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GUIDELINES FOR 105 LIONS DISTRICT LIFE SKILLS OFFICERS

1. Summary for first-time readers
2. The key skills and knowledge needed by District Life Skills Officers
3. Preparation by the designated or newly-appointed District Life Skills Officers
4. The tasks and priorities for a newly-appointed DLSO
 - a) First tasks and assessment prior to and at the outset of the Lionistic year
 - b) Leadership of the District life skills programme throughout the year
5. The tasks and priorities for an established DLSO
6. Promoting the life skills programme at Zone, Club and District levels
7. Sources of support, information and advice, and good practice for the DLSO
8. District life skills records
9. Building and maintaining communications, for support and life skills awareness.

Appendices

- A The operating framework for the District Life Skills Officer
- B Key references to the DLSO's tasks, in the guidelines for Lions Clubs
- C Action flowchart for the DLSO **(to be added)**

Produced with the approval of the Council of Governors of MD 105, and in consultation with the Vice District Governors of 2005-2006, by a team of the MD 105 Lions-Tacade Partnership's Steering Group.

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1. Summary for First-Time Readers

Background

This is one of a set of guidelines which cover the work of Lions Clubs in the British Isles and Ireland concerning Life Skills education in our schools. Like this present one, the others can be found at <http://www.lions.org.uk/LionsTacadePtnrshp.htm>:

1. "Life Skills: Brief Guidelines for Lions", which you should now read if you haven't already. It gives you the basics.
2. "Lions Clubs and Life Skills Education", which goes into detail.
3. "Life Skills: Developmental Guidelines for 105 Lions Districts", which is addressed to current or potential members of a District Cabinet: it gives you basics, and is also brief.

Helping prospective District Life Skills Officers decide whether or not to proceed

Section 2 which follows this one covers the key skills and knowledge needed by District Life Skills Officers (DLSOs). It is lifted from the guidelines for Districts and it is designed especially for District Governors and Vice District Governors to help them in identifying and selecting successful DLSO's. It is equally designed to enable **you** to match yourself to the work and to self-select, or otherwise. Please use it for this purpose.

Making a start as DLSO: preparation, and help for this

Section 3 is framed to enable the designated or newly-appointed DLSO take his/her bearings, and to make a start. It covers the situation where there is immediately - available advice and guidance from an experienced outgoing predecessor DLSO – and the one where there isn't. Its most important message is that there is an advisory team immediately available to each incomer, in addition to the outgoing DLSO. This comprises the MD105 Life Skills Officer, the Communications Manager of Tacade our partner organisation, and their colleagues at Multinational and District level. Please test this Advisory Team for yourself as soon as you can, **use its support**, and don't hold back if you need ongoing help and advice.

Your first year as a newly-appointed DLSO: Tasks and priorities

Section 4 is necessarily lengthy and detailed. Eighteen points deal with the DLSO's early tasks, and a further twenty take him or her through the full year.

For present purposes, to give you an overview, this is a summary:-

"Building up from scratch: Incoming DLSO's

- First thing to do is to write to all Club Presidents and Zone Chairmen and introduce yourself to them and congratulate them on their new post. You then ask the President to give you the name of the Club LSO and go on to explain the importance of the life skills programme and how they can help to combat the ever increasing problems in society caused by the alcohol, drug and sexual ignorance and behaviour of young people in their own communities.

- Keep in regular contact with the Club LSO. Especially encourage those who are not performing as you would wish. It is important to target the Clubs who have not show much promise in the past. It is a good idea to send out questionnaires to Clubs to find out what they are doing in schools and youth centres. This will help you to assess their needs.
- As the year progresses it is important to congratulate the Clubs who are the best achievers in the District.
- Encourage Clubs to keep in contact with their LEA's Healthy School Teams and schools. Make sure that they are aware of the assistance Lions Clubs can give regarding funding of small purchases. Larger purchases like Zone projects need sponsorship from outside funding.”

Taking the work forward in subsequent years

Both these present guidelines and those for the District cabinet emphasise the importance of identifying and making use of experienced Lions in your own or nearby Districts with the help of the MDLSO. They also encourage the build-up of a support team for each DLSO.

