



Lions Quest Canada

The Centre for Positive Youth Development

PreK-12 Social and Emotional Learning Program

Promoting:

- Connection to school
- Positive behaviour
- Character education
- Anti-bullying
- Drug, alcohol, and tobacco awareness
- Positive mental health



- ☑ Evidence Based
- ☑ Easy to Implement
- ☑ Curriculum & Professional Development



Lions Clubs International

A program of Lions Club International Foundation
proudly supported by the Lions of Canada

What?

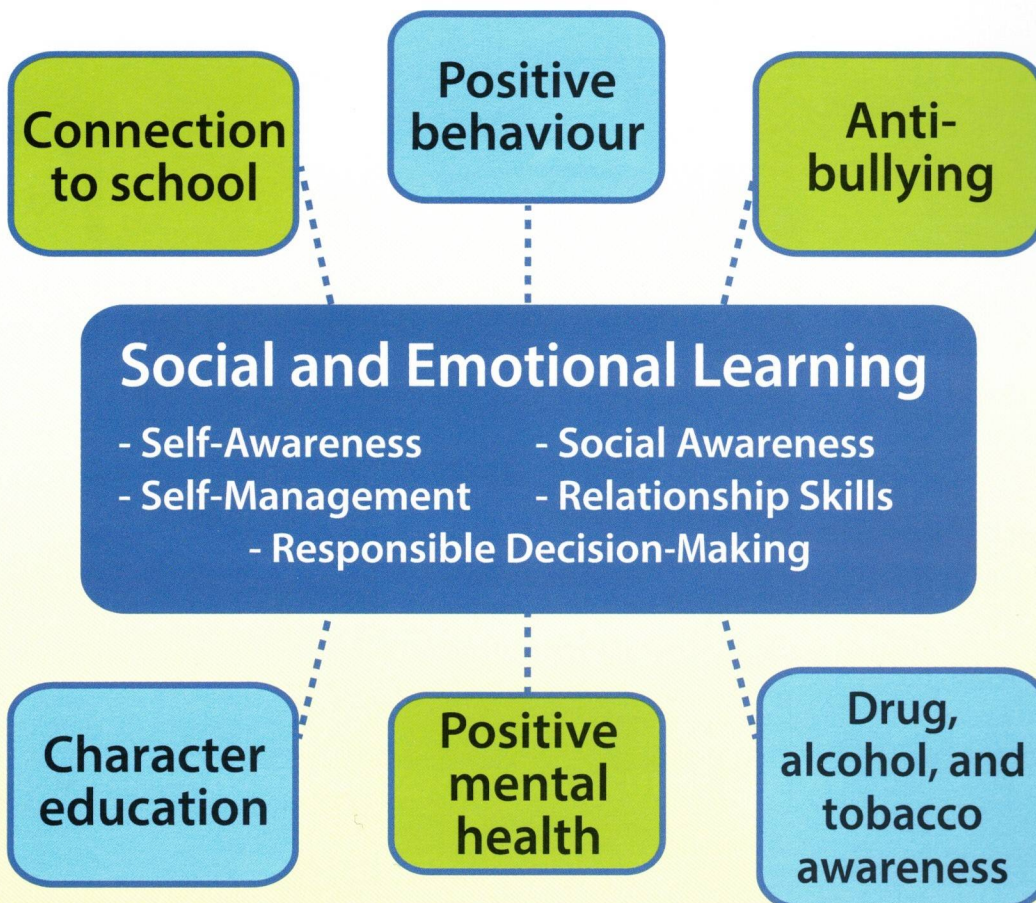
Lions Quest

- *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 100 countries, impacting more than 18 million students.

Social and emotional skills provide the foundation for dealing with anger and frustration, preventing negative behaviours, and developing positive school behaviours that increase academic performance. The Lions Quest approach includes explicit instruction in the classroom, supported by schoolwide practices and policies, and engages the family & community.





