time. Promote friendships with young people who do not use drugs, and be careful about giving your child excessive spending money.

**TEAM UP WITH OTHER PARENTS**  
Get to know your child's friends and their parents. Keep in touch, particularly when parties are being planned, so you can support each other in establishing common rules and expectations. The best way to keep adolescents free from drugs is to help their friends be drug-free, too.

**KNOW WHAT TO DO IF YOU SUSPECT A PROBLEM**  
Realize that no child is immune to the lure of drugs. Learn the signs of use and take seriously any concerns you hear from friends, teachers, or other young people about your adolescent's possible use.

Be aware of community resources and places to go for questions and problems.

Adapted from the brochure "Ten Steps to Help Your Pre-Teen Say No," prepared by the National Institute on Alcohol Abuse and Alcoholism.

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Ask each group to think of ways that parents can work together to protect their adolescents from drug use. Give them about five minutes to write their ideas on a sheet of paper. Then have each reporter read their group's list aloud. Ideas might include:

- Educate themselves and others about drug issues in their community.
- Form a "safe homes" program. In this program, parents ensure that social events for young people in their homes will be properly chaperoned and will not include the use of alcohol or other drugs.
- Have parents take turns hosting drug-free activities for young people.
- Take action against stores that sell alcohol and tobacco to young people.

## SKILLS FOR ADOLESCENCE PARENT MEETING 3 TALKING TOGETHER ABOUT DRUG PREVENTION

- Exchange telephone numbers to keep in touch about possible drug activities.
- Establish common rules for parties and other social activities.
- Support each other in a strong “no use” stand.

Encourage parents to talk together after the meeting about carrying out some of the proposed ideas. Pass around sign-up sheets for those ideas that elicit interest and support.

### **\*10. Identify resources for additional information and services. (5 MINUTES)**

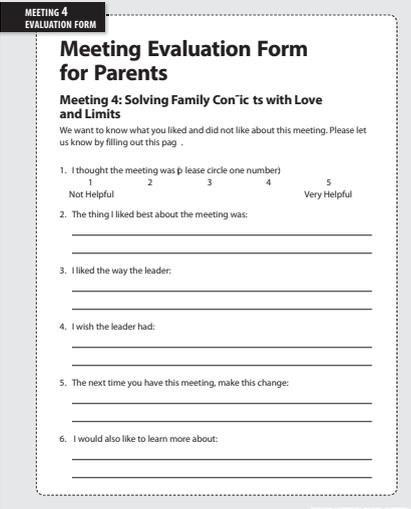
Distribute a list of local agencies and organizations that offer information and services for young people and their families. Offer any pamphlets or fliers you have been able to obtain. If representatives from these organizations will be on hand after the meeting, introduce them now. Examples of resources include Alcoholics Anonymous, Al-Anon, and other drug prevention or drug counseling resources.

### **11. Summarize the meeting. (5 MINUTES)**

Summarize by saying that the issues behind adolescent drug use are complex, with no easy answers. Effective drug prevention requires that families, schools, and the community work together to help young people gain the knowledge and skills they need to grow up healthy and drug-free.

Ask participants:

- *What was something helpful you learned tonight?*
- *What is one idea you will use as a result of this meeting?*
- *What other information do you need?*



The image shows a 'Meeting Evaluation Form for Parents' for 'Meeting 4: Solving Family Conflicts with Love and Limits'. The form includes a scale for rating helpfulness (1-5) and several open-ended questions for feedback.

**MEETING 4 EVALUATION FORM**

**Meeting Evaluation Form for Parents**

**Meeting 4: Solving Family Conflicts with Love and Limits**

We want to know what you liked and did not like about this meeting. Please let us know by filling out this page.

1. I thought the meeting was please circle one number

1 2 3 4 5

Not Helpful Very Helpful

2. The thing I liked best about the meeting was:

\_\_\_\_\_

\_\_\_\_\_

3. I liked the way the leader:

\_\_\_\_\_

\_\_\_\_\_

4. I wish the leader had:

\_\_\_\_\_

\_\_\_\_\_

5. The next time you have this meeting, make this change:

\_\_\_\_\_

\_\_\_\_\_

6. I would also like to learn more about:

\_\_\_\_\_

\_\_\_\_\_

### **12. Fill out evaluation forms (2 MINUTES)**

If *Skills for Adolescence* students have been providing child care, you might want to ask all the children to join you. Or wait 10–15 minutes to allow the adults to talk among themselves first.