Section 5 is in the form of a checklist for you and your support team to take stock and extend the work of life skills in your district, year by year.

Promoting the Life Skills programme at Zone, Club and District levels

This is the central purpose of the DLSO's job which **Section 6** outlines fully for you.

Sources of support, information, advice and good practice

Section 7 acts as a reminder for DLSO's and their team. Then **Section 8** outlines the records that are necessary to be built up if the life skills work is to prosper; and finally **Section 9** ends with a brief homily on the need to build and maintain communications.

Thank you for being ready to undertake this work, with our best wishes and support!

2. The Key Skills and knowledge Needed by District Life skills Officers

Note: Before appointment as DSLO each candidate is urged to familiarise himself/herself with the purposes, opportunities and realities of the job in their District – from the present DLSO and other experienced Lions. The following bullet points are to enable self-selection by the candidate(s), as much as selection by the District Governor.

DG's and VDG's when using these notes for themselves should focus on candidates' interest in the field, their readiness to learn and obtain support, and their ability to prioritise. Each of the following will take time to develop fully. Preparation, and ideally earlier relevant experience, is important, as is a period of several years in the role, if this is possible.

- An understanding of life skills education in all types of school
- A clear picture of the Lions-Tacade partnership and the roles of each
- A good knowledge of the Lions-Tacade range of teaching resources
- Readiness to work with, and ability to communicate with and persuade
 - The District Governor and a wide range of District Officers
 - Lions Clubs, member Lions, Zone Chairmen
 - Tacade staff; the MD105 Life Skills Officer, and fellow DLSO's
 - local education authorities and officers, headteachers and teachers, and pupils
- An empathy with life skills education work as a channel for Lions to support their youth and their communities
- The ability to assess needs and opportunities, agree and publicise priorities
- The ability to learn from, persuade, and work with experts and colleagues
- A readiness to form, or develop further, a life skills support team
- An outgoing and positive personality
- Resilience, persistence, common sense.

3. Preparation by the Designated or Newly-Appointed District Life Skills Officer

This section is to help you to take your bearings, and to organise help for yourself, so that you can understand what life skills work is all about in your own District, evaluate the priorities and possibilities, and agree and initiate a successful action plan.

It is also relevant for the experienced DLSO, whether continuing in the role or returning to it, because it can help you to update, take stock and renew your involvement and leadership.

As with every new District appointee it is intended that the DSLO designate shall have adequate time, both before and at the outset of the Lionistic year for full familiarisation and preparation. The District Governor will generally expect a timely handover from each outgoing District Officer to their successor. There may be induction sessions at the Winter Forum, and/or general guidelines for all District Officers.

These guidelines do not include a standard Job Description for the District Life Skills Officer because we believe that it is best for newly-appointed DLSO's to frame their own, and for established DLSO's to update their own. For this, base yourself on **Section 4** or **Sections 4 and 5** respectively. Keep it short by including only the key tasks and objectives in front of you. Do not omit your tasks as a member of the District Cabinet and Youth Team.

Not only will you be able to draw on your predecessor DLSO but you need to know at the outset that you have three other main immediate sources of help, listed here. **Do make the fullest use of these as you go along. If in doubt please ask, check and double-check. We are here to help you.**

- Your predecessor and, hopefully, his/her support team including Lions with earlier experience of life skills work.
- MD105's Life Skills Officer: Alan Chapman (Warminster, 105D) (01985 216203) or (07808 920991). E Mail: lifeskills@lions.org.uk
- The Communications Manager of Tacade, the partner organisation with the Lions of MD105: Mandy Broadbent in Manchester (0161 836 6850) E Mail: mandy@tacade.co.uk
- The MD105 website page: www.lions.org.uk/LionsTacadePtrnrshp.htm
This contains three sets of guidelines: 'Life Skills: Brief Guidelines for Lions Clubs' (4 pages) 'Lions Clubs & Life Skills Education' including DLSO tasks: accessible on a section by section basis; and 'Life Skills: Developmental Guidelines for 105 Lions Districts', which you are now reading.

