

Lions Quest

PreK-12 Social and Emotional Learning Program

Promoting:

- Connection to school
- Positive behavior
- Character education
- Anti-bullying
- Drug, alcohol, and tobacco awareness
- Service-learning



A Program of Lions
Clubs International
Foundation

Lions Quest Lesson Sampler

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What?

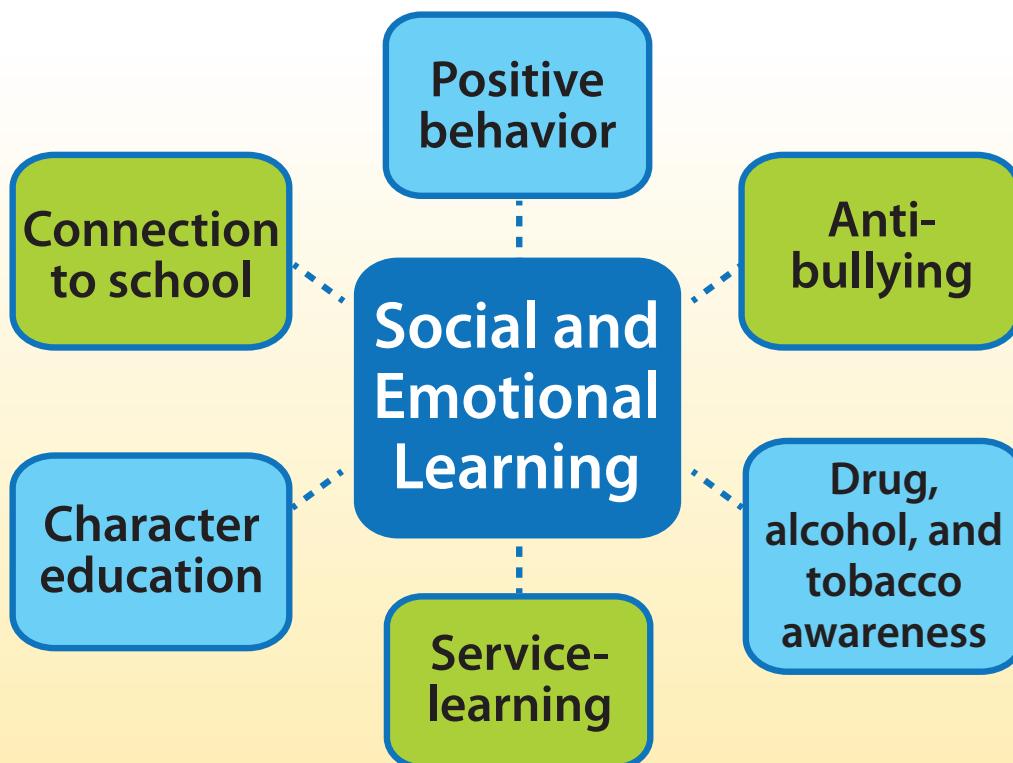
Lions Quest

- *Skills for Growing PreK - 5*
- *Skills for Adolescence 6 - 8*
- *Skills for Action 9 - 12*



Lions Quest is a PreK-12 Social and Emotional Learning (SEL) program in use by educators in over 90 countries around the world.

Social and emotional skills provide the foundation for dealing with anger and frustration, preventing negative behaviors, and developing positive school behaviors that increase academic performance.





Success in school and in life depends on more than just reading, math, and social studies.

Lions Quest schools have improved school climate, student-teacher relationships, interpersonal skills, and commitment to service.

Evaluation studies report:

- 9% improvement in GPA
- 57 % decline in school absences
- 82% decline in in-school suspensions
- 44% decline in out-of-school suspensions
- 47% decrease in bullying



- Attendance
- Positive school climate
- Academic performance



- Problem behaviors
- Bullying
- In-school suspensions
- Out-of-school suspensions
- Student stress level

Lions Quest Promotes School and Life Success

Implementation

Effective SEL
Instruction
(Competence)



Effective Learning
Environments
(Conditions)

Initial Impact

Improved attitudes
and behaviors

Fewer negative
behaviors

Students learn
cooperation and
teamwork

Integration
with academic
curriculum

Long-term Impact

Improved grades
and test scores

Positive school
climate

Engaged and
involved citizenship

Healthy lifestyle

Workforce
preparedness

Now What?

Lions Quest offers the flexibility that schools need to implement successfully. Lessons take only 20-30 minutes per week and the professional development workshops are active, engaging, fun, and effective.

Lions Quest Implementation Options

- 20-30 minute lesson/week for all students.
- Homeroom/Advisory period curriculum.
- Stand-alone course.
- After-school program.
- Drug, alcohol, and tobacco prevention program.



"We have always had positive responses to the training and introduction of the curriculum. But more importantly, we receive the same response in our follow up after the teacher has implemented the curriculum in the classroom."

—Darlene French, Comprehensive Learning Support Specialist, Iberia Parish School System, LA

Lions Quest Workshops

One-day or two-day professional development workshops offer comprehensive preparation in Lions Quest programs.

- Lions Quest trainers meet the highest standards for professional development.
- All trainers have earned advanced degrees in education or a related field.
- Lions Quest workshops receive a 95% satisfaction rating for an "outstanding" experience.



Lions Quest Program Components

Lions Quest *Skills for Growing* PreK - 5



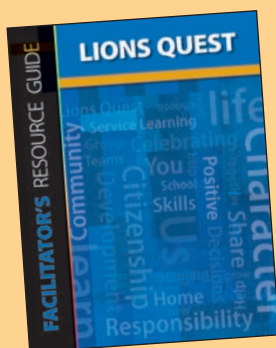
Lions Quest *Skills for Adolescence* 6 - 8



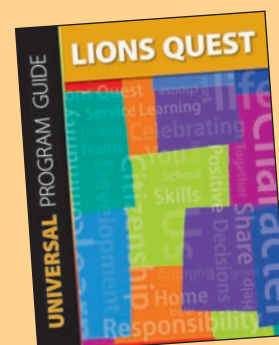
Lions Quest *Skills for Action* 9 - 12



Each Teacher's Curriculum Kit includes:



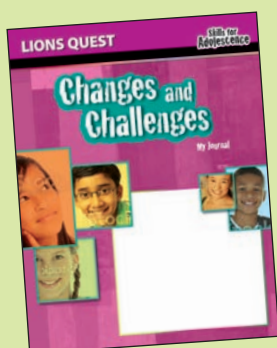
The Facilitator's Resource Guide is an easy-to-use “teacher’s edition” that contains annotated lesson plans, assessment and enrichment, and family and community connections activities.



The Universal Program Guide includes the program rationale and overview, classroom implementation models, and guidelines for effective schoolwide implementation. Also included are instructional strategies for creating a relationship-centered classroom, developing a positive school climate, and implementing service-learning.



The Digital Resources offer rich ancillary support including “Projectables” for whole-class presentations, Family Connection take-home worksheets, and the *Families as Partners* guide designed to encourage family engagement and involvement in Lions Quest.



The Student Journal provide opportunities to practice and apply the skills found in each lesson.