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:

- 14% improvement in academic performance
- 72% decline in in-school & out-of-school suspensions
- 9% improvement in conflict resolution
- 81% increase in knowledge of dangers of drug use
- 69% increase in resiliency
- 75% increase in social & personal development
- \$6 benefit for every \$1 invested



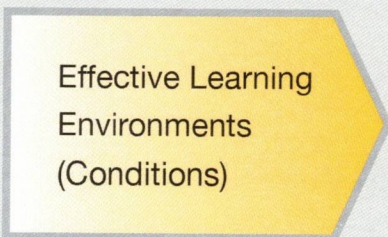
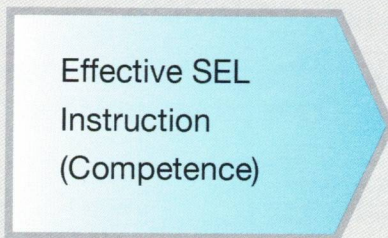
- Attendance
- Positive school climate
- Academic performance



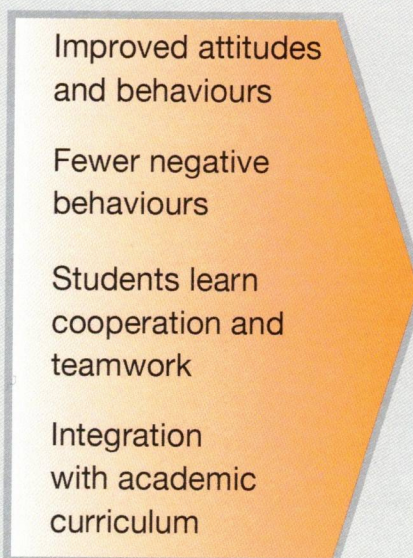
- Problem behaviors
- Bullying
- In-school suspensions
- Out-of-school suspensions
- Student stress level

Lions Quest Promotes School and Life Success

Implementation



Initial Impact



Long-term Impact



Now What?

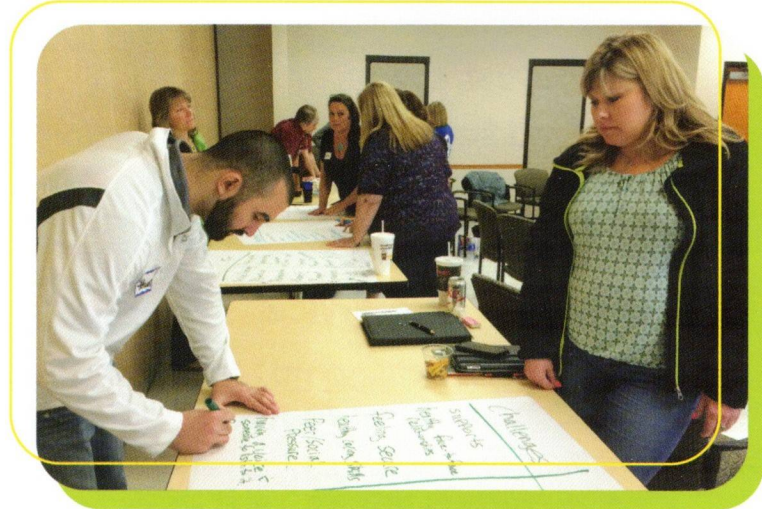
Lions Quest offers the flexibility that schools need to implement successfully. Developmentally appropriate and sequential lessons take only 30-45 minutes per week and can be integrated into core academic subject areas.

Positive School Climate

- Easy-to-use lessons for building a positive learning community
- Specific strategies for creating a positive school climate
- School Climate Survey
- Service-Learning Unit

Lions Quest Implementation Options

- One lesson per week for all students
- Homeroom/Advisory period
- Integrated into classroom instruction
- Stand-alone class
- Health/prevention program
- After school program / Out of School Time



"Easy to use and so well laid out"

"Will help students become better citizens"

"Can easily weave this program into my existing curriculum"

"Relevant and practical"

"Brings teaching these skills back to the prominent place it needs to be"

-Various teacher comments from Abbotsford, BC



Professional Development

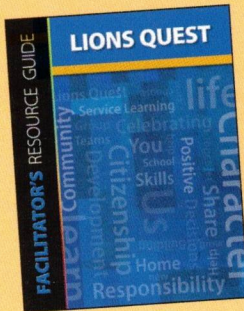
In-person or virtual training offers comprehensive preparation in Lions Quest programs with a focus on:

- relationship-centred learning community
- positive instructional strategies
- implementation guidance

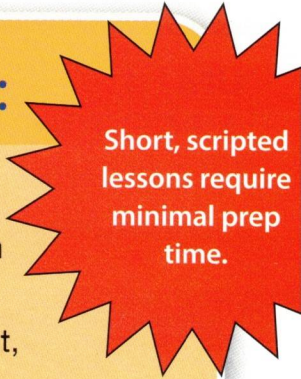
Lions Quest trainers meet the highest standards for professional development and over 95% of participants strongly agree that both the workshop and trainers are effective.



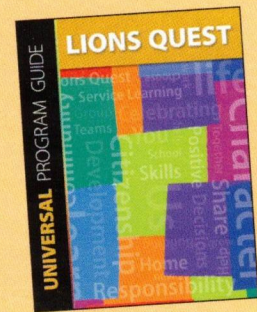
Each K-8 Teacher's Curriculum Kit includes:



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.

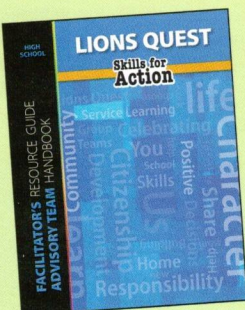
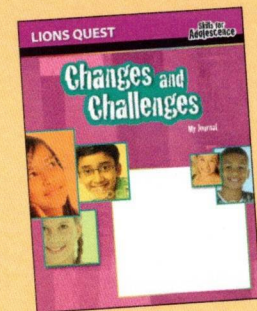


The Universal Program Guide includes the program rationale and overview, classroom implementation models, and guidelines for effective schoolwide implementation. Also included are instructional strategies for creating a relationship-centered classroom, developing a positive school climate, and implementing 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 provides opportunities to practice and apply the skills found in each lesson. It is available in print and digital format.



Each Gr 9-12 Teacher's Kit provides a complete SEL curriculum with one-semester, one-year, or multiple year implementation options. Service learning is approached through either a project or placement model, and a Skills Bank is provided with activities to teach, reinforce, and enrich skills in 6 key areas. More information is available at www.lionsquest.ca.

Lions Quest

PreK-8

SCOPE AND SEQUENCE

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

Making Good Decisions - Part 1

SEL Component:
Responsible decision
making
Skill: 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	Setting Positive Goals	Labeling Your Emotions	Managing Stress and Strong Emotions	Recognizing the Thoughts, Emotions, & Action Connection
SEL Component: Self-management Skill: Self-motivation	SEL Component: Self-management Skill: Goal setting	SEL Component: Self-awareness Skill: Resolving conflicts	SEL Component: Self-management Skills: Stress management, impulse control, self-discipline	SEL Component: Self-management Skills: Impulse control, self-discipline

Working Together	Building Healthy Relationships	Handling Conflict in Relationships	Dealing with Bullying Behaviour	Dealing with Bullying Behaviour
SEL Component: Relationship skills Skill: Working cooperatively	SEL Component: Relationship Skills Skill: Social engagement	SEL Component: Relationship skills Skill: Resolving conflicts	SEL Component: Relationship skills Skills: Communication, resolving conflicts, seeking help	SEL Component: Relationship skills Skills: Communication, resolving conflicts, seeking help

PreK – 2: Being Careful Around Medicines	PreK – 2: Staying Away from Poison Substances	PreK-2: Making Good Decisions – Part 2	Standing Up to Social Pressure	6 – 8 only: Reinforcing and Modeling a Healthy, Drug-Free Lifestyle
3 – 8: Staying Away from Tobacco	3 – 8: Staying Away from Alcohol	3 – 8: Staying Away from Other Drugs	SEL Component: Responsible decision making Skill: Problem identification, situation analysis, problem solving	SEL Component: Responsible decision making Skill: Problem identification, situation analysis, problem solving
SEL Component: Responsible decision making Skill: Problem identification, situation analysis, problem solving	SEL Component: Responsible decision making Skills: Problem identification, situation analysis, problem solving	SEL Component: Responsible decision making Skill: Problem identification, situation analysis, problem solving		