In the following notes we refer collectively to your predecessor DLSO and colleagues, to the MD105 Life Skills Officer and to Tacade Staff as your '**Advisory Team**'.

Your first point of call will of course be the outgoing District Life Skills Officer of your District. From him or her you will be able quickly to learn the local, realistic, picture of life skills work and activity across the Clubs and Zones, and the immediate prospects.

Hopefully, this will come from a briefing, backed by recent and up-to-date records/reports which cover the following:-

- Immediately establishing a modest but realistic budget for life skills work in agreement with the District Treasurer, and approved by the District Governor. (More details at 4 A11 below)
- Promotion of the Lions-Tacade range of life skills materials
- Launch of new ones:- briefing or training of Clubs LSOs (and self)
- Introduction/donation of Lions-Tacade materials to schools etc
- Funding sources and prospective and actual donors in the District
- Training and advisory sources – local education authorities/boards (LEA/EBs)
- Specific Club initiatives and plans: publicity and public awareness
- Recognition, thanks, publicity for Clubs
- Support, training and other services from Tacade to schools, and District presentations, workshops at District, Zone and Club level
- The DSLO's plans, priorities, outcomes, visits etc
- Other experienced Lions in the District, DLSO's own network/team
- Records of club purchases, presentations, payments to Tacade
- Contacts lists of key advisers and officials: LEA/EBs, Health Authorities
- Lists of schools/colleges: head teachers, specialists teachers
- Joint work within Zones, multi Zone, etc
- Joint work related Youth Projects in District, within Youth Team
- Joint work with District Membership Extension Officers
- Contributions to District Cabinet business
- Contributions to District Conventions, Winter Forums etc

In a number of Districts the combination of briefing and District records, plus the MD105 guidelines, advice from the MD105 Life Skills Officer Alan Chapman, and advice and further information from Mandy Broadbent and Tacade colleagues will cumulatively enable you to familiarise yourself and prepare your priorities and proposed plan.

On the other hand you may find that the picture in your District is unclear, or else that clearly there has in recent years been a low or negligible level of life skills activity. If this is the case please quickly get in

touch with Alan Chapman and Mandy Broadbent (see above) and through them with any local experienced/active Lions in the life skills field.

They will help you and (when appropriate) your incoming District Governor and/or Youth Team leader to:-

- Take stock, explore the record of Lions life skills work in your District
- Make contact with key Lions, LEA/EB advisers, schools and teachers
- Work through the basic guidelines and understand them
- Obtain and familiarise yourself with current Lions-Tacade life skills materials
- Make your initial evaluation of realistic needs, opportunities and priorities
- Frame your first report(s), action plans and objectives for the District Cabinet

Please do not hesitate to ask for help, and make use of it.

4. The Tasks and Priorities for a Newly Appointed DLSO

Note: District Life Skills Officers who are continuing in post, or else appointed with experience from the life skills support team, should use this section as an action check list.

A First Tasks and Assessment, Prior to and at the Outset of Lionistic Year

(This is not a rigid set of priorities: most items will be in parallel)

- 1 Obtain briefing(s) from the outgoing DLSO towards subsequent handover.
- 2 Contact and introduce yourself to the MDLSO and Tacade's Communications Manager as well as other key Lions in the District/Region. Consult, question and problem solve with them as necessary, as your Advisory Team
- 3 Establish the details of Lions-Tacade training events in prospect
- 4 Take over, or obtain from Tacade, demonstration copies of Lions-Tacade life skills teaching resources, plus leaflets (see **Section 20.2 of the full guidelines**)
- 5 Read and become familiar with the brief guidelines for Clubs and the full guidelines (see **Appendix B** below)
- 6 Read descriptions of the current Lions-Tacade resources in the guidelines and in Tacade's leaflets and publications, Examine the contents of your demonstration set. Familiarise yourself, with help from your Advisory Team, local clubs and schools etc
- 7 Progressively build a full picture of recent Club Life Skills initiatives and activities in your District, from DLSO's records, orders for materials from Tacade, information from Key Clubs/Zones, contact with LEA/EB's (below)
- 8 Evaluate this record with your Advisory Team. Keep it open for additional information
- 9 Take your full part in preparatory work for the new District Cabinet
- 10 Report to and consult with the incoming District Governor Elect (DGE) and Youth Team leader concerning:-
 - Initial assessment, priorities, objectives, resource needs
 - Links with the new District Governor's themes for the year, Youth Team priorities, Membership Extension Targets

