Lions Quest - Skills for Action Lesson Objectives

UNIT 1: A POSITIVE LEARNING COMMUNITY

LEVEL I	LEVEL II	LEVEL III	LEVEL IV
1.1 Who Are You? • Identify the Five SEL Core Competencies that will be covered in the programme. • Begin to build an effective learning community by learning names and interests of classmates.	**Drawing the Future** • Identify the Five SEL Core Competencies that will be covered in the programme. • Begin to build an effective learning community by learning names and interests of classmates.	**Fact Find Me** • Identify the Five SEL Core Competencies that will be covered in the programme. • Begin to build an effective learning community by learning names and interests of classmates.	**The Great Link** • Identify the Five SEL Core Competencies that will be covered in the programme. • Begin to build an effective learning community by learning names and interests of classmates.

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UNIT 2: PERSONAL DEVELOPMENT

LEVEL I	LEVEL II	LEVEL III	LEVEL IV
2.1 Clarifying your Values and Growth Opportunities • Describe how personal values influence behaviour. • Clarify their own personal values. • Explore ways in which positive values provide opportunities for growth.	**Values and Responsible Behaviour** • Identify values that support responsible behaviour. • Practice replacing values that lead to irresponsible behaviour with values that lead to responsible behaviour.	**Staying True to Your Values** • Identify a goal they hope to reach this year. • Develop a plan to achieve this goal. • Learn to overcome obstacles that create frustration and disappointment to achieve success.	**Values and Your Future Plan** • Identify their career-related values. • Discover how their values can help pursue a more satisfying career. • Practice connecting their values to their future career.
2.2 Self-Respect – From Strengths to Action • Use their positive traits to begin building their self-respect. • Use their positive traits to set personal and professional goals.	**Setting Goals and Carrying them out** • Learn the importance of setting goals. • Develop an action plan for meeting a goal. • Plan and follow through on goals.	**Goals for the School or Community** • Learn to write goals that are clear and concrete for a project that benefits the school or community. • Create an implementation plan for achieving the goals. • Apply the process of goal setting and action planning to meeting a need or solving a problem in the school or the community.	**A Dream Goal with an Action Plan** • Learn the steps involved in creating an action plan to reach a goal. • Discover an action plan based on a goal. • Develop an action plan for their first year out of high school.
2.3 Exploring People's Emotions • Understand the connection between thoughts, emotions (feelings), and actions. • Identify how thoughts and emotions affect decision making and responsible behaviour.	**Exploring Emotions in Action** • Discover how their thoughts are linked to their feelings. • Practice turning negative thoughts into positive thoughts.	**Exploring Anger** • Identify anger and the external and internal triggers that provoke anger and strong emotions. • Investigate the connection between thoughts, emotions, and actions. • Practice managing emotions and choosing appropriate actions in difficult situations.	**We Can Only Control Our Response** • Understand that they can only control how they respond to other people's actions. • Practice responding positively to negative situations.
2.4 Stressed Out and What to Do About It • Identify three physical and emotional symptoms of stress. • Describe different techniques to use to manage stress effectively.	**Stress and Time Management** • Define procrastination and learn techniques to avoid it. • Practice using time management. • Connect time management and stress management strategies.	**Your Personal Stress Plan** • Understand how stress shows itself in the body, emotions, actions, and thoughts. • Identify negative and positive ways that students deal with stress. • Create a plan using the BEAT Stress Strategy to manage stress responses.	**Stress and Social Media** • Analyze how social media can have both positive and negative impacts. • Practice techniques for reducing stress related to social media.