Lions Quest

PreK-8

TABLE OF CONTENTS

	TOPIC 1	TOPIC 2	TOPIC 3
UNIT 1: A POSITIVE LEARNING COMMUNITY	Making Introductions SEL Component: Self-awareness Skill: Accurate self-perception, self-confidence, clarifying your values	Establishing Classroom Agreements SEL Component: Self-management Skill: Impulse control	Building Relationships and Community SEL Component: Relationship skills Skills: Communication, social engagement, building relationships, working cooperatively
UNIT 2: PERSONAL DEVELOPMENT	Clarifying Your Values SEL Component: Self-awareness Skills: Accurate self-perception, recognizing strengths	Assessing Strengths and Growth Opportunities SEL Component: Self-awareness Skill: Accurate self-perception	Building Self-Confidence and Self-Respect SEL Component: Self-awareness Skill: Self-confidence
UNIT 3: SOCIAL DEVELOPMENT	Listening SEL Component: Relationship skills Skill: Communication	Respecting Others SEL Component: Social awareness Skills: Empathy, respect for others, perspective-taking, appreciating diversity	Communicating with “What, Why, and How” messages SEL Component: Social awareness, relationship skills Skills: Empathy, seeking help
UNIT 4: HEALTH AND PREVENTION	Choosing Healthy Living SEL Component: Responsible decision making Skills: Ethical responsibility, problem identification, situation analysis	PreK – 2: Staying Away from Poison Substances 3 – 8: Staying Away from Alcohol SEL Component: Responsible decision making Skills: Problem identification, situation analysis, problem solving	Growing in Responsibility SEL Component: Responsible decision making Skill: Ethical responsibility
UNIT 5: LEADERSHIP AND SERVICE	Serving Your School and Community SEL Component: Relationship skills, responsible decision making Skills: Helping/seeking help, ethical responsibility	Assessing Classroom Assets and Interests for Service-Learning SEL Component: Relationship skills, responsible decision making skills, relationship skills Skills: Communication skills, working together, problem solving,	Identifying Classroom, School, and Community Issues and Needs SEL Component: Relationship skills, responsible decision making Skills: Communication, helping/seeking help, problem identification, situation analysis, problem solving
UNIT 6: REFLECTION AND CLOSURE	Reflecting on Learning, Experience, and Goals SEL Component: Responsible decision making Skills: Reflection, evaluation	Celebrating Class Successes and Acknowledging Contributions SEL Component: Responsible decision making Skills: Reflection, evaluation	

TOPIC 4	TOPIC 5	TOPIC 6	TOPIC 7	TOPIC 8
Motivating Yourself SEL Component: Self-management Skill: Self-motivation	Setting Positive Goals SEL Component: Self-management Skill: Goal setting	Labeling Your Emotions SEL Component: Self-awareness Skill: Resolving conflicts	Managing Stress and Strong Emotions SEL Component: Self-management Skills: Stress management, impulse control, self-discipline	Recognizing the Thoughts, Emotions, & Action Connection SEL Component: Self-management Skills: Impulse control, self-discipline
Working Together SEL Component: Relationship skills Skill: Working cooperatively	Building Healthy Relationships SEL Component: Relationship Skills Skill: Social engagement	Handling Conflict in Relationships SEL Component: Relationship skills Skill: Resolving conflicts	Dealing with Bullying Behavior SEL Component: Relationship skills Skills: Communication, resolving conflicts, seeking help	Dealing with Bullying Behavior SEL Component: Relationship skills Skills: Communication, resolving conflicts, seeking help
PreK – 2: Being Careful Around Medicines 3 – 8: Staying Away from Tobacco SEL Component: Responsible decision making Skill: Problem identification, situation analysis, problem solving	Making Good Decisions - Part 1 SEL Component: Responsible decision making Skill: Problem solving	PreK-2: Making Good Decisions – Part 2 3 – 8: Staying Away from Other Drugs SEL Component: Responsible decision making Skill: Problem identification, situation analysis, problem solving	Standing Up to Social Pressure SEL Component: Responsible decision making Skill: Problem identification, situation analysis, problem solving	6 – 8 only: Reinforcing and Modeling a Healthy, Drug-Free Lifestyle SEL Component: Responsible decision making Skill: Problem identification, situation analysis, problem solving
Deciding Together on a Service-Learning Project SEL Component: Relationship skills, responsible decision making Skills: Communication, helping/seeking help, problem identification, situation analysis, problem solving	Planning a Service-Learning Project to Meet School or Community Needs SEL Component: Relationship skills, responsible decision making Skills: Communication, helping/seeking help, problem identification, situation analysis, problem solving	Implementing the Service-Learning Project SEL Component: Relationship skills Skills: Communication, social engagement, building relationships, working cooperatively, resolving conflicts, helping and seeking help	Reflecting on and Demonstrating the Service-Learning Project SEL Component: Responsible decision making Skill: Reflection	Demonstrating Service SEL Component: Relationship skills, responsible decision making Skills: Social engagement, reflection, evaluation

LIONS QUEST Skills for Growing



Every Friday my entire school is involved in Lions Quest. The teachers love the curriculum and enjoy implementing it on Friday because it's fun.

—Katie Grady, PS 104 New York City



The strength of Lions Quest is in its implementation in all grade levels and the iterative teaching of the core concepts in every grade level. Another strong part is the Together Times journal, which helps me structure the lessons well. Students like the activities and like taking the journal home.

—Elementary teacher, Wood County, West Virginia

Unit 3

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

SEL COMPETENCIES

Relationship Skills
Social Awareness

Students will learn the following skills:

- ☐ communication
- ☐ empathy
- ☐ respect for others
- ☐ perspective-taking
- ☐ appreciating diversity
- ☐ seeking help
- ☐ working cooperatively
- ☐ social engagement
- ☐ resolving conflicts

PREPARATION

Non-classroom materials needed for this unit

Lesson 1: Butcher paper, art supplies

Lesson 2: Butcher paper, yarn

Lesson 3: Butcher paper

Lesson 5: Index cards (2 per student), tape

Advanced preparation needed for this unit

Lesson 1: Print a copy of Projectable 3.1.2.

Lesson 2: Find three brief literature selections with characters who interact in positive ways. Cut construction paper into strips to make a paper chain; you will need three strips per student. Arrange to have magazines available for students for the Community Connection activity.

Lesson 3: Print a copy of Projectable 3.3.2.

Arrange for students in a younger grade to visit your class to learn about Don't Bug Me Messages from your students. Arrange for your students to visit a 4th grade class to observe group work for the Community Connection activity. Arrange for students to have access to the Internet for a Building Skills Beyond the Lesson activity. Organize supplies to make homemade instruments for an Applying Across the Curriculum activity.

Lesson 4: Print copies of Projectable 3.4.1 for each student.

Print copies of Projectable 3.4.2 for each group. Create four signs with "Group Member" written at the top. Arrange for students from another class visit your class for a gallery walk for a Building Skills Beyond the Lesson activity.

Lesson 5: Have students bring wrapping paper for an Applying Across the Curriculum activity.

Lesson 7: Students will need the Practicing page in the Student Journal from Lesson 6 for this lesson.

ENERGIZERS

JUMP FOR COOPERATION Select two students to hold a jump rope while student pairs line up to jump. The first pair jumps once and takes the places of the students holding the rope. The players who were holding the rope go to the end of the line. The second pair jumps twice and takes the place of the students holding the rope. The students who were holding the rope go to the end of the line. The third pair jumps three times and so on. If anyone misses, the next pair begins all over again, jumping once.

TICKLERS

NOT LISTENING Read the following poem to the class and ask them to name ways to show others that they are listening:

When someone else is talking, He never makes a comment
A poor listener starts to squirm. Or even asks you, "Why?"
You can tell that she's not listening Or nods or pats you on the arm
'Cause she wiggles like a worm. It makes you want to sigh.

SOCIAL DEVELOPMENT

Planning

3.6

What Is Bullying?

In order to recognize and understand bullying behaviors, a person must first discern what bullying behaviors are and are not. Doing so will help promote positive interactions between people.