- 11 Establish a modest budget for life skills promotion and support under your control, as part of the District's Youth General budget. Discuss and agree this with the Youth Team Leader at an early date. It should cover:-
 - Your direct expenses for attending Cabinet meetings
 - Your travelling expenses for attending Zone meetings, District Convention and Forums
 - Other essential expenditure on non-Tacade resources (if any)
 As an indicator, this will amount to £250-£500 pa.
- 12 Identify key contacts and opportunities, and on this priority basis consult, learn from them and begin to visit them, continuing through the year: active Lions Clubs, schools and local education authorities/education boards (LEA/EBs) etc.
- 13 Where necessary, seek introduction to best practice examples in adjacent Districts through your Advisory Team.
- 14 As soon as practicable contact priority incoming Zone Chairman, and then all, to establish readiness for your visit Zone meetings:- clear objectives, time limits.
- 15 Contact outgoing and incoming District PRO's to discuss publicity for life skills.
- 16 Establish life skills calendar for local and Tacade visits and events. Publish it.
- 17 Identify useful and relevant sources of information with the help of Tacade and your Lions colleagues.
- 18 Produce, with due discussion, your first report to District Cabinet with action plan and objectives. Include a calendar. **Be sure to copy these to the MDLSO.** Maintain your theme throughout, reviewing progress with DG/VDG and District Youth Team Leaders.

B Leadership of the District Life Skills Programme Throughout the Year

(*If delayed earlier, cover the remaining tasks from above)

- 1 Provide, or ensure the provision, of help, information and advice to Lions Clubs representatives, Zone Chairman, LEA's and schools etc following the full guidelines for Clubs.
- 2 Maintain full and useful records of life skills activities in the District including:
 - Club or Zone initiatives and ideas, donations, fundraising, publicity
 - Orders by Clubs from Tacade (using copy invoices) details, progress, prompt payment. Resolve any delayed payments with Tacade and the Club(s).
 - Prospective funders, key applications, receipt and use of funds
 - Visits and prospective visits to Clubs, Zone meetings etc
 - Participation in District events, notably the Convention
 - Training and briefing sessions for Clubs, schools, LEAs etc
- 3 Arrange and plan for visits by your self (and colleagues) to selected Clubs and to prioritised Zones meetings. Develop tailor-made and time-limited presentations of Lions-Tacade life skills resources, case histories etc. **Aim for interest and response.** Encourage and challenge, answer questions, give recognition and thanks. Follow up as necessary new initiatives, active Lions etc.

- 4 Continue to research and build contacts, renewing periodically: Club Life Skills Officers; LEA/ED Advisers; donors and potential donors. Visit or meet selected ones. Indicated readiness to attend to meetings, visit schools
- 5 Inform all clubs about current life skills issues, Lions case histories, Lions-Tacade resources sources of funds etc through the District Newsletter, and website pages(s). Support and explain the Lions-Tacade financial appeals, progress, local responses. Use Club Secretaries' network. **Use the District Convention and Winter Forum as showcases, and briefing or training opportunities. Include displays, DVD's etc.**
- 6 Maintain regular and active contact with MDLSO, Tacade Staff and your support group key lions. Discuss requests, programmes, projects and problems. Ensure that all Club and project orders are proceeding and paid for. Co-ordinate multi-Club orders when necessary, by agreement.
- 7 Keep all MD105 or regional life skills training events in view. Encourage attendances. Plan, agree and lead or contribute to District level training, in conjunction with other providers:- Tacade, LEA/EBs, head teachers etc. Seek local funding for local training in partnership with colleagues.
- 8 Maintain and practice your working knowledge of current Lions-Tacade life skills materials and developments. Obtain and assess new materials with LEA advisers.
- 9 Order and distribute new Lions-Tacade promotion materials: leaflets for key resources, publications brochure (**Note: this comes out early in each January**). Sponsor regalia patches where appropriate. Design and issues certificates for insertion into resources.
- 10 Issue letters or messages of thanks and congratulations. Copy to DG, VDG, Zone Chairman and District Youth Team Leaders as appropriate.
- 11 Seek from Clubs and Zones copies of report, photos and press releases. Pass copies on to Tacade for information and possible publicity.
- 12 Ensure your own or a knowledgeable colleague's presence at any significant local and life skills event. If invited to speak briefly.
- 13 Keep abreast of all major Club or multi-Club initiatives or projects, giving advice and help and/or facilitating this (eg identifying funding).
- 14 Ensure that the MDLSO is regularly updated with District Cabinet reports and other material.
- 15 Keep your other Advisory Team members informed and updated, together with nearby DSLOs with whom you are in contact.
- 16 Support your District Governor and keep him/her aware of the Lions-Tacade partnership. Extend this to your VDG as the incoming DG. Persuade your District Governor to appoint a deputy DLSO as soon as you have identified a committed and competent colleague or two.
- 17 Work in close harmony with the District Youth Team Leader and Youth Team Members whose opportunities overlap (see **Section 7 of these guidelines**).
- 18 Be informed your Districts membership extension plans and work with District level colleagues to identify and agree opportunities to develop life skills work in new areas (see **Section 7** also).