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UNIT 3: SOCIAL DEVELOPMENT

LEVEL I	LEVEL II	LEVEL III	LEVEL IV
3.1 Listening and Respecting Others • Define active listening skills. • Identify the benefits of active listening for both the speaker and the listener. • Demonstrate using active listening skills with others.	**Using Open Ended Questions for Active Listening** • Identify the difference between open and closed-ended questions to foster active listening. • Learn how to ask open-ended questions to encourage others to express themselves. • Demonstrate asking open-ended questions.	**Listening and Respecting Others** • Recognise and respect the diverse backgrounds and interests of their classmates. • Learn how active listening skills can break down barriers between people by helping them learn more about each other.	**Listening and Respecting Others** • Review how active listening can help understand other's points-of-view. • Recognise that it is possible to respect someone and still disagree with their opinions. • Understand strategies that help them use active listening to communicate with people who have opinions and beliefs they strongly disagree with.
3.2 Communicating with What, When, Why, and How Messages • Understand why it's important to communicate to others how we feel. • Understand the importance of how we communicate our feelings and needs to others. • Use What, When, Why, and How Messages to communicate emotions constructively.	**Lost in Translation: Intent vs. Impact** • Recognise the effect of Intent vs. Impact in healthy communication. • Practise strategies that help resolve misunderstandings, promote empathy, and build relationships.	**Recognising Ethnocentricity and Stereotyping** • Understand how being able to recognise ethnocentrism and stereotyping in ourselves and others can improve communication, resolve conflicts, and strengthen relationships. • Recognise that ethnocentrism and stereotyping often leads to misunder standings because what people say (the intent) is often not what people hear (the impact).	**Being Assertive to Resist Peer Pressure** • Understand the effects of positive and negative peer pressure points-of-view. • Identify three styles of communication, passive, aggressive, and assertive and the importance of assertiveness to resist peer pressure. • Practise using refusal skills to resist peer pressure.
3.3 Healthy vs. Unhealthy Friendships • Identify the qualities of a healthy friendship. • Analyse situations and consider the consequences of risky behaviours. • Clarify the difference between healthy and unhealthy relationships with peers.	**Constructive Criticism: No Pain, No Gain** • Explore how constructive criticism supports personal growth. • Describe and practise the steps involved in giving and receiving constructive criticism.	**The Importance of Empathy** • Understand how perspective taking helps a person develop empathy. • Describe the elements of empathy. • Practise communicating empathetic responses.	**Making Connections** • Understand the importance of building relationships to meet personal goals. • Practise communicating their needs as they ask for help in achieving their goals.

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UNIT 3: SOCIAL DEVELOPMENT (contd)

LEVEL I	LEVEL II	LEVEL III	LEVEL IV
3.4 Conflicts SOLVED! • Recognise the feelings caused by conflict. • Describe the SOLVED strategy for resolving conflicts. • Practise the SOLVED strategy in resolving conflicts.	**The Conflict Resolution Circle** • Review the steps in the SOLVED strategy for resolving conflicts peacefully. • Learn how Conflict Resolution Circles can be used to resolve conflicts. • Demonstrate ways to use Conflict Resolution Circles in challenging situations.	**Restorative Practices** • Explain how restorative conversations help resolve conflict. • Analyse how a school peace room can help students deal with conflict.	**What's Your Style?** • Identify their most preferred conflict management style. • Recognise the value of using alternative conflict management styles depending on the situation.
3.5 The Bully, the Bullied, and the Bystander • Discuss the differences between bullying, teasing, rude and/or mean behaviour. • Understand the roles of the bully, the bullied, and the bystander in a bullying situation. • Recognise the role the bystander plays in stopping bullying.	**Impacts of Bullying** • Understand the different types of bullying. • Learn strategies to respond to the different types of bullying. • Learn strategies to become an active bystander to prevent bullying.	**From Bystander to Upstander** • Review the strategies to prevent and confront the different types of bullying. • Learn strategies to become an active bystander to prevent bullying.	**Sexual Bullying** • Learn the definition of sexual harassment. • Understand the difference between flirting and sexual harassment. • Review strategies used to respond to and the importance of reporting sexual harassment.
3.6 Cyberbullying • Define cyberbullying. • Analyse the emotional threats that cyberbullying poses compared to face-to-face bullying. • Apply the STOP, BLOCK, and TELL response to cyberbullying.	**Cyberbullying and Social Media** • Define and identify examples of cyberbullying. • Identify and practise ways in which students can become active bystanders to prevent cyberbullying on social media posts.	**The "TELL" in Stop, Block, and Tell** • Define and identify examples of cyberbullying. • Identify and explain the reasons people don't report bullying. • Discover and practise strategies people can use to overcome their hesitancy and reluctance to report bullying to trusted adults.	**Making Connections** • Understand the importance of building relationships to meet personal goals. • Practise communicating their needs as they ask for help in achieving their goals.