### **13. Provide refreshments and a social time.**

Invite the group to stay for refreshments and a social time. Be sure to encourage the participants to sign up for the different roles they can take in the program. Post the sign-up sheets where they will be easy to see.

## Overview

### Goals

1. To discuss common issues of adolescence and share suggestions for family limits and rules relating to these issues
2. To present and practice a problem-solving strategy that can help families deal with conflicts
3. To present some of the skills taught in the *Skills for Adolescence* program

### Time

Two hours, with time for refreshments. To shorten the meeting to about an hour, omit the activities marked by an asterisk.

### The Meeting at a Glance

1. Welcome participants. (3 MINUTES)
2. Review the topics, goals, and agenda. (2 MINUTES)
- \*3. Complete a Get Acquainted activity. (8 MINUTES)
4. Groups identify adolescent issues that require rules and limits. (10 MINUTES)
5. Groups discuss possible rules and limits for key issues. (25 MINUTES)
- \*6. Have groups discuss the joys and challenges of early adolescence. (10 MINUTES)

#### STRETCH (2 MINUTES)

7. Demonstrate a problem-solving strategy that can help families deal with conflicts. (15 MINUTES)
8. Groups practice the SOLVED strategy. (20 MINUTES)
- \*9. Identify resources for additional information and services. (5 MINUTES)
10. Summarize the meeting. (5 MINUTES)
11. Fill out evaluation forms. (5 MINUTES)
12. Provide refreshments and social time.

### Preparation

1. In advance of the meeting, prepare parent letters inviting them to attend Parent Meeting 4. Letters are available on the LQ Digital Resources Drive.
2. Have students make name tags with stickers or pictures on them, such as a flower, sun, rainbow, or smile face. At the meeting, parents will add their own names. The symbols will be used in the parent meeting to organize small groups. The number of different symbols you use will depend on how many parents you expect to attend. Groups of five work best, so if about 25 parents will be attending, students should draw five different symbols on the name tags.

Read over the suggested activities several days before the meeting, and adapt them to the needs of your group. You might want to use some and replace others. Be sure to allow time for interaction and discussion; sharing ideas and reactions is more important than covering all the material.

## SKILLS FOR ADOLESCENCE PARENT MEETING 4

### SOLVING FAMILY CONFLICTS WITH LOVE AND LIMITS

#### Overview (cont.)

3. Download PDFs of projectables and handouts from the LQ Digital Resources Drive and print copies of handouts.
4. Create necessary sign-up sheets.
5. Prepare refreshments and organize seating.
6. Plan for child care.
7. Display work done by students (optional).

#### Materials

1. **Name tags, butcher paper, easel, tape, markers, pencils**
2. **White board**
3. **Handouts**
  - Thinking Ahead about Rules and Limits
  - Solving Problems Together
  - Parent Letters
  - Parent Response Form
  - Evaluation Forms
4. **Copies of *Together Times* Student Journals and Family Connection take-home worksheets**
5. **Projectables**
  - Agenda for Meeting 4
  - Steps for Solving Problems Together
6. **Sign-up sheets**
  - School Climate Team or Committee
  - Classroom Volunteer
  - Networking Groups/Task Forces
  - *Skills for Adolescence* Team Training
  - Service-Learning Project Volunteer
7. Prepare a list of local agencies and organizations that provide services for young people and their families, especially in the areas of mental and family health. If possible, offer pamphlets or fliers from these organizations. Make sure that the agencies reflect the cultural makeup of the parent group. You might invite representatives from one or two of these organizations to attend the social period following the meeting and talk informally with the participants. (optional)

## Description of Activities

### Student Involvement

Student involvement in the parent meetings can be a powerful incentive for parents to attend. For this meeting, students could lead an activity from a *Skills for Adolescence* lesson, perform a skit, act as greeters, or hand out materials. The adolescents would need their own activities, such as a video or games, for the time when they are not part of the meeting.