SEL COMPETENCY

Relationship Skills

SKILL resolving conflicts

MATERIALS

- ✓ Discovering Projectable 3.6.1
- ✓ Connecting Projectable 3.6.2
- ✓ Practicing Projectable 3.6.3
- ✓ Student Journals
- ✓ Family Connection take-home worksheet

CLASSROOM CONFIGURATION

- 1 whole class 2 whole class
- 3 small groups 4 small groups

OBJECTIVES

Students will

- ✓ identify bullying behaviors and feelings associated with bullying;
- ✓ distinguish which situations are bullying and which are not.

★ COMMON CORE CONNECTION

This lesson addresses the following Common Core Standards:

SPEAKING AND LISTENING:

COMPREHENSION AND COLLABORATION

- ✓ SL.3.1.b, SL.3.1.b

SKILLS Progression



LAST YEAR, students identified bullying behaviors and how to identify bullying situations.



THIS YEAR, students learn to resolve conflicts by identifying bullying behaviors.



NEXT YEAR, students will learn to distinguish between bullying behaviors and behaviors that result from healthy conflict.

1 DISCOVERING

10 MINUTES

Lesson Link

ACTIVITY 1

Allow students time to distribute the gifts they made for the Applying activity in Lesson 5

State that today's lesson is about recognizing bullying behaviors in others. Ask students to think of a time when they or someone they know was bullied. Display **Discovery Projectable 3.6.1** to the class. Draw a T-chart on the board. Title one side *Actions* and the other side *Feelings*. Ask them to identify any actions they see taking place in the photos. Make a list of the actions they give you. Ask for volunteers to associate feelings with the actions. List those feelings in the appropriate column on the T-chart.



ASK: *When was the last time you felt like one of the people in the photos? What caused you to feel that way?*

Acknowledge that what they have just talked about is called "bullying" and that it can be hurtful.

2 CONNECTING

10 MINUTES

INSTRUCTION

Remind students that bullying is hurtful.

Introduce the acronym HARM

Show **Practicing Projectable 3.6.3**. Have students read the HARM model with you. As you call out each letter of the word HARM, cue them to read the text that follows with you. HARM will serve as a tool for students to remember what bullying behavior is.

H—Harmful

A—Actions or words

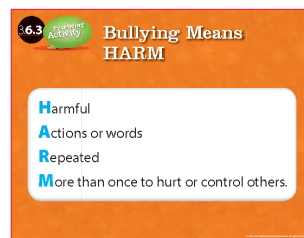
R—Repeated

M—More than once to hurt or control others.

Model how to identify bullying behaviors

Show **Connecting Projectable 3.6.2**. Read the heads aloud. Give the examples to students and ask them to raise their hand for the action they think is being displayed.

SAY: *Once, I was late for the bus. As I ran around a corner, I ran right into my art teacher. I apologized immediately and explained why I was running.*



ASK: *Raise your hand if you think this is playful teasing (pause), accidental behavior (pause), misunderstanding (pause), or normal conflict.*

Agree that this is accidental behavior and move on to the next example.

SAY: *My friend and I were playing basketball. I took a shot at the hoop and made the basket, but my friend said I was out of bounds. I didn't think that I was out of bounds. We argued for a minute and decided to have a replay.*

ASK: *Raise your hand if you think this is playful teasing (pause), accidental behavior (pause), misunderstanding (pause), or normal conflict.*

Acknowledge that this is an example of normal conflict between friends.

SAY: *I was very sad at lunch today because I found out my grandpa was in the hospital. I wasn't trying to be mean, but when my friend Amy asked to sit with me, I told her no because I wanted to be alone for a little bit.*

ASK: *Raise your hand if you think this is playful teasing (pause), accidental behavior (pause), misunderstanding (pause), or normal conflict.*

Agree that this is a misunderstanding. Go on to the next example.

SAY: *My friend and I have a tendency to finish each other's sentences and say the same things at the same time. We often tease and make fun of each other, but in a joking way, because we both find it funny.*

ASK: *Raise your hand if you think this is playful teasing (pause), accidental behavior (pause), misunderstanding (pause), or normal conflict.*

Acknowledge that this is playful teasing between friends.

ASK: *What can turn any of these situations into bullying?*

3 PRACTICING 15-20 MINUTES

ACTIVITY 2

Explain the recognizing bullying behaviors activity

Explain to students that they will complete a survey in small groups to decide if situations are bullying or not bullying.

Students practice recognizing bullying behaviors

Divide students into small groups. Ask groups to work together to complete the bullying survey on the Practicing page of the Student Journal. Students will read the situations independently and decide if they are examples of bullying behaviors. Then they will discuss in groups *why* each situation is or is not an example of bullying behaviors. Ask students afterward if they feel any different about what is considered bullying behavior as opposed to what they might have thought previously.

Community Connection

Have students share their collages and picture books created for the Applying Across the Curriculum activities with other students at the school. Invite students to include how they thought of the words they placed on the collage, the situation list alongside it, and the pictures they drew in their picture book. Have them explain how well the "Positive Words" collage and their picture books are working to help make their classroom a more peaceful environment. Invite volunteers to express how they think the collage and picture books may help elsewhere in the school.

Family Connection

Have students sit down with their family members and explain to them what they have learned about bullying. They will also discuss how they wish to be treated by others. Family members will help their child understand what bullying looks like in settings other than school. Send home the Family Connection take-home worksheet called **How to Spot Bullying Behavior**.

Applying Across the Curriculum

LANGUAGE ARTS Have students create a "Positive Words" collage to display in class to help students remind themselves to treat others with dignity and respect. Encourage students to choose words that make people feel good about themselves and others. Ask students to create a list of situations in which these words can be used to create a more positive environment. This list can be placed alongside the collage.

ART Have students create a picture book that shows how the words in the collage they created make people feel. For example, if the words "Thank you" appear on the collage, students can place those words at the top of the page and draw a picture of one person thanking another. Both persons should be smiling, but the person being thanked should have a bigger smile. Invite volunteers to share their completed books with a partner.

GRADE 3 FACILITATOR'S RESOURCE GUIDE

Reflecting Resource: Student Journal p. 44

Reflecting Reflect on what you've learned about the different types of situations that can be confused with bullying.

What? What does HARM stand for?

So what? What feelings do you associate with the four types of situations that can be confused with bullying? What could turn these situations into bullying?

Now what? How do you think recognizing these different types of situations will help you? What do you think are some ways you can help your friends recognize these different types of situations?

Applying Resource: Student Journal p. 45

Applying Think of situations you've been in that have involved bullying behaviors, and then answer the following questions:

Has there ever been a time when you and a sibling or friend had a disagreement or conflict? Did it feel like bullying? Did it feel like a normal conflict? Explain.

Describe a time when you playfully teased a friend. How did you know it was not bullying? How did your friend know?

What is one suggestion you would like to add to the "Stop the Bullying" box?

Reflecting

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

What?	What does HARM Stand for?
So what?	What feelings do you associate with the four types of situations that can be confused with bullying? What could turn these situations into bullying?
Now what?	How do you think recognizing these different types of situations will help you in the future? What do you think are some ways you can help your friends recognize these different types of situations?

4 APPLYING 5 MINUTES

Have students complete the Applying page in the Student Journal about situations that involve bullying behaviors. At home, over the next few days, encourage students to create a "Peace Place" where they can go if they need to calm down, cheer up, or remember the skills they need to work through a conflict with someone. Also place a "Stop the Bullying" box, in the fashion of a suggestion box, where students can submit anonymously any bullying incidents at school or at home.

