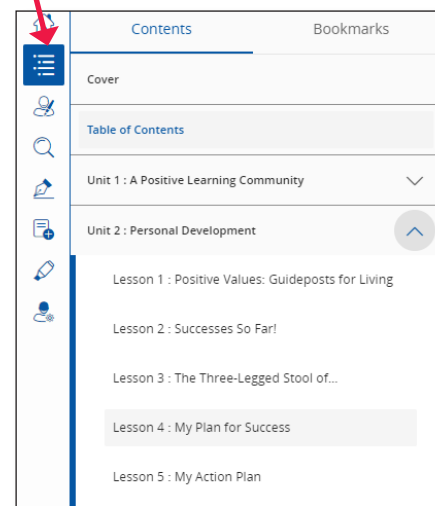
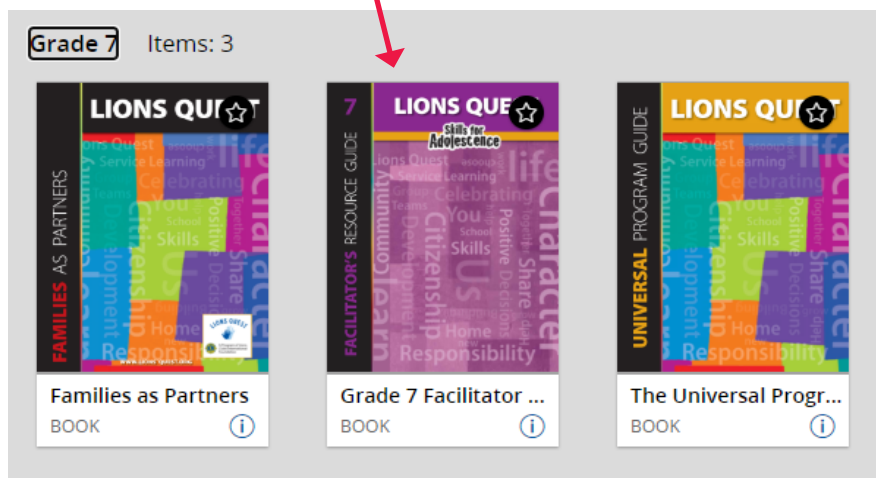


# Lions Quest Online

Lions Quest Online offers evidence-based social and emotional learning instruction perfect for in-person or virtual classrooms. The program includes a variety of resources that support instruction at school, at home, and in the community.

To access the curriculum just open the **Facilitator's Resource Guide** found on your bookshelf.

Use the **Table of Contents** to open your lesson plan.



The first resource you'll discover is the **Pre/Post Student Survey**—an instrument that can be used to assist classroom facilitators as they examine the changes in the knowledge, attitudes, and skills among students participating in the Lions Quest Program.

## Table of Contents

### FACILITATOR'S RESOURCE GUIDE

<b>Unit 1 – A Positive Learning Community</b>		
OPENER	7	
Lesson 1: You, Me, and Grade Three	8	
Lesson 2: We Care and It Shows	11	
Lesson 3: Together We Can Do It	14	
Lesson 4: The Group Connection	17	
GROUPING PROTOCOLS	20	
<b>Unit 2 – Personal Development</b>		
OPENER	21	
Lesson 1: We Are Valuable	22	
Lesson 2: I Have Many Talents	25	
Lesson 3: I Am Capable	28	
<b>Unit 4 – Health and Prevention</b>		
OPENER	69	
Lesson 1: Our Amazing Bodies	70	
Lesson 2: Step Right Up	73	
Lesson 3: Deciding to be Responsible	76	
Lesson 4: The Truth about Tobacco	79	
Lesson 5: Alcohol: The Inside Story	82	
Lesson 6: Refuse to Use Drugs	85	
Lesson 7: When to Say "No"	88	
<b>Unit 5 – Leadership and Service</b>		
OPENER	91	
Lesson 1: I Can Serve My Communities	92	

A list of **Enrichment Videos** included in the new **Lesson Presentation Slides** is found on the Table of Contents.

To open the ancillary materials that support each lesson just point and click.

The weekly **Morning Announcements** bring the lesson to life in the home, school, and community.

The **Lesson Slide Presentations** also include notes that guide the facilitator through the lesson.

To **print** the lesson page select the print icon.

The **Family Connection worksheets** are writable/printable pdfs which allow students to practice each lesson's skill with their family. Available in English (PreK-12) and Spanish (PreK-8).