#### 1. Welcome the participants. (3 MINUTES)

Welcome everyone. Introduce yourself, the principal, teachers, and any guests. Explain that this is the final parent meeting—a key part of the *Skills for Adolescence* program. Tonight's topic is "Solving Family Conflicts with Love and Limits." Emphasize that the participants represent many years of valuable parenting experience and offer a rich variety of views and perspectives that you hope they will share.

#### 2. Review the topics, goals, and agenda. (2 MINUTES)

Display Projectable 1, Meeting 4 Agenda. The words in blue italics serve as your script for the parent meeting. You may want to adapt these words for your own situation.

*This is the final of four parent meetings, which are a key aspect of the Family Involvement of the Lions Quest Skills for Adolescence program. This meeting focuses on families working together to effectively solve conflicts. These four meetings have been based on the same topics students learn about in Skills for Adolescence lessons.*

Explain that the meetings provide helpful information and opportunities to share insights and experiences about parenting an adolescent. Stress that these meetings are for anyone involved in raising an adolescent, including parents, guardians, grandparents, foster parents, relatives, family friends, and community members. Helping young people grow up healthy and capable involves many adults working together to create a caring network of support.

Display and read aloud Projectable 1, Agenda for Meeting 4.

#### \*3. Optional: Complete a Get Acquainted activity. (8 MINUTES)

Whether you use this activity depends on how well participants know each other by now.

**Option 1:** Tell participants to:

- Gather in groups of three, introduce themselves, and each share one memory from their adolescence



1 Meeting 4 Agenda for Meeting 4

- Setting Rules and Limits Everyone Can Accept
- Solving Problems Together

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## SKILLS FOR ADOLESCENCE PARENT MEETING 4

### SOLVING FAMILY CONFLICTS WITH LOVE AND LIMITS

- Gather in groups of six, introduce themselves, and each name one hope or goal that they have for their adolescents
- Gather in groups of two, introduce themselves, and each share one concern they have about raising an adolescent
- Gather in groups of four, introduce themselves, and each state one family rule they have for their adolescents. Adapt topics so they are comfortable and appropriate for your group.

**Option 2:** Ask participants to form groups according to their favorite vegetable. Then have them introduce themselves within the small group. Ask them to regroup according to their favorite TV show, hobby, spectator sport, or whatever topics are appropriate for this group. Each time the participants should introduce themselves to people in the group whom they have not already met.

#### 4. Groups identify adolescent issues that require rules and limits. (10 MINUTES)

Note that most adolescents see themselves as invincible and invulnerable. Clear rules and limits help to guide and protect them.

*According to research, the most successful parents are warm and loving and:*

- *Set clear and reasonable limits*
- *Consistently enforce rules*
- *Do not give in to a child's unreasonable demands*
- *Encourage respectful communication*
- *Recognize their children's rights as well as their own*

Ask participants to name some issues that require them to set rules and limits. List these on butcher paper.