ASSESSING

PRACTICING (INFORMAL FORMATIVE ASSESSMENT) Note how well the students are understanding the concept of bullying behaviors versus non-bullying behaviors based on how they responded to the scenarios in the Student Journal.

APPLYING (FORMAL FORMATIVE ASSESSMENT) Read the Student Journals to gauge how the students thought about two different situations that were not bullying behaviors.

BUILDING SKILLS BEYOND THE LESSON

Draw It!

PRACTICING Have small groups of students draw comic strips depicting the situations found in the bullying survey. Ask them to fill in speech bubbles with words they think the characters would use. Also ask students to think about positive responses the characters might give.

Act It Out!

APPLYING Students may choose to act out the scenarios in skits to see how they feel as they play them out. Students can share their feelings out loud with a partner. Students can also watch for facial expressions and share reactions with fellow students.

REINFORCEMENT

Present It!

APPLYING Have students make a "Peace Place" at home. Have them make a small presentation to their family members about why they made the haven and what they can use it for.

Share It!

PRACTICING Have the students make "Stop the Bullying" boxes for other classes. Make sure the students include a how to sheet so their fellow students know how to use the box. If necessary, have the students also make a presentation to the classes about how to use the box.

ENRICHMENT



3.6.1 Discovering Activity

ACTIONS



FEELINGS

3.6.2 Connecting Activity

Bullying or Friendship?

Bullying	Normal Conflict	Misunderstanding
Intentional pushing and shoving	Raised voices	Asking lots of questions
Making fun of someone repeatedly	Silence	Disagreeing
Accidental Behavior	Playful Teasing	Friendship
Bumping into someone	Roughhousing	Listening
Happy or excited shouting	Laughing with someone	Complimenting

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3.6.3 Practicing Activity

Bullying Means HARM

Harmful
Actions or words
Repeated
More than once to hurt or control others.





GRADE 3 STUDENT JOURNAL: TOGETHER TIMES

3.6 Practicing

Read the situations and decide whether they are examples of bullying behaviors. Then circle the correct answer. Be prepared to discuss your reasoning during the class discussion.

1. While Andy is giving a speech in front of the class, two students who are drawing silly pictures instead of paying attention start to giggle.

Bullying

Not Bullying

2. Gabby and Molly snicker every time Kaylah walks by them.

Bullying

Not Bullying

3. Charlie wants to play a board game but Owen refuses, saying that he would rather play video games.

Bullying

Not Bullying

4. Emily refuses to talk to Anna every time Anna talks to someone Emily doesn't like.

Bullying

Not Bullying

5. Maura has a sore foot from an accident. Every time she stumbles, Billy laughingly imitates her.

Bullying

Not Bullying



Reflecting

Reflect on what you've learned about the different types of situations that can be confused with bullying.

What?

What does HARM stand for?

What feelings do you associate with the four types of situations that can be confused with bullying? What do you think could turn these situations into bullying?

So What?

Now What?

How do you think recognizing these different types of situations will help you? What do you think are some ways you can help your friends recognize these different types of situations?



FAMILY MEMBERS READ THIS:
Your child is learning about bullying. Help your child by discussing bullying behaviors with him or her, as well as how he or she would like to be treated by others. Then help your child understand what bullying might look like outside of school.

How to Spot Bullying Behaviors

BULLYING BEHAVIORS

REMEMBER THAT HARM IS

- ☐ Harmful
- ☐ Actions or words
- ☐ Repeated
- ☐ More than once to hurt or control others.

LET'S DO THIS!

Speak with your family member about bullying, behaviors associated with bullying, and how you would like to be treated by others. Ask your family member about his or her experiences with bullying and how bullying might look in places other than school.

After speaking with your family member, answer the questions below:

What did your family member tell you about his or her experiences with bullying?

What did your family member say are some other places where bullying might occur outside of school?

If your family member was bullied, how did he or she handle it?

LIONS QUEST Skills for Adolescence



A Search Institute study found that 64% of all young people are involved in one or more harmful behavior patterns, such as daily cigarette use, alcohol and other drug use, violent acts, depression, and frequent absenteeism from school. *Skills for Adolescence* recognizes that preventing these problems requires long-term, comprehensive efforts in which family and school work together to support young people's healthy development.

“The students enjoy spending additional time with classmates to build interpersonal relationships. Students are using their leisure time at school to practice the skills they have learned in Lions Quest.”

—Vilma, parent of a middle school student



“The program is good because parents don’t always have time to teach everyday skills like drug prevention. I use the books and talk about issues with my son. He would like all kids in school to take Lions Quest class! As a single mother it’s very helpful to me as I work with my son.”

—Nicola, parent of a middle school student

Unit 4

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

SEL COMPETENCIES

Responsible Decision Making
Self-management
Relationship Skills

Students will learn the following skills:

- ☐ ethical responsibility
- ☐ problem identification
- ☐ situation analysis
- ☐ problem solving
- ☐ self discipline
- ☐ helping/seeking help

QUESTION BOX

Introduce the Question Box to students at the start of the unit. Point out the location of the Question Box in the classroom. Tell students that if they have a question they are not comfortable asking in front of the class, they can write it on a piece of paper and put it in the box. Explain that you will answer questions from the Question Box during class. Note that each lesson in this unit includes a Question Box icon **? BOX** as a reminder to answer questions from the Question Box.

PREPARATION

Non-classroom materials needed for this unit

Lesson 1: Index cards, self-stick notes, poster board

Lesson 3: Art supplies

Lesson 6: Index cards

Lesson 8: Colored poster board cut into squares, art supplies

Advanced preparation needed for this unit

Refer to the Drug Information Sheets on the LQ Digital Resources Drive for information about drugs, alcohol, and tobacco.

Lesson 1: Arrange for students to have access to the Internet for an Applying Across the Curriculum activity.

Lesson 2: Prepare examples of tobacco and alcohol advertisements. Arrange for students to have access to presentation software for a Building Skills Beyond the Lesson activity.

Lesson 3: Prepare a list of teachers who are willing to be interviewed by students for the Community Connection activity.

Lesson 5: Prepare an article about an alcohol-related incident. Provide a video recording device for a Building Skills Beyond the Lesson activity.

Lesson 6: Arrange for students to have access to the Internet for an Applying Across the Curriculum activity.

Lesson 7: Provide a video recording device for a Building Skills Beyond the Lesson activity.

Lesson 8: Prepare a list of local health care providers who are willing to work with students for the Community Connection activity.

ENERGIZERS

WHAT IS TRUTH? Invite students to consider the idea of truth. Ask them how they know if something is true or not. Do they rely on past experiences, information that was shared with them, a gut feeling, or do they seek help from trusted family members or friends? Ask each student to write his or her own definition of the word *truth* and to draw a simple illustration. Allow a few volunteers to share their thoughts on the term and encourage a discussion on the many facets of one idea.

TICKLERS

FACT OR FICTION Divide students into groups of three or four. Ask each group to work together to create two paper signs—one that reads “Fact” and another that reads “Fiction.” Read a series of statements and invite the groups to discuss and categorize the statements by holding up either the “Fact” or “Fiction” sign. Intermittently, invite volunteers to share how they arrived at their decisions.

SOCIAL DEVELOPMENT

Planning

4.2

Don't Buy a Lie

Students identify how advertising techniques target and manipulate young people by marketing products with a positive image and message. They use their decision-making skills to evaluate the information in advertisements and make healthy choices based on factual information.