**PERSONAL DEVELOPMENT**

# Planning 2.2

## Successes So Far!

*Students continue their development of positive self-perception and self-confidence by reviewing their past successes. Through this review, students become more equipped to recognize their own successes in the future.*

**SEL COMPETENCY**  
Self-awareness

**SKILL** accurate self-perception

**MATERIALS**

- ✓ Discovering Projectable 2.2.1
- ✓ Connecting Projectable 2.2.2
- ✓ Student Journals
- ✓ Family Connection Take-Home worksheet
- ✓ Construction paper, art supplies

**CLASSROOM CONFIGURATION**

- 1 whole class /pairs
- 2 whole class
- 3 groups
- 4 individuals

**OBJECTIVES**

Students will

- ✓ identify several successes in life;
- ✓ describe why recognizing successes can strengthen self-perception and self-confidence.

**★ COMMON CORE CONNECTION**

This lesson addresses the following Common Core Standards:

**SPEAKING AND LISTENING: COMPREHENSION AND COLLABORATION**

- ✓ SL.7.1, SL.7.2

**SPEAKING AND LISTENING: PRESENTATION OF KNOWLEDGE AND IDEAS**

- ✓ SL.7.5, SL.7.6

**SKILLS Progression**

- ← **LAST YEAR**, students identified their own personal skills and qualities.
- **THIS YEAR**, students identify some of their own successes in life.
- **NEXT YEAR**, students will determine ways their talents, skills, and abilities can contribute to success.

18 Unit 2

**1 DISCOVERING** 10 MINUTES ACTIVITY 1

State that today's lesson is about identifying our own successes. Write the term **success** on the board. Ask students what the term means to them. Show **Discovering Projectable 2.2.1**. Building on their responses, explain to students that success is accomplishing goals or desired outcomes that we set for ourselves and living by our values. Success can look very different from one person to the next. Invite students to work in pairs to brainstorm another way to show the steps of success. The projectable uses a staircase; encourage students to come up with other metaphors for understanding this information. Perhaps they will draw an elevator or a treasure map. Guide students to understand that some of the world's most successful people had to work very hard to accomplish their dreams. Emphasize that success is personal and does not exclude others. Everyone can reach the top of their own expectations and goals.

**ASK: What specific qualities and characteristics do you think it takes to be successful and to achieve your own goals?**

Acknowledge that it is not always easy to be successful and that oftentimes it takes a lot of focus, self-discipline, dedication, and hard work to achieve success. Agree that there can be many obstacles and difficulties but that success can be achieved with hard work, and expectations and goals can always be adjusted to be more realistic so that success is possible.

**2 CONNECTING** 10 MINUTES INSTRUCTION

Explain to students that success is something we have done that has given us a sense of pride or accomplishment.

**ASK: How does knowing our successes improve our self-confidence?**

Explain that sharing our successes with others reminds us of our skills, qualities, and the accomplishments we have achieved in the past. Remembering these builds genuine self-confidence and real knowledge of what we are capable of being and doing. Recognize that some students might feel awkward about sharing their successes, so help them see that successes they've had are simply true statements of what they care about and what they have accomplished.

**Introduce recognizing successes**

Ask students to think about some ways they might feel successful. Show the Exploring Successes projectable (**Connecting Projectable 2.2.2**). Have students consider the examples of possible successes shown on the projectable and add examples of their own.

**Model recognizing successes**

Model recognizing successes by doing a think aloud that highlights two or three of your own successes using examples from the projectable. Be sure to mention that it is important to recognize successes in our lives because they mattered to us, we worked hard for them, and we felt really good when we experienced or achieved them. Refer students to **Connecting Projectable 2.2.2**. Use the following examples or examples of your own creation:

**SAY: Recognizing our own successes is good for our self-confidence, and we should all try our best to acknowledge that we have all had successful experiences and felt successful. I can think of a few times when I felt successful. One time was when I was in school and I was struggling with multiplying fractions during the first term. I wanted so badly not to struggle, so I sought extra help from my teacher and studied every night. Next term I got a whole letter grade higher! That was a huge success and it made me feel more confident. Another good example of a time when I felt successful was when my soccer team went undefeated. We worked so hard that season to play better as a team and support each other rather than playing for ourselves. I think of this as a success because we all learned to be team players and I accomplished a huge goal for my team and for myself.**

**ASK: What were some ways I achieved success? What are some words to describe how I might have felt about these successes?**

**3 PRACTICING** 18-23 MINUTES ACTIVITY 2

**Explain the Success Lifeline activity**

Tell students that they are going to practice identifying and acknowledging some of the successes they've had in their own lives by making Success Lifelines. They will have the opportunity to be creative and use art supplies to help tell the story of a few of their successes.