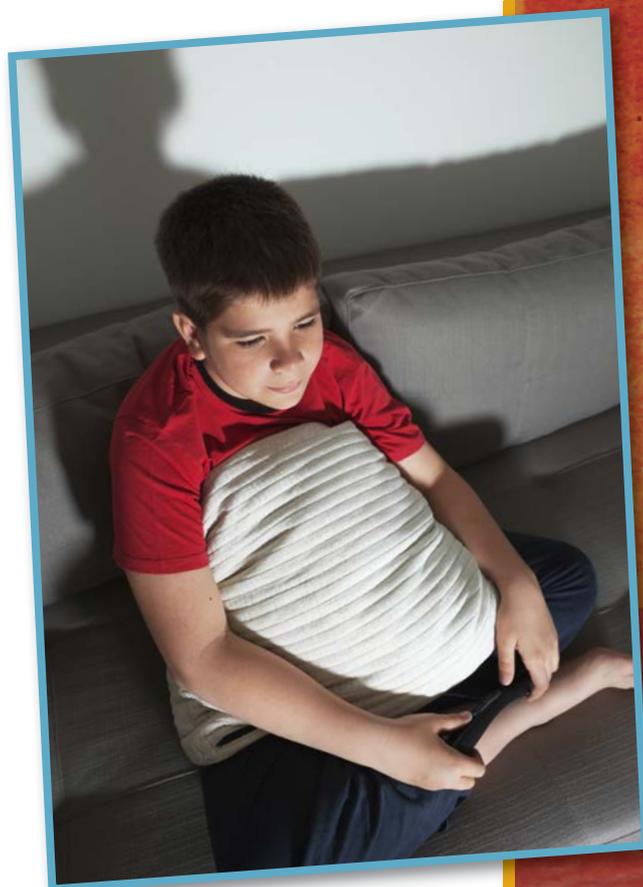
#### **Examples:**

- Curfew
- Dating
- Family chores
- Grades
- Messy room
- Getting homework done
- Loud music
- Clothes and appearance
- Watching TV

#### 5. Groups discuss possible rules and limits for key issues. (25 MINUTES)

Give everyone a copy of Handout 1, Thinking Ahead about Rules and Limits. Ask participants to choose four or five of the topics to discuss this evening. List these on the board. Then designate various areas of the room where participants interested in a particular topic can meet. Ask each group to appoint a recorder and a reporter.

Allow about ten minutes for discussion. Recorders should write down any limits/rules that the group agrees upon, along with any differing opinions. Reconvene and ask the reporters to summarize their



## SKILLS FOR ADOLESCENCE PARENT MEETING 4

### SOLVING FAMILY CONFLICTS WITH LOVE AND LIMITS

group's discussions, including areas of disagreement. Encourage participants to take notes on their handouts.

Summarize by pointing out that raising adolescents requires setting clear rules, along with consequences for breaking those rules. The challenge for parents is to determine what is negotiable with adolescents and what is not, based on the family's values. As an adolescent matures, parents must be open to reevaluating and adjusting family rules.

#### STRETCH (2 MINUTES)

#### \*6. Have groups discuss the joys and challenges of early adolescence. (15 MINUTES)

Ask participants to find others with the same picture on their name tags and sit together. Ask each group to appoint a recorder to write down the group's ideas and a reporter to share the ideas with the larger group. Give each group a sheet of butcher paper. On one side, each recorder will list what that group would describe as the joys of living with an adolescent. On the other side, the recorder will list some of the challenges. Allow about three minutes for each category. Then bring participants back together and ask the reporters to share their group's responses. Summarize by saying that during this time of change most adolescents are worried about their looks, are unsure of their abilities, and are concerned about friends. It is a time of vulnerability and self-doubt, and their level of self-confidence often changes from situation to situation.

#### 7. Demonstrate a problem-solving strategy that can help families deal with conflicts. (15 MINUTES)

Point out that, as parents well know, conflicts are an unavoidable part of people living together—especially people of different ages—all of whom have different needs, habits, and opinions. Family conflicts can lead to long-lasting anger and resentment. On the other hand, they can strengthen communication and lead to positive solutions to difficult problems. Ask participants to name issues involving adolescents that can lead to conflict. List them on butcher paper.

#### Examples:

- Chores not done
- Music too loud
- Leaving a mess
- Tying up the telephone
- "Hogging" the bathroom
- Not wanting to join family activities

Explain that one effective problem-solving strategy is called SOLVED. Display and read aloud Projectable 2, Steps for Solving Problems Together. Mention that students are encouraged to use this strategy with peers, not with adults. Stress that this strategy is not appropriate for every family conflict—especially those dealing with values, health, and safety. However, it does allow family members to listen to and consider everyone's needs and opinions before settling on a solution.



## SKILLS FOR ADOLESCENCE PARENT MEETING 4

### SOLVING FAMILY CONFLICTS WITH LOVE AND LIMITS

To demonstrate this problem-solving strategy, invite two volunteers to come up and act out the role of adolescents. You will be a parent who is frustrated because they come home from school and leave schoolbooks, snacks, and clothing all around.

Say each step of the process before you act it out with the volunteers.