- 19 **As circumstances allow, identify two or three active colleagues in your District who are prepared to form a team for life skills under you (see 16 above for a formal deputy).** Keep the DG, VDG and District Youth Team Leader informed of progress.
- 20 Once a quarter, take stock of your progress and priorities using the help of your Advisory Team (see A2 above), the District Youth Team Leader and any District life skills team. Feed the outcome into your report for the District Cabinet. Make any changes of priority and effort clear to both yourself and the others involved.

5. The Tasks and Priorities for an Established DLSO

This section is written for District Life Skills Officers who are entering second or subsequent years in post, and for the experienced members of their support team.

It takes the work achieved in life skills by you or stage further, so we refer first to **Section 4** above. Hopefully you will have been able to build up a useful pattern of review, preplanning and development. **At the beginning of each new Lionistic year we recommend that you and your colleagues use the whole of Section 4 as a checklist of progress and priorities.**

The following notes are a further checklist designed to help you and your team to consolidate, review and extend your Districts life skills programme. It is not exhaustive: obviously you will have your own ideas and questions.

1 Life skills records

- Can they be simplified, consolidated, improved?
- Do new plans and tasks need new or changed records?
- Are our records being fully used (eg) as the basis an analysis?

2 Reviewing your contacts

- At District, Zone and Club level, for the new Lionistic year, who do I need to introduce/re-introduce myself and team to?
- Am I close to and informed about the MD105 Lions-Tacade team?
- Have I had an updating with the MDLSO recently?
- How will I reintroduce myself to active local education authorities?
- Ditto key LEA/EB advisers, head teachers and schools? When?
- Ditto existing and prospective funders and donors? Priority?

3 Sources of information and advice

- Are these satisfactory and sufficient?
- If not, what do we need, and who can help?

4 The Lions-Tacade product range and orders from Clubs

- Do we lack sample copies, up to date flyers and publications lists?
- Are we clear about plans for, content of, launch of new products?
- Is the handling and co-ordination of orders from Clubs improvable?

5 Extending our contacts:- LEA/EB's, schools, funders etc

- What additional contacts are now or shortly will be needed to enable planned developments? What are our priorities?
- If we are stuck on this front, who can advise and help?

6 Visits to Zones and Clubs , including presentations

- Are these satisfactory, with useful outcomes and follow-through?
- Can their design and materials be improved? What priorities?
- What are the most acceptable, productive enjoyable venues?

- Who is involved? Who else should be? Horses for courses?

7 District events, and wider Lions LS events

- Are we part of the planning for the next District Convention? Winter Forum?
- When must we decide format, content, materials, contributors?
- Can we make good use of standard Lions-Tacade media materials?
- Are we able to/should we help with (or host) multi District LS events?