SEL COMPETENCY

Responsible
Decision Making

SKILL problem solving

MATERIALS

- ✓ Discovering Projectable 4.2.1
- ✓ Practicing Projectable 4.2.3
- ✓ Student Journals
- ✓ Family Connection take-home worksheet
- ✓ advertisements for tobacco and alcohol

CLASSROOM CONFIGURATION

- 1 whole class 2 whole class
- 3 small groups 4 individuals

OBJECTIVES

Students will

- ✓ explain the purpose of advertising;
- ✓ identify common tobacco and alcohol advertising techniques and rewrite tobacco and alcohol ads to make them more accurate and realistic.

★ COMMON CORE CONNECTION

This lesson addresses the following Common Core Standards:

SPEAKING AND LISTENING: COMPREHENSION AND COLLABORATION

- ✓ SL.7.1, SL.7.2

SKILLS Progression



LAST YEAR, students learned about the harmful effects of alcohol abuse and how to identify and respond to it.



THIS YEAR, students apply the Steps to Good Decisions to make good decisions.



NEXT YEAR, students will explain and assess the risks of alcohol use for young adults and develop positive responses for situations involving alcohol.

1

DISCOVERING

10 MINUTES



ACTIVITY 1

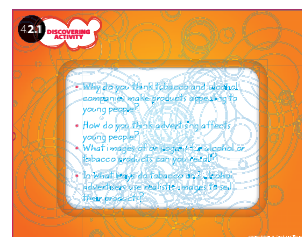
State that today's lesson will focus on one of the most powerful influences in an adolescent's life—advertising—and how to make wise decisions about the intent and content of advertisements.

Guide students to understand that advertisements influence people to buy things they may not buy otherwise. Point out that tobacco and alcohol are drugs that are legal at a certain age but cause serious health risks, especially to young adolescents. Define a drug as any chemical that alters the function of the mind and body. Alcohol and tobacco are two of the harmful drugs that are commonly used among young people with serious and long-term health risks. Yet alcohol and tobacco companies spend millions of dollars on advertising and have been highly criticized for targeting their marketing and advertising campaigns toward young people. Show **Discovering Projectable 4.2.1** and review the questions with students.

Allow students a few minutes to discuss these questions with a classmate and then lead a discussion of the class.

ASK: *How do you think advertisements have affected you and your friends?*

Agree that advertisers target young people because today's teen is tomorrow's regular customer. The goal of advertising is to convince people that they will be like the image portrayed in the ads if they buy the products advertised. Tobacco and alcohol ads use idyllic images and slogans instead of realistic ones. Acknowledge that most advertisements are really funny and make the products look glamorous and needed. Explain to students that it is important to use responsible decision-making skills when being influenced by advertising.



2

CONNECTING

10 MINUTES

INSTRUCTION

Ask students to think about a time when they were affected by an advertisement. Tell students that tobacco company documents that recently became public as a result of lawsuits show that advertisers intentionally targeted young people to convince them that smokers live a fun lifestyle.

SAY: *An internal memo from Philip Morris, a tobacco company, that was made public during a lawsuit against the tobacco industry reads: "Today's teenager is tomorrow's potential regular customer...it is during the teenage years that the initial brand choice is made."*

Introduce tobacco and alcohol advertising strategies

Ask students to raise their hands if they have seen an advertisement for alcohol or tobacco products. Explain that new laws restrict how and where

tobacco companies can advertise but that these companies continue to reach young people. Because of restrictions on tobacco ads in youth magazines and billboards, tobacco companies use ads and products in movies that are geared toward young audiences. In addition, tobacco and alcohol companies increasingly advertise on the Internet, where they often target teens.

Model analyzing tobacco and alcohol advertising strategies

Display tobacco and alcohol advertisements you have gathered from the Internet.

ASK: *What do you think this ad wants you to believe? What group do you think this ad is targeting? Why do you think this image might appeal to young people? How do you think you could change this ad and make it more truthful?*

Reinforce the fact that the ads seek to promote the message that using these products will be beneficial instead of harmful. Give examples of what a more truthful, realistic ad might look like.

SAY: *Advertisers target specific demographic groups that they think they can win over. Young people are particularly vulnerable. For example, once someone starts smoking it is very difficult to quit. When tobacco companies directly marketed brands of cigarettes to women, smoking among young women rose rapidly. This is true of alcohol as well. Research shows that children who can recall seeing beer ads have more positive opinions about drinking and are more likely to drink as adults.*

ASK: *Why do you think the advertisements are influential?*

Tell students that tobacco and alcohol companies spend millions of dollars researching which ads will persuade people to buy their products.

ASK: *Why do you think it is important to counter these advertisements with a more truthful representation of these products?*

3 PRACTICING 15–20 MINUTES

ACTIVITY 2

Explain the Don't Buy a Lie activity

Tell the class that they will analyze advertisements for tobacco and alcohol products and rewrite the ads to reflect the truth. Read aloud the instructions on the Practicing Student Journal page.

Students practice Don't Buy a Lie

Use a creative grouping strategy to group students into pairs. Give each pair a tobacco and alcohol advertisement. Have pairs work together to answer the questions about their ad. Then have pairs group into squares to share their advertisements and discuss their ideas. Encourage the pairs to compare their advertisements and responses to the questions. After partners are finished analyzing ads, ask the class to identify specific examples where tobacco or alcohol ads are not being truthful or are being manipulative in their goal to get younger people to buy and use their products. Ask them how it feels to understand the motives behind these advertisements and how this knowledge will impact their decisions in the future.

ASK: *How can these steps help you make wise decisions?*

Close the lesson by summarizing that using Steps to Decision Making can help students make good decisions related to the positive and negative influences in their lives, including advertising that targets the vulnerability of adolescents.

Community Connection

Have students look for cigarette and alcohol ads in restaurants, in stores, at gas stations, on billboards, and in other public spaces. Have them identify who they believe to be the intended audience, the message, and the ways in which the ads are presenting an image that does not reflect the harms of alcohol and tobacco.

Family Connection

Have students invite their families to discuss how advertisements on television and in print can misrepresent the truth. Have students, with a family member, look for examples of commercials on television or advertisements in magazines and discuss the messages of the advertising, including any areas that are idyllic or exaggerated. Send home the Family Connection take-home worksheet titled **Don't Buy a Lie**.

Applying Across the Curriculum

ART Have students use what they have learned about advertising to create murals that display truthful positive messages and images about healthy behaviors and products.

SOCIAL STUDIES Have students research anti-smoking or anti-alcohol campaigns. Ask students to write a report on how and why such campaigns began and how they have influenced sales, advertising, and other aspects of the tobacco or alcohol industry. Encourage students to share their findings with the rest of the class.

GRADE 7 FACILITATOR'S RESOURCE GUIDE

Reflecting Resource: Student Journal p. 51

Reflecting Reflect on what you've learned about common tobacco and alcohol advertising techniques in this lesson.

WHAT? What are some strategies of tobacco and alcohol advertising? What are the Steps to Good Decisions that can help when analyzing advertisements?

SO WHAT? Why do you think it's important to identify an advertiser's purpose? Why do you think it's important to recognize the strategies advertisers use to accomplish their goals? Why do you think the Steps to Good Decisions are essential for analyzing advertisements?

NOW WHAT? How will identifying the goals of tobacco and alcohol advertisers influence your decision to use their products? How will using the Steps to Good Decisions help you decide how to respond to advertising?

Applying Resource: Student Journal p. 52

Applying Use the Steps to Good Decisions to analyze a tobacco or alcohol advertisement. Write your answers in the spaces provided.

Step 1: Identify the designer to be made in the form of a question. What is the purpose of the advertisement?