#### **Step One: State the problem as you see it.**

*As the frustrated parent, say, "Our family has a problem because the after-school mess is getting worse and worse. I am upset because I feel like I am the only one picking up." Point out that you have avoided insulting words and accusations.*

#### **Step Two: Open the discussion to others' points of view.**

*Ask, "Does this mess bother anyone else?" Invite the "adolescents" to respond. Explain that even if you are the only one who is bothered by the mess, it is still a problem to be solved.*

#### **Step Three: List possible solutions together.**

*Explain, "I need everyone's help in coming up with some solutions to this problem. What are some ways we could deal with it?" Point out that all ideas are worth considering—even the zany ones. Invite the "adolescents" to share some ideas and list them on the board.*

#### **Examples:**

- Putting a big box in the kitchen to dump items in
- No watching TV until everyone has picked up their stuff
- Everyone coming home and going immediately to their room to drop things off
- Keeping a goat in the kitchen
- Taking turns cleaning up the after-school mess

#### **Step Four: Veto the unacceptable ones.**

Cross out any solutions that are unacceptable to you, and then invite the "adolescents" to do the same.

#### **Step Five: Evaluate the remaining solutions.**

Discuss with the "adolescents" the pros and cons of the remaining solutions.

#### **Step Six: Do the one most acceptable to everyone.**

Finally, agree on a plan that everyone can live with. If the family cannot agree, then go back to Step Three and generate more possible solutions.

Explain that after trying the agreed-upon solution for a while, you will evaluate its success. If the problem persists, you all may need to brainstorm new solutions. That is okay. It is no longer just your problem—it is now a family problem that everyone is responsible for solving.

Ask participants their opinions about the SOLVED process:

- *What are some advantages of this strategy? What are some disadvantages?*
- *What are some family conflicts and issues in which this process would be appropriate? Inappropriate?*

### **8. Groups practice using the SOLVED process. (20 MINUTES)**

Distribute Handout 2, Solving Problems Together. Ask participants to sit with others who have the same pictures on their name tags. Ask each group to appoint a recorder and a reporter. Explain that you will describe a typical family conflict. The members

## SKILLS FOR ADOLESCENCE PARENT MEETING 4

### SOLVING FAMILY CONFLICTS WITH LOVE AND LIMITS

of each group will take on the roles of parents and adolescents and use the SOLVED process to find a solution that is acceptable to everyone.

**Alternative:** Have groups choose their own family conflict to resolve.

Describe the following situation, modifying it as necessary, and allow time for the groups to use the SOLVED process to resolve the conflict.

*Your family got a new puppy, and everyone promised to help care for it. But now that school has started, you are the only one feeding it, cleaning up after it, and walking it. If you ask someone to take the puppy for a walk, the response is likely to be, "I will do it later." You are carrying most of the responsibility for the "family" puppy.*

After groups have used the SOLVED process, ask reporters to share their group's solutions with everyone.

Then ask participants:

- *What problems, if any, did your group have with this problem-solving strategy?*
- *Which steps were easy for your group? Which were difficult?*
- *How do you think this strategy would work in your own family?*

Summarize by pointing out that when adolescents' needs and views are considered, they are more likely to follow the family rules. Nevertheless, not all conflicts can be "negotiated." Some rules must be set and followed, regardless of adolescents' opinions.

#### **\*9. Identify resources for additional information and services. (5 MINUTES)**

Distribute a list of local agencies and organizations that offer information and services for young people and their families. Offer any pamphlets or fliers you have been able to obtain. If representatives from these organizations will be on hand after the meeting, introduce them now.

#### **10. Summarize the meeting. (5 MINUTES)**

Invite participants to share any questions or concerns they have about tonight's meeting.

**Ask:**

- *What have you enjoyed most about tonight's meeting?*
- *What did you learn tonight that you might try with your child?*

#### **11. Fill out evaluation forms. (5 MINUTES)**

If *Skills for Adolescence* students have been providing child care, you might want to ask all the children to join you. Or wait 10–15 minutes to allow the adults to talk among themselves first.

#### **12. Provide refreshments and a social time.**

Invite the group to stay for refreshments and a social time. Be sure to encourage the participants to sign up for the different roles they can take in the program. Post the sign-up sheets where they will be easy to see. Point out that even if it's late in the year, they can become involved in some of these activities next year.