8 Funding sources and advice for Clubs/Zones, plus donor relations

- What follow through of last years' research and prospecting is now needed?
- **Have I checked out the local potential sources of funding. (See Section 20.8 of full guidelines.)**
- Can we improve our sources of information, stimulate Clubs, and learn from them?
- Have we recently reviewed sources with Tacade Staff, exchanged information?
- Are we actively monitoring District or community developments?
- Are we ensuring that District (and Club) donors/funders are thanked and informed of outcomes?

9 Promotion, publicity, public awareness, Lions' awareness

- Are we working effectively with the District PRO and key Clubs' PROs?
- Do we have a clear and up-to-date record, scrapbook etc?
- Are we actively informing and exchanging with MDLSO and Tacade?
- Are we communicating with, evolving responses from, Lions members?
- Do we have good, updated case histories for local media, Clubs?
- Can we improve the life skills messages of the DG, Zone Chairmen, Youth Team?

10 Joint life skills projects and programmes at Zone and District Levels

- Are we organised to respond to, and enhance, Zones' and other Districts' initiatives?
- What scope do we see for joint multi Club, cross Zone life skills work, now?
- If we do see such a prospect, what actions are needed?

11 Strengthening and renewing the District's life skills team

- Is there scope for/a need for, extending the team? Why, especially?
- Are there candidates out there? How can we publicise the need?
- Do we keep it informal, or formalise it? (Consult the DG & Youth Team Leaders)
- Is succession to the DLSO role clear or not? What action is needed?

12 Life skills budget within the Youth general budget

- Was last year's budget realistic?
- What is the basis of this year's? (see **Section 4, A 11** above)

6. Promoting the Life Skills Programme at Zone, Club and District Levels

- Particularly for an inexperienced incoming District Life Skills Officer where there has recently been little or negligible life skills activity in the District, this can be a challenging prospect. He or she should take heart: this is what his Advisory Group (the MDLSO), Tacade Staff, other experienced Lions) is there for to help with. The DLSO's early contacts and discussions with the District Youth Team Leader, the Zone Chairman and the District PRO will indicate the possibilities – provided the messages are punchy, interesting and relevant to identified Clubs and their communities.

The content of the messages can come from:-

- Tacade, and the Lions-Tacade Partnership which is currently developing a range of up-to-date and effective material in DVD and other formats. For the District Convention and Winter Forum or other Lionistic events with a substantial attendance, Tacade staff or associates can lead or

make a main contribution to presentations and Q&A sessions if given due notice, within their commitments.

- Individual Lions Clubs or multi Club partnerships from within or near the District who can put across the practical opportunities, the partnerships with schools, LEA/EBs and funders, the response of schools and pupils, the teaching results, and community awareness.
- Local LEA advisers, specialist teachers, parents group representatives who work with Lions Club members can present, answer questions and can confirm the value and effectiveness of Lions Life Skills contributions.

Although the inexperienced DLSO is inexperienced in life skills matters he or she will probably be equipped to plan and organise such occasions and events, with the help of Tacade and other advisers.

The experienced DLSO or a colleague succeeding to the post in an active District, will have much more to draw upon.

For every DSLO, however, a mainline promotion task is to obtain the opportunity to join the majority of Zone groups in one of their meetings each year (hopefully all, with help from colleagues)

Here, everything depends on making the **best use of limited face to face time** and working up either a general presentation or tailor made ones which stimulate Lions Members and enable follow up and feedback. This can be developed on “home ground” at the DSLO’s Zone and/or with the Zone Chairmen known to be experienced or involved in life skills.

The MDLSO can point you towards fellow DLSO’s or experienced Lions who are practised in planning and carrying through effective Zone presentations, as well as visits to Clubs; and the planning and organisation of **presentations, displays and even workshops at District Conventions/Winter Forums**. Fellow members of the District Youth Team are also likely to be able to help with larger events. **Note: It is planned by autumn 2006 to have produced a general presentation in DVD format for use in District, Zone and Club meetings. Check with Mandy Broadbent, Communications Manager of Tacade on 0161 836 6850 or via email mandy@tacade.co.uk**

7. Sources of Support, Information and Advice and Good Practice for the DLSO

This brief section is designated to prompt you and remind you about the resources available to you and your team. At the same time it may well highlight new or emerging needs and gaps which, with help and advice, you can work on:-

