

Classroom Implementation Models

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

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

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

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

Model Two: Advisory and Classroom Meeting structures

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

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

Model Three: Integrated into academic subject areas

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

Model Four: Foundational life skills program

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

Model Five: Tier 2 and 3 interventions

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

Model Six: Schoolwide Initiative

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

School Implementation Matrix

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