Step 2: Think about the purpose and identify the negative parts. What are the negative parts of the advertisement? What are the positive parts of the advertisement? What are the facts of the advertisement?

Step 3: Predict the consequences of each possible action. What are the consequences of each possible action?

Step 4: Choose the best course of action. What is the best course of action?

Step 5: Do what you decided. Report on what you learned. What did you learn?

Step 6: Reflect on your decision. Would you do anything different next time? What would you do differently?

Students practice Steps to Decision Making

Show the Steps to Good Decisions (**Practicing Projectable 4.2.3**). Have a volunteer read each of the steps. Then lead a discussion about how these steps can help them make wise decisions related to advertisements.



Reflecting

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

What?	What are some strategies of tobacco and alcohol advertising that adolescents need to be aware of? What are the Steps to Good Decisions that can help when analyzing advertisements?
So what?	Why do you think it is important to identify an advertiser's purpose? Why do you think it is important to recognize the strategies advertisers use to accomplish their goals? Why do you think the Steps to Good Decisions are essential for analyzing advertisements?
Now what?	How will identifying the goals of tobacco and alcohol advertisers influence your decision to use their products? How will using the Steps to Good Decisions help you decide how to respond to advertising?

4 APPLYING 5 MINUTES

Ask students to look for tobacco and alcohol advertisements and use the Steps to Good Decisions to analyze their content. Ask students to complete the Applying Student Journal page.

ASSESSING

PRACTICING (INFORMAL FORMATIVE ASSESSMENT) Measure how well students are learning the material by how they discuss the messages of tobacco and alcohol advertisements and rewrite the ads to be more truthful. Review responses to the Reflecting questions in the Student Journals to assess students' understanding of an advertiser's purpose.

APPLYING (FORMAL FORMATIVE ASSESSMENT) Review the Applying page in the Student Journals to gauge students' ability to analyze the messages of other tobacco and/or alcohol advertisements that they see in their everyday lives.

BUILDING SKILLS BEYOND THE LESSON

Create It!

PRACTICING To reinforce knowledge of advertising strategy and making good decisions, have groups create a digital slideshow for another class that shows some of the ways advertisers use idyllic images and slogans to attract young people juxtaposed with the facts about the product being advertised.

Pose It!

PRACTICING To reinforce the Steps to Good Decisions, pose a question to students regarding a choice they are likely to make in the next few weeks or months, such as "Should I study for my math final?" or "Should I eat a healthy meal or junk food?" Have pairs go through the steps to come to a decision.

REINFORCEMENT

Write It!

PRACTICING Have groups write a letter to a tobacco or alcohol company to express their opinion about the dangers of targeting advertising to young people.

Brainstorm It!

APPLYING Have pairs brainstorm and write down real or imagined situations in which a young person might be influenced to use alcohol or tobacco products, such as wanting to fit in at a party. Then they apply the Steps to Good Decisions and describe possible outcomes for the situations.

ENRICHMENT



4.2.1 **DISCOVERING
ACTIVITY**

- Why do you think tobacco and alcohol companies make products appealing to young people?
- How do you think advertising affects young people?
- What images of or slogans for alcohol or tobacco products can you recall?
- In what ways do tobacco and alcohol advertisers use realistic images to sell their products?

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4.2.3 **PRACTICING
ACTIVITY**

Steps to Good Decisions

Situation:

New smokeless tobacco product comes out with the smallest percentage of nicotine on the market.

Step 1: Identify the decision to be made with a question. What do I think about the truthfulness of this ad?

Step 2: Think about the options. Throw out any options that would lead to trouble.

- A. I can believe everything the ad says.
- B. I can question the images and information and do my own research using several reliable sources.
- C. I can ask people I trust what they think about the product information.
- D. I can reject what the ad says based on what I already know to be true.

Step 3: Predict the consequences of each positive option.

- A. Doing my own research using several sources will give me the most current information from which to make my decision.
- B. Asking people I trust will give me information but it might be biased.
- C. Thinking I already know all the important information is probably not realistic.

Step 4: Choose the best courses of action.

I choose both Options B and C. It's good to read information and then talk with people about it to get more perspectives.

Step 5: Do what you've decided.

I research the brand and talk with people. The research and adults I talk with confirm that the tobacco product is still harmful and addictive.

Step 6: Rethink your decision.

I will follow this course of action in the future.

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GRADE 7 STUDENT JOURNAL

4.2 Practicing

Read the following questions and then write your answers below.

What are some things your alcohol and tobacco ads have in common?

How do you think advertising, such as the ads you are analyzing, can affect people even if you are not paying attention to them?

Why do you think tobacco and alcohol companies create images and messages, such as those in the ads you are analyzing, that appeal to children and teenagers?

50 Unit 4



Reflecting

Reflect on what you've learned about common tobacco and alcohol advertising techniques in this lesson.

WHAT?

What are some strategies of tobacco and alcohol advertising? What are the Steps to Good Decisions that can help when analyzing advertisements?

Why do you think it is important to identify an advertiser's purpose? Why do you think it is important to recognize the strategies advertisers use to accomplish their goals? Why do you think the Steps to Good Decisions are essential for analyzing advertisements?

SO WHAT?

NOW WHAT?

How will identifying the goals of tobacco and alcohol advertisers influence your decision to use their products? How will using the Steps to Good Decisions help you decide how to respond to advertising?

Lesson 2 51

Applying

Look for tobacco or alcohol advertisements in your community, in magazines, or on the Internet. Then answer the following questions about one of them, using the Steps to Good Decisions to help you determine what information is true and false about the ad. Be sure to actually follow through on your decision.

Step 1: Identify the decision to be made in the form of a question.
What do I do with the information in this ad?

Step 2: Think about the options and eliminate the negative ones.
Use the Will It Lead to Trouble Questions.

Example: Believing the ad without checking out the facts could lead to trouble—eliminate. Asking a trusted adult about the facts—positive option. Determine at least two more positive options.

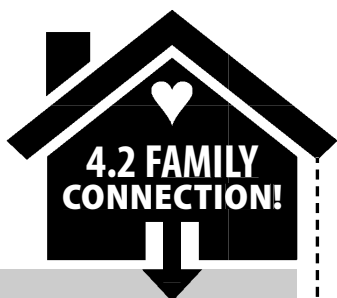
Step 3: Predict the consequences of each positive option.

Step 4: Choose the best course of action.

Step 5: Do what you decided. Report on what you learned.

Step 6: Rethink your decision. Would you do anything different next time?

52 Unit 4



FAMILY MEMBERS READ THIS:

Your adolescent is learning about the strategies tobacco and alcohol advertisers use to sell their products. When you see tobacco or alcohol ads in the community or on TV, please use this opportunity to discuss the ads, their intended audience, and the idyllic message they are selling. Encourage your adolescent to share how the Steps to Good Decisions can help counter the influence of the advertisers.

After discussing tobacco and alcohol advertisements with a family member, answer the following questions:

What alcohol and tobacco advertisements did you see on TV or in the community with your family member? What was the intended message? Who was the intended audience?

How can you and your family member use the Steps of Good Decisions to analyze the information in the advertisement?

How can you and your family member use the Steps of Good Decision Making with another important decision in your life?

Don't Buy a Lie

STEPS TO GOOD DECISIONS

REMEMBER TO

- ☐ Identify the decision to be made by developing a question that frames it.
- ☐ Think about the options and eliminate the negative ones, using Will It Lead to Trouble questions.
 - Is it against the law, school or family rules, or teachings of my religion?
 - Is it harmful to me or others?
 - Would it disappoint my family or other adults important to me?
 - Is it wrong to do?
 - Would I be hurt or upset if someone did this to me?
 - If the answer is "Yes" to any question, eliminate that option.
- ☐ Predict the consequences of each positive option.
- ☐ Do what you decided to do.
- ☐ Choose the best course of action.
- ☐ Rethink your decision.