A Support

- Your **Advisory Team**: the MDLSO and fellow DLSO’s, Tacade Staff, other experienced Lions in or near the District (Detailed in **Section 9** above)
- LEA/EB advisers in life skills roles actively in touch with Lions in your own or nearby Districts. Also certain teachers.
- Active and experienced Club LSO’s or previous job holders in the District
- Interested and involved Zone Chairmen, Club Presidents etc.
- Your District Youth Team Leader and members
- Your District Governor, and the VDG as District Governors – elect.

B Information and Advice

- All of the above in the order listed, and through them other sources
- Your nearby reference library
- The world wide web (consult Tacade, by phoning 0161 836 6850 or emailing mandy@tacade.co.uk)

- These guidelines, and the full ones for Lions Clubs

C Good Practice: effective and inspiring examples of life skills education, and Lions Clubs' support of that. Sources and leads:-

- Tacade and the Lions-Tacade team
- Your own LEA/EB advisers and experienced teachers
- Fellow DLSO's and active/experienced Club LSOs

8. District Lions Skills Records

Each District Life Skills Officer will of course work out the best set of records for their situation. This may involve the review and development of what he/she inherits from the predecessor DLSO; or on the other hand a fresh start may be appropriate.

Here is a suggested framework for filing papers, and for keeping key records, references and working papers:-

- Guidelines, guidance notes from MDLSO or Lions Tacade Partnerships
- Tacade publications lists, flyers and other papers
- Reference copies of Lions-Tacade Life Skills resources
- Clubs' purchases of Tacade resources: historic record
- Current /outstanding copy orders, for checking progress and payments
- Lions Clubs of the District (all Clubs):-
 - Club LSO's and/or other key contacts. Gaps to be filled changes
 - Purchasers or sponsorships of Tacade materials by Clubs
 - DLSO's assessment of Clubs' activity, potential, priorities
- General communications to District Clubs:-
 - information, news, opportunities, events, training etc
 - questionnaires for Clubs, responses, follow up
- District/Zone/Club(s) events: plans, publicity, outcomes
- Zone/Club visits: correspondence, record, outcomes
- Zone/Club initiatives and projects: progress, publicity, outcomes
- Local education authorities/Education Boards (all those within District)
 - address(es), phones, life skills roles, job holders (plus changes)
 - training programmes in the life skills areas
 - OFSTED reports, priority schools and areas, etc
- Records of schools and colleges (all types), linked to Clubs' areas:-
 - hard copy lists from LEA's/EB's and maps (updates)
 - information sources for own and Clubs' electronic access
- Club/Zone enquiries and request for help: actions, outcomes
- School LEA's/EB's or community: ditto
- District-level funders and donors:-
 - lists and sources for actual or prospective funders
 - approaches and discussions, progress, outcomes, repeats
 - advice and help to and from Zones and Clubs
- District Youth Team/Life Skills finances:-
 - life skills budget, expenditure/receipts, record for District Treasurer
 - own cash transactions
- District Youth Team records, plans, reports
- Joint work with other District Youth Projects
- District Cabinet meetings:-

- Life Skills reports (copied to MDLSO)
- General
- Contacts with the MD105 Life Skills Officer: requests, advice, help etc
 - general to Districts
 - specific for this District
- Contacts with Tacade Staff: ditto
- Lions-Tacade Partnership:-
 - meetings/training of DLSOs
 - steering Group initiatives and reports
 - fundraising requests to Clubs: publicity, progress, outcome
 - Lions-Tacade pages in the "The Lion" magazine
 - New product plans, development and launch
 - Partnership contributions to own District Conventions or Forums
- Life Skills support and advice: key contacts at District, regional and MD105 level

Note: It pays to check your records quarterly for some and half yearly or annually for the others, so as to:

- weed out dead items
- follow-up outstanding items
- consolidate records, keep archive items separately

9. Building and Maintaining Communications for Support and Life Skills Awareness

Throughout these notes, especially in Section 3, we have urged you to build and maintain contact with your MD 105 Life Skills Office, the Tacade team, experienced Lions in your own and nearby Districts, and supportive practitioners at school and LEA/EB level, not forgetting your current District Cabinet colleagues. This is as equally important for the newcomer to the role of DLSO, as to the established DLSO who may be faced with new priorities or pressures in "the rest of my life". It is one of the main reasons for seeking to build a small District Life Skills team if possible.