**Students practice the Success Lifeline activity**

Organize students into groups of four using a creative grouping strategy. Have students make their own Success Lifelines with construction paper and other art supplies by drawing a long horizontal line across the sheet and labeling the left end of the line, *Birth*, and the right end, *Now*. Then have students do the following:

- Think of three personal successes or accomplishments.
- Find or draw pictures that illustrate these successes.
- Place these illustrations at the appropriate places on the lifeline.
- Add a date (approximate is okay) for each accomplishment.
- Write a brief description of the accomplishment.

As students work on their Success Lifelines, circulate among the groups, helping

**Community Connection**

Have students write a brief newspaper article about a special event that is taking place at their school or in the community, such as a play-selling contest. Ask them to focus on a special guest performer or speaker, perhaps even the person who won the contest in a previous year, if applicable. Students' work should include insights of the person's or the organization's journey to the present time and current accomplishments. Invite volunteers to share their work with the class.

**Family Connection**

Have students identify a family member whom they can trust to give caring feedback. Have them ask the family member to describe one accomplishment they are especially proud of, such as earning a promotion at work or helping a family member or someone in the neighborhood with a special need. Have students talk with the family member about the steps it took to achieve the success and any challenges he or she faced. Send home the Family Connection Take-Home worksheet called **Sharing Past Successes**.

**Applying Across the Curriculum**

**MATH** Have students choose a bad habit that people try to quit, such as smoking, or a good habit that people like to start, such as doing daily exercises. Have them use the library or internet to research statistics on the success rates of accomplishing those goals. Have students create a chart to present their research to the class.

**CAREER EDUCATION** Have students use the library or internet to research a career they might be interested in pursuing. Ask them to look for the steps that are involved in preparing to get into and establishing that career and how success in that career might be achieved.

**Reflecting Resource:** Student Journal p. 16

**Reflecting**

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

<b>What?</b>	Describe two examples of success.
<b>So what?</b>	How do you feel about your successes? Why do you think your successes continue to give you a sense of accomplishment? What are some values that you think may have contributed to some of your previous successes?
<b>Now what?</b>	How can you use your sense of accomplishment to help you in future attempts at success? How can you use your successes to help others?

**4 APPLYING** 2 MINUTES

Instruct students to monitor their successes in another activity outside of school for the next two weeks. Students can think about the successes they experience while participating on a sports team or in an after-school club, for example. Invite students to complete the Applying page in their student journals, either as written homework, as a follow-up activity to support the lesson, or as a verbal discussion in a future lesson after students have applied the skill.

**ASSESSING**

**PRACTICING (INFORMAL FORMATIVE ASSESSMENT)** Use the Success Lifelines to determine how well students can identify their own accomplishments.

**APPLYING (FORMAL FORMATIVE ASSESSMENT)** Review the Applying page in the Student Journals to assess student understanding of their own successes in an activity such as a sports team or an after-school club.

**BUILDING SKILLS BEYOND THE LESSON**

**Present a Plan!** **REINFORCEMENT**

**PRACTICING** Reinforce the concept of achieving success through practice. Have students identify something they would like to accomplish. Then, have students present a plan for meeting that goal, such as when they would practice, how long they would practice, and what they want to accomplish at each practice session.

**Train Others!**

**APPLYING** Reinforce the concept of success by helping a family member or friend or by inviting students to train other students in a skill they are good at, such as talking or playing a sport. Encourage students to use physical activity as part of that training.

**Research And Present!** **ENRICHMENT**

**PRACTICING** Have students use the library or internet to research a famous person's life. Ask them to present a report of that person's successes, the actions that led to his or her successes, and any obstacles he or she had to overcome while working to achieve them.

**Create It!**

**APPLYING** Have students create a step-by-step guide to being successful at a certain task, for instance, at learning new skills in academics, sports, music, or the arts. Invite students to illustrate their guides in the manner of their choosing. Invite volunteers to share their work with the class.

**Projectables** stimulate discussion and support instruction.

**Student Journal activities** are writable/printable pdfs which provide opportunities for insight - as students process their thoughts and feelings. Available in English (PreK-12) and Spanish (PreK-8).

## LIONS QUEST LESSON SLIDE PRESENTATIONS

### The **Lesson Slide Presentations**

- were created by teachers for teachers.
- reinforce cooperative, collaborative skills.
- provide teachers the opportunity to model accurate use of skills for students.
- are easy to use and reduce the amount of prep time needed to teach a Lions Quest lesson.