LET'S DO THIS!

Share what you've learned about tobacco and alcohol advertising techniques with your family. When you are with a family member, look for advertisements in your community or on TV and discuss them. Discuss how these advertisements can misrepresent reality and how the Steps to Good Decisions can help you respond.

LIONS QUEST Skills for Action

Skills for Action provides a complete SEL curriculum with one-semester, one-year, or multi-year implementation options. Two service-learning projects help foster civic responsibility as students move beyond the classroom and apply, social, emotional, academic, and workplace skills.



“Lions Quest service-learning has improved tardiness and absenteeism. Service-learning is a winning situation no matter how you look at it.”

–Sherry Simmons,
Raleigh-Egypt High School
Memphis, TN

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Step 4: Reflecting on Service-Learning Projects

Step 5: Demonstrating and Celebrating Learning Through Service

SERVICE-LEARNING: Placement Model

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Step 3: Taking Action Through Service-Learning Projects

Step 4: Reflecting on Service-Learning Projects

Step 5: Demonstrating and Celebrating Learning Through Service

APPENDIX

Additional Resources

PERSONAL MANAGEMENT AND RESPONSIBILITY

SKILL 21

Setting and Reaching Personal Goals

Rationale

Almost everyone has dreams for the future, but dreams will not come true simply because we want them to. If we want something to happen, we have to set **goals**—objectives we want to achieve—that are realistic and work hard to reach them. Each goal must be clearly stated and be measurable so we can tell whether we have achieved it.

Guidelines

The steps taken to set and reach goals are much like those taken when planning a trip. We decide where we want to go, plan an itinerary, and arrange for support along the way. Completing the steps that follow will increase our chances for success in setting and reaching our goals.

- ✓ State your goal clearly. Describe what you hope to accomplish or do. Make sure your goal is realistic, measurable, observable, and under your control.
- ✓ Identify obstacles and ways to overcome them. List things that might keep you from reaching your goal and describe what you can do to avoid or get around those things.
- ✓ Create an action plan. List the steps you intend to take to reach your goal.
- ✓ Set up a timeline. Decide when you will begin your plan and when you hope to reach your goal. You may need to start from the date by which you want the goal accomplished and work backwards towards the present.
- ✓ Build a support system. Identify who and what can help you reach your goal.
- ✓ Review the plan. Check your progress.
- ✓ Revise your plan. If something is not working, make whatever changes are needed to help you achieve your goal.
- ✓ Celebrate your success. Reward yourself and keep up the good work.

Applications Options

TEACH

TEACH ACTIVITY, OPTION 1

Clarifying Goals

Write unclear goals on the board. Have students, working individually or in pairs, rewrite each goal so it is more measurable and observable. Invite volunteers to share their revisions with the class. For each goal, discuss why the revision is clearer than the original.

Unclear Goals	Revised Goals
I want to be a good student.	I want to get a B in biology.
I want to be in shape.	I want to be able to run a 10-minute mile.
I want to have more friends.	I want to make two new friends this school year.
I want to be more active in school.	I want to perform in the school play.
I want to have more money.	I want to earn \$200 by the holidays.

TEACH ACTIVITY, OPTION 2

Steps Toward Goals

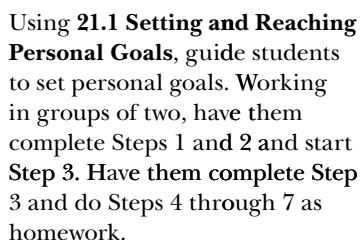
On the board write the steps for setting and reaching goals. On a sheet of paper, instruct students do the following:

1. Write two short-term goals you would like to reach, making sure that each is specific, measurable, achievable during the *Skills for Action* course, and within your control.
2. List any possible obstacles and what you can do to overcome them.
3. List at least three steps you will take to reach each goal.
4. Indicate the date you will begin taking action toward each goal and the date you plan to reach each goal.
5. List what and who can help you reach your goals. Have students check their progress at specified intervals and make any changes that may be necessary.



SKILL
21

Setting and Reaching Goals



Goal-Setting Situations

Developing Goals



ENRICH

Goal Quotations

NOTE

[illegible]

Identifying the Need for Action

Planning Session 1

Before beginning this session, you and the Advisory Team must determine whether the main service project to be experienced by the class can take place outside the school.

Session 1, which may take two class periods to complete, helps students explore personal issues of concern in their school, community, and the larger world. As students prepare to research these issues, they will be introduced to important information-gathering and research skills.

SESSION AT A GLANCE

- ✓ Students share articles and pictures illustrating personal areas of concern.
- ✓ Groups brainstorm issue-related research questions.
- ✓ Groups share information and research questions.
- ✓ Students choose individual research topics and questions.
- ✓ Instructor introduces research and information-gathering practices and forms.

PURPOSE AND OBJECTIVES

To explore specific local and global issues about which students are concerned in preparation for choosing service projects or placements

The student will be able to

- ✓ identify specific personal issues of concern in the school, community, or world at large;
- ✓ generate research questions about a specific area of concern;
- ✓ plan an individual research project for a personal issue of concern.

MATERIALS

- ✓ Building a Learning Community, Session 4 homework: articles, pictures, and arguments
- ✓ Chart paper
- ✓ Note cards
- ✓ Tape
- ✓ **1.1.1 Research Plan and Findings**
- ✓ **1.1.2 Research Summary and Conclusions**

PREPARATION

Make copies for each student of the handouts listed under Materials.
Fill out a **Research Plan and Findings** handout to use as an example.

ASSESSMENT

- ✓ Class participation
- ✓ Articles and pictures illustrating personal issues
- ✓ Group-generated list of research questions
- ✓ Building a Learning Community, Session 5 homework assignment

SKILLS BANK CONNECTION

SB 9 Listening with Empathy

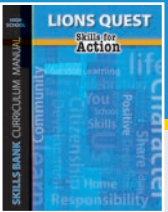
SB 32 Asking Effective Questions

SB 33 Evaluating Information

SB 34 Exploring Research Sources

“People are so in need, in need of help.
People want so much that they do not know.”

—Gwendolyn Brooks



PROJECT MODEL, STEP 1

Identifying the Need for Action

Session
1

Teaching Session 1

EXPLORE

1 Explain the purpose of this session.

Explain that for the next few sessions the class will be exploring the concepts of personal and social responsibility and choosing an individual short-term service project or placement. Then write on the board the purpose of this session as it applies to the student:

To examine and prepare to research local and global issues of personal concern in preparation for choosing individual service projects or placements

EXPERIENCE

1 Students share the articles and pictures they brought to class.

Ask students to move around the room asking their classmates about the articles and pictures they brought to class. The objective is to find classmates who have an issue of concern similar to their own. For example, students concerned about the elderly would join together, as would those concerned about violence.

2 Groups generate lists of possible research questions about specific issues of concern.

Ask students concerned with similar issues to sit together in groups. Ask each group what its issue is. List these on chart paper or chart paper. Keep the list for use later. Have group members share information about their articles, pictures, and issues. As part of the discussion, groups should **SB 9** consider these questions:

- Why is this issue of deep concern to you?
- What is being done to address this issue?
- What about this issue is being neglected or ignored?

Write these questions on the board. Alert students that one member of each group should write down the answers to the questions; a Reporter from each group will be expected to report to the class what was shared.