On this basis, the main task of getting to know all you Zone Chairman and many of the Clubs' Officer and member can go ahead, so that the Lions-Tacade partnership's work can be understood and backed by Clubs, and many schools, staff, pupils and parents can benefit. For you (and your team) to enjoy the work and the challenges it is vital that you don't feel isolated and without direction, or become so. Only you will know or feel this, before others are aware of problems. **Please be alert to this and let us know at the earliest.**

THE OPERATING FRAMEWORK FOR THE DISTRICT LIFE SKILLS OFFICER

Multiple job holders or organisations are given as a typical number, with the range shown in brackets

c20 Other District Cabinet Members 5 Region Chairmen 12 Zone Chairmen (10-15) District Membership Extension	District Governor Vice District Governor DG's Newsletter DPRO	District Treasurer District Secretary District Youth Team Leader Life Skills Programme
65: Lions Clubs (50-85) President Club Life Skills Officer (20-40 Schools in a Club's Area)	DISTRICT LIFE SKILLS OFFICER LS Team Members LS Experienced Lions	Young Ambassador of C21 Young Leaders in Service Peace Poster Competition Leo Clubs Youth Exchange Youth Camps Youth Football Street Children
15 Local Education Authority/ Education Boards (10-20) 1-3 Officer Contacts each	Tacade, Manchester : Communications Mgr : Administrator : Chief Executive	Multiple District Life Skills Officer 12 District Life Skills Officers Adjacent Districts Others
Funders/Potential Funders (especially local ones) • Charitable Trusts • Business • Government/Local Govt	Sources of Information • District-wide or community-specific • LEAs/Schools • Funding	• Information exchanges • Advice/ideas • Links/contacts • Orders handling • Materials: resources : promotion

Notes:

- A For some purposed ((eg) general information and awareness, financial appeals) there should be no distinction between Clubs/Zones. For other purposes (eg support, representation, recognition) the DLSO and team will prioritise, guided by Club and Zone activity, initiatives, opportunities, District plans.
- B In the case of LEA/EBs, funders and potential funders, Lions experienced in Life Skills work and key sources of information, contacts need to be reconfirmed/renewed periodically.

KEY REFERENCES TO THE DLSO'S TASKS IN THE GUIDELINES FOR LIONS CLUBS

A Life Skills: Brief Guidelines for Lions Club

- 4 Refers to training for DSLOs
- 5 Refers to support of DSLOs by the MDLSO. Also, gives Clubs the contact lead to reach their DSLO, and encourages them to use his/her help plus Tacade's.
- 6 How to Handle and Respond to Requests for Help Effectively and Responsibility
Lists the information and support available from each DSLO to Clubs

B Lions Clubs and Life Skills Education (the full guidelines)

- 1 These guidelines are designed for the use of DLSOs as well as Clubs
- 5 Refers to MDLSO's support and training of DLSOs.
- 10 Refers to the effects of DSLO's awareness/promotion of life skills, on Lions Clubs
- 11 Support for Clubs from their District Life Skills Officer and from Tacade Staff
Sets out the need of Clubs for such support
Outlines the types of help on offer and the tasks and roles of the DLSO
Emphasises the need for a two-way partnership between active Clubs and the DLSO
- 12 Includes the DLSO's roles in dealing with LEA/EB and schools and identifying best practice schools
- 12 Emphasises the need for Clubs to communicate all life skills education initiatives to the DLSO, as well as to Zone meetings and the District Cabinet.
- 13 Refers to the DLSO's role in enabling active Clubs to develop teamwork with schools, LEA/EBs and funders
- 16 Refers to Clubs' consultation with the DLSO/invitations to a Club meeting
- 18 Includes DLSO's cross-introductions of active clubs and other advice, in Club Life Skills projects or programme development.