Each **Lesson Slide Presentation** implements Lions Quest's pedagogical philosophy and four-phase instructional design. The following slides are included in each presentation:

- Learning Target
- Discovering Activity (one or more slides)
- Connecting Activity (one or more slides)
- Practicing Activity (one or more slides)
- Reflecting
- Applying Activity

The screenshot shows a lesson slide for 'PERSONAL DEVELOPMENT' with the title '2.1 I Value Responsibility and Respect'. It includes sections for 'SEL COMPETENCY' (Self-awareness), 'SKILLS' (accurate self-perception, recognizing strengths), 'MATERIALS' (Discovering Projectable 2.1.1, Connecting Projectable 2.1.2, Student Journals, Family Connection Take-Home worksheet), and 'CLASSROOM CONFIGURATION' (individuals/pairs, individuals, small groups, individuals). The 'DISCOVERING' phase is highlighted, with a 'D' icon and a 'SAY' prompt: 'I would like to be like my aunt because she is loyal, thoughtful and outgoing. These are words that describe why she is important to me and why I want to be like her.' Two document icons in the top right corner are circled in red.

Each Lions Quest lesson has two document icons: **Morning Announcements** and **Lesson Slide Presentation**. Open the **Lesson Slide Presentation** by clicking on the icon

The **Lesson Slide Presentation** includes instructional notes that guide the facilitator through the lesson. The instructional notes in each **Lesson Slide Presentation** follow the corresponding lesson found in the **Online Facilitator's Resource Guide**.

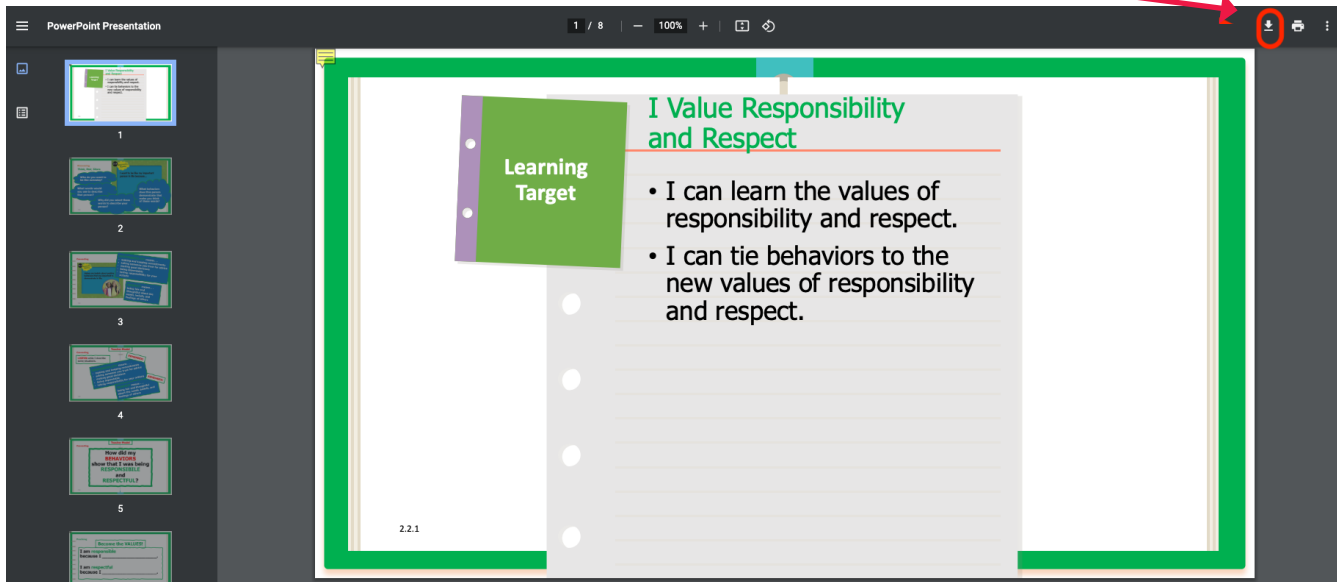
Hover over the comment icon in the upper left corner of each slide to open the presenter notes that contain the instructional notes for the slide.

The screenshot shows the presenter notes for the lesson slide. It includes the following text: 'Presenter LEARNING TARGET: Introduce lesson title and share learning objectives', 'ADVANCED PREP: Copies of Student Journal resource sheets for each student, or teacher should plan to project them on the white board and have students use a personal journal or composition tablet.', and 'MATERIALS: Family Connection Take-Home worksheet'. A comment icon in the top left corner is circled in red.