Ask each group to discuss what additional things members would like to know about the issue or some part of it and, based on this, generate a list of five to ten possible research questions. For example, a group concerned with the elderly might include as a question, "What is currently known about the cost of care in the home for the elderly?"

3 Groups share information and research questions.

Ask each group's Reporter to tell the class what was shared in his or her group and read the group's list of research questions. Encourage students to suggest other questions related to the issues. Students probably will find that some questions are relevant to more than one topic.

4 Students choose individual research questions.

Have each student select an issue and one question related to it and write that information, along with his or her name, on a note card. **SB 32** Make sure that students are aware that the issue and question they choose will become their individual research projects. Point out that whatever they choose to research may provide information that will be helpful in choosing an individual service experience later. Collect the cards and tape them under or next to corresponding topics already listed on chart paper to display in the classroom.

5 Walk through the *Research Plan and Findings* handout.

Point out that students will be doing research that at times may be different in form or method from research they have done before. Stress that accuracy will still be of great importance. Go over **1.1.1 Research Plan and Findings**, which that you prepared as an example. Have students write their chosen questions on their own research plans, which they will be adding to and updating as their research progresses.

Explain that each student is to find information about his or her question from at least three different sources. **SB 33, 34** Have students name some possible sources. List these on the board. Examples might include Web sites, newspapers, television documentaries, library references, or interviews. Then ask students to identify knowledgeable people they might use as sources of information. Examples are Advisory Team members, parents, peers, school personnel, members of city council, local government offices, civic organizations such as Junior League, community service clubs such as Lions and Rotary, and youth agencies and organizations such as the Scouts and Junior Achievement. Guide the students to be as inclusive as possible, using resources beyond written sources alone. Emphasize that library references alone do not meet the requirements.

6 Explain the purpose of the *Research Summary and Conclusions* handout.

Go over **1.1.2 Research Summary and Conclusions** with the students, explaining that they are to use it to organize the information they find and share with the class. If you have opted to have your students compile portfolios, encourage them to include graphics to help explain their findings, as the materials they produce will become part of those portfolios. Urge students to keep in mind the service criteria listed on the handout, as they will be recommending specific service ideas for the class to consider.

7 Bring closure to the session.

Ask:

- What are some of the issues about which people in this class feel strongly?
- What is happening locally to address these issues?
- How do we find out the organizations that are actively addressing these issues?
- How do you think personal concern translates into social action?

Session 1 Resource: 1.1.1 Research Plan and Findings

1.1.1 RESEARCH PLAN AND FINDINGS

Research Question: _____

My service learning goal is: _____

My service learning project is: _____

Source	Issue/Question	Answers to My Question	Answers to My Question	Answers to My Question
1.				
2.				
3.				

Session 1 Resource: 1.1.2 Research Summary and Conclusions

1.1.2 RESEARCH SUMMARY AND CONCLUSIONS

Research Question: _____

Answer: _____

I researched these sources: (see printed sources, include authority, title, page numbers, publisher, and place and date of publication.)

Other people and groups addressing this issue include: _____

How needs are being met: _____

I learned that these needs have not been met: _____

These service learning experiences might address these unmet needs: _____

For a service experience, I recommend: _____

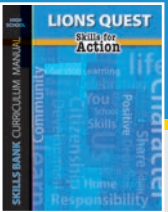
Our service-learning experience must:

- Address a real social, national, or worldwide need
- Not duplicate the efforts of another group
- Include class members
- Require skills or no money
- Be achievable within the time available

The advantages of this service experience are: _____

The disadvantages of this service experience are: _____

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PROJECT MODEL, STEP 1

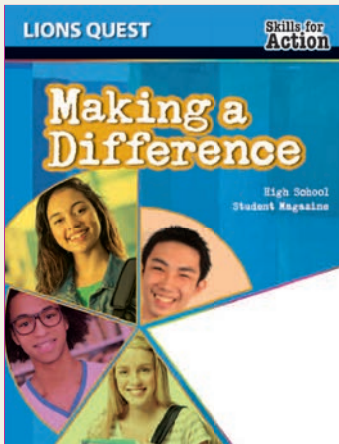
Identifying the Need for Action

Session
1



Session 1 Resource:

Making a Difference
Student Magazine



Teaching Session 1

EXPAND

Ask students to read “Getting the Facts, Seeing the Links” in the Student Magazine and answer the questions that follow. Then read the following quotes to the students and ask them to write (either in their magazines or in their Learning Logs) an explanation of how the quotes relate to the magazine article.

The desk is a dangerous place from which to watch the world.

—John Le Carré, twentieth-century author

In your work and in your research, there must always be passion.

—Ivan Petrovich Pavlov, twentieth-century Russian scientist

Order Information

ITEM DESCRIPTION	ITEM CODE	PRICE
Lions Quest: Skills for Growing PreK - 5		
Teacher's Curriculum Kit*		
Early Learners	1560950463	\$150
Grade 1	1560950552	\$150
Grade 2	1560950544	\$150
Grade 3	1560950536	\$150
Grade 4	1560950528	\$150
Grade 5	156095051X	\$150
Together Times Student Journal		
Early Learners	1560950269	\$5
Grade 1	1560950277	\$5
Grade 2	1560950285	\$5
Grade 3	1560950293	\$5
Grade 4	1560950307	\$5
Grade 5	1560950315	\$5
Together Times Classroom Set (30 copies)		
Early Learners	1560950714	\$120
Grade 1	1560950721	\$120
Grade 2	1560950745	\$120
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Teacher's Curriculum Kit*		
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Lions Quest: Skills for Action High School		
Teacher's Curriculum Kit [†]	1560950471	\$150
Making a Difference Student Magazine	1560950358	\$5
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Q-Bear 3"	0142-059-1	\$4.99
Q-Bear 12"	0142-060-1	\$19.95
*Teacher's Curriculum Kit includes (PreK-8)		
· Facilitator's Resource Guide		
· Universal Program Guide		
· Digital Resources		
[†]Teacher's Curriculum Kit includes (High School)		
· Facilitator's Resource Guide		
· Skills Bank/Curriculum Manual		
· Digital Resources		

CONTACT INFORMATION

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PreK-12 Social and Emotional Learning Program

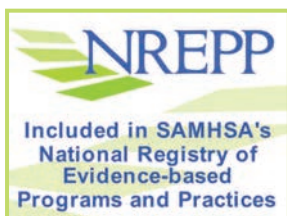
Quality Matters

- Research-based pedagogy and content
- Evidence-based and proven effective
- Designed to be easily implemented with fidelity

A number of national and international organizations committed to guiding young people toward healthy, drug-free and violence-free lives have recognized Lions Quest and Lions Clubs International Foundation's support of youth development. Our research-based programs and superior professional development have been given high marks by numerous organizations.



The Collaborative for Academic, Social, and Emotional Learning (CASEL) has designated Lions Quest Skills for Adolescence and Skills for Action programs "Select SEL." This highest rating was awarded in recognition of Lions Quest's excellence in three areas recommended by CASEL as the most important starting points for program selection - Outstanding Social and Emotional Learning (SEL) Instruction, Evidence of Effectiveness, and Outstanding Professional Development.



Lions Quest Skills for Adolescence is listed on the National Registry of Evidence-Based Programs and Practices (NREPP), a service of the U.S. Substance Abuse and Mental Health Services Administration (SAMHSA). Previously designated a "Model" program under SAMHSA's Center for Substance Abuse Prevention (CSAP) Model Programs Initiative, Skills for Adolescence remains on the NREPP list as an evidence-based prevention program, rated for Quality of Research and Readiness for Dissemination.



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