Deciding Together on a Service-Learning Project	Planning a Service-Learning Project to Meet School or Community Needs	Implementing the Service-Learning Project	Reflecting on and Demonstrating the Service-Learning Project	Demonstrating Service
SEL Component: Relationship skills, responsible decision making	SEL Component: Relationship skills, responsible decision making	SEL Component: Relationship skills Skills: Communication, social engagement, building relationships, working cooperatively, resolving conflicts, helping and seeking help	SEL Component: Responsible decision making Skill: Reflection	SEL Component: Relationship skills, responsible decision making Skills: Social engagement, reflection, evaluation
Skills: Communication, helping/seeking help, problem identification, situation analysis, problem solving	Skills: Communication, helping/seeking help, problem identification, situation analysis, problem solving			

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.

What Is Bullying?

In order to recognize and understand bullying behaviours, a person must first discern what bullying behaviours 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

EXPECTATIONS

Students will

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

★ CURRICULUM CONNECTIONS

This lesson addresses the following Common Core Standards:

SPEAKING AND LISTENING: COMPREHENSION AND COLLABORATION

SKILLS Progression

← **LAST YEAR**, students identified bullying behaviours and how to identify bullying situations.

↓ **THIS YEAR**, students learn to resolve conflicts by identifying bullying behaviours.

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

1 DISCOVERING 10 MINUTES

Lesson Link

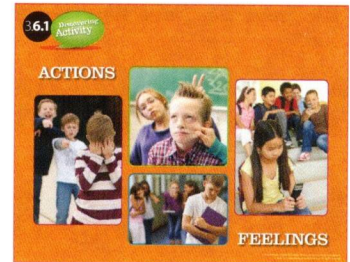
ACTIVITY 1

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 behaviours 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 behaviour is.

H—Harmful

A—Actions or words

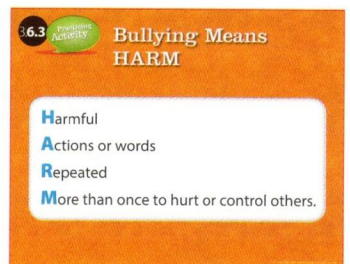
R—Repeated

M—More than once to hurt or control others.

Model how to identify bullying behaviours

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.*



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

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

Agree that this is accidental behaviour 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 behaviour (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 behaviour (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 behaviour (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 behaviours 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 behaviours

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 behaviours. Then they will discuss in groups *why* each situation is or is not an example of bullying behaviours. Ask students afterward if they feel any different about what is considered bullying behaviour 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 behaviour**.



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.

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 do you think 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 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 behaviours. 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 behaviours versus non-bullying behaviours 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 behaviours.

BUILDING SKILLS BEYOND THE LESSON

Draw It!

REINFORCEMENT

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.

Present It!

ENRICHMENT

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.

Lions Quest

PreK-12 Social and Emotional Learning Program

Quality Matters

- Researched-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 numbers 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.

For more than 30 years the Lions of Canada have embraced the idea of helping children grow in a positive direction through the sponsorship and support of the Lions Quest programs in their communities.



Lions Quest

Social and Emotional Learning in the Community

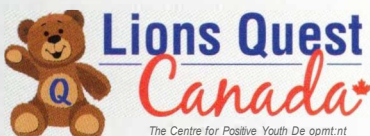
Lions Quest Canada also offers in-person or virtual workshops for community members and others who care about the well-being of children and youth.

A community can best support the development of healthy, capable young people of strong character through:

- Strong positive relationships with people who care about them
- Safe and caring places to live, learn and play
- Opportunities to provide services to others, learn and try new things
- Healthy habits
- Hope for the future

Workshop Agenda & Highlights

- Learn how your simple, everyday actions can have an impact
- Shift from focusing on young people's problems to promoting their strengths
- Understand the "Ripple Effect" and identify where you can do your part
- Commit to making a difference



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