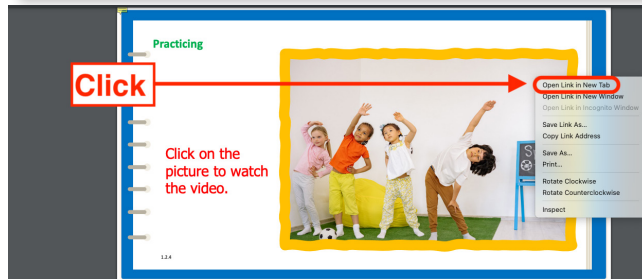
It may be necessary to clear the cache on your computer to view the updated **Facilitator's Guide** and newly added **Lesson Slide Presentations**.

## LIONS QUEST LESSON SLIDE PRESENTATIONS

**Lesson Slide Presentations** can also be downloaded as PDFs and opened in [Adobe Acrobat Reader](#) or Adobe Acrobat. The instructional notes will be preserved in this format as well.



**Lesson Slide Presentations** may include **Enrichment Videos** that can be played for students right from the **Lesson Slide Presentation**. To play a video without closing the **Lesson Slide Presentation**, right click on the picture with the link to the video. A dialogue box will open. From the dialogue box, select *Open Link in New Tab*. The video will open in a new tab. (You can also select *Open Link in New Window* if you prefer. Opening a new tab will help you return to the Lesson Slide Presentation quickly and easily.)



A list of additional **Enrichment Videos** is found on the **Table of Contents**

Lions Quest Online allows you to search for keywords, make notes, and highlight important sections.

## Responsive Reader- Overview

The screenshot shows the 'Responsive Reader' interface for the book 'Successes So Far!' in Chapter Two. The interface is divided into several sections:

- Left Sidebar:** Contains navigation icons: 1. Home (house icon), 2. Table of Contents (list icon), 3. User Profile (person icon), 4. Search (magnifying glass icon), and 5. Content Setting Panel (gear icon).
- Header:** Displays 'KITA300', 'Chapter Two', and navigation arrows (6. Back, 7. Next) and a bookmark icon (8).
- Main Content Area:**
  - PERSONAL DEVELOPMENT:** 'Planning' section.
  - SEL COMPETENCY:** Self-awareness.
  - SKILL:** accurate self-perception.
  - MATERIALS:**
    - Discovering Projectable 2.2.1
    - Connecting Projectable 2.2.2
    - Student Journals
    - Family Connection Take-Home worksheet
    - Construction paper, art supplies
  - CLASSROOM CONFIGURATION:**
    - whole class /pairs, whole class
    - groups, individuals
  - OBJECTIVES:**
    - Students will
    - identify several successes in life;
    - describe why recognizing successes can strengthen self-perception and self-confidence.
  - COMMON CORE CONNECTION:** (indicated by a star icon)
- Lesson Content:**
  - 1 DISCOVERING** (10 MINUTES): State that today's lesson is about identifying our own successes. Write the term *success* on the board. Ask students what the term means to them. Show **Discovering Projectable 2.2.1**. Building on their responses, explain to students that success is accomplishing goals or desired outcomes that we set for ourselves and living by our values. Success can look very different from one person to the next. Invite students to work in pairs to brainstorm another way to show the steps of success. The projectable uses a staircase; encourage students to come up with other metaphors for understanding this information. Perhaps they will draw an elevator or a treasure map. Guide students to understand that some of the world's most successful people had to work very hard to accomplish their dreams. Emphasize that success is personal and does not exclude others. Everyone can reach the top of their own expectations and goals.
  - ASK:** *What specific qualities and characteristics do you think it takes to be successful and to achieve your own goals?*
  - Acknowledge that it is not always easy to be successful and that oftentimes it takes a lot of focus, self-discipline, dedication, and hard work to achieve success. Agree that there can be many obstacles and difficulties but that success can be achieved with hard work, and expectations and goals can always be adjusted to

1. **Back to Shelf:** Takes you to the Bookshelf where you can read and add ebooks and other resources.
2. **Table of Content:** Opens Table of Contents by which you can quickly navigate to any part of the ebook.
3. **My Data:** Lists notes and highlights – both yours, as well as those shared with you.
4. **Search:** Search for and find content in the ebook.
5. **Content Setting Panel:** Opens setting panel by which you can select content setting options (for more info: refer content panel page)
6. **Back:** Use the back arrow to go to the previous chapter
7. **Next:** Use the next arrow to go to the next chapter
8. **Bookmark:** Helps you to bookmark a page in the ebook.