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UNIT 4: HEALTH AND PREVENTION

LEVEL I	LEVEL II	LEVEL III	LEVEL IV
4.1 Choosing Health • Identify how healthy living practices result in positive outcomes. • Analyse and practise making healthy choices.	**Valuing Health** • Identify values associated with healthy living. • Practise using personal values to make choices that support a healthy mind and body.	**Positive Peers** • Identify how positive groups promote responsible decision making. • Identify limitations and build on strengths to make responsible decisions.	**Social Norms** • Describe social norms in school and in the community. • Analyse the relationship between individual behaviour and social norms. • Understand strategies that help them use active listening to communicate with people who have opinions and beliefs they strongly disagree with.
4.2 The Unhealthy Results of ATOD Use • Understand how quickly alcohol, tobacco, and other drugs (ATOD) use can harm their health . • Clarify their attitudes and values about ATOD impacts on healthy living. • Distinguishing how ATOD myths vs. facts, influences their values, behaviours, and decision-making.	**School and ATOD Use** • Understand how ATOD use affects school performance. • Identify risk and protective factors associated with ATOD. • Employ ways to say no to friends when confronted with ATOD.	**Reducing Risk Factors and Fostering Resilience** • Understand resilience and why it is important. • Examine the role of risk and protective factors that influence resilience. • Describe how to handle an ATOD related situation using resilience skills.	**Building a Drug-free Future** • Review the risk (negative) factors and the protective (positive) factors related to ATOD use. • Analyse the short-term and long-term benefits of being drug free.
4.3 Styles of Decision-Making • Explore decision-making styles. • Analyse how decision-making styles have short-term and long-term consequences.	**Healthy Decision-Making** • Explore adolescent decision-making. • Explain responsible decision-making consistent with personal values. • Deepen their knowledge of how decisions can impact other people.	**The Teenage Brain and Decision-Making** • Understand what brain research shows about teens' decision-making. • Explain some teenage behaviours based on brain development.	**The Teenage Brain: Decision-making and ATOD Use** • Understand how ATOD affect the brain. • Name the three categories of ATOD. • Evaluate the impact of ATODS on the brain, body, and decision-making.
4.4 Dealing with Peer Pressure • Understand the relationship between peer pressure and media pressure. • Analyse peer and media influencing strategies.	**Dealing with Peer Pressure** • Examine how characteristics of the teenage brain can increase susceptibility to peer pressure. • Explore the five areas where peer pressure is typically focused. • Learn some of the strategies to deal with peer pressure.	**Understanding Virtual Peer Pressure** • Examine how students view the influences of peer pressure through social media. • Explore the positive and negative influences of virtual peer pressure.	**Peer Pressure: Past, Present, and Future** • Review the negative and positive effects of peer pressure. • Examine sources of adult peer pressure and strategies to handle it.

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UNIT 5: REFLECTION AND CLOSURE

LEVEL I	LEVEL II	LEVEL III	LEVEL IV
5.1 Modeling a Healthy Lifestyle, and Reflecting on Learning • Review the social and emotional skills that they have learned and reflect on how the impact of knowing and utilising these skills will benefit them.	**Modeling a Healthy Lifestyle, and Reflecting on Learning** • Review the social and emotional skills that they have learned and reflect on how the impact of knowing and utilising these skills will benefit them.	**Modeling a Healthy Lifestyle, and Reflecting on Learning** • Review the social and emotional skills that they have learned and reflect on how the impact of knowing and utilising these skills will benefit them.	**Modeling a Healthy Lifestyle, and Reflecting on Learning** • Review the social and emotional skills that they have learned and reflect on how the impact of knowing and utilising these skills will benefit them.