



'We Serve'  
[www.lions.org.uk](http://www.lions.org.uk)



[www.tacade.com](http://www.tacade.com)

## LIONS CLUBS & LIFE SKILLS EDUCATION

Lions Clubs Working Towards Our Children's and Young Peoples' Self-Development and Health, Safety and Self-Confidence, Social Skills and Citizenship. These guidelines are designed to give Club and District Officers full information and help.

- 1 The field of life skills education, and scope of these guidelines.
- 2 Part of a key Lions purposes:- serving our communities and youth
- 3 One of a range of Lions' youth initiatives, based on partnerships
- 4 Life skills education:- local opportunities and satisfactions for Clubs
- 5 National and Districts' support for Lions Clubs' life skills work
- 6 The Lions-Tacade partnership:- purposes and organisation
- 7 The Lions-Tacade life skills product range outlined
- 8 The scope of life skills education
- 9 Life Skills education in the British Isles and Ireland:- often poorly resourced and patchy, but rapidly evolving
- 10 How requests for help with life skills arise and reach Lions Clubs
- 11 Support for Clubs from their District Life Skills Officer, and from Tacade staff
- 12 Handling requests for help effectively, with advice and support
- 13 Basic principles in responding to requests for help, responsibly
- 14 Clubs' teamwork with schools, education authorities and funders
- 15 How schools and local education authorities are organised for life skills work
- 16 How Lions Clubs can organise for life skills work and involve their members
- 17 Discovering sources of funding approaching donors, and developing donor relations
- 18 Longer-term developments:- local life skills programmes and/or projects
- 19 Building local public awareness and support
- 20 Sources of information and advice; guidelines for purchasing and funding life skills material; Club and Zone case histories; and Lions-Tacade chronology.

Note:- Brief guidelines for one-off or occasional use by Lions Clubs are also available.

**Issued by the Lions-Tacade Partnership for Life Skills Education : September 2005**

## **LIONS CLUBS AND LIFE SKILLS EDUCATION**

### **Issued by the Lions-Tacade Partnership for Life Skills Education**

#### **1 The Field of Life Skills Education, and Scope of these Guidelines**

Life Skills education enables the fullest development of every child and young person so that they have a safe, healthy and stimulating childhood, build self-confidence and good relationships, discover and use their talents, and progress towards good citizenship and a fulfilling adult life.

We aim in these guidelines to:-

- develop awareness of Lions and Tacade's work in life skills education in the British Isles and Ireland
- provide up-to-date general and specific information
- present guidance for Lions Clubs, backed by advice and point them to sources of help and experience

The guidelines are designed for the use of:-

- District Life Skills Officers
- Lions Clubs in the British Isles and Ireland, which require more detailed and/or long-term guidance than in the brief version.

They can also be shared with:-

- schools/colleges, local education authorities/education boards, and the funders for this work.

#### **2 Part of a Key Lions Purposes:- Serving Our Communities and Youth**

Lions' engagement in life skills education is rooted in two of the primary purposes of Lions Clubs International:-

"Taking an active interest in the civic, cultural, social and moral welfare of the community," and "Promoting good citizenship".

#### **3 One of a Range of Lions Youth Initiatives, Based on Partnerships**

Lions Clubs have the opportunity to choose to engage in a range of official youth projects, eg international youth exchanges, recognising local youngsters' community service, supporting street children overseas and tackling young homelessness in the British Isles and Ireland. Many clubs pursue their own equally important local projects for youth.

What makes life skills education special is the need, if Lions work is to be effective, for them **to work in partnerships**. Since that education is provided by schools and colleges within each national curriculum, Clubs have to explore and respond to local needs in close partnership with both head teachers and staff and the specialist officers of the local education authority/education board concerned. In some cases it will be best for Clubs to work together, even on a Zone basis. For any sizeable project or ongoing programme, there will be close teamwork with funders. Although they are vital to the education and development of our children, too often life skills lack finance and teaching materials.

#### **4 Life Skills Education:- Local Opportunities, and Satisfactions for Clubs**

Most Lions are aware, from the experience of their own family or their friends, of the challenges children face with their parents in growing up to be confident, active, socially-skilled young people, and effective citizens and members of the community.

There are problems and pressures:- sometimes a lack of stimulus to learn, bullying in various forms, peer pressure to misuse of drugs and/or alcohol and so on.

But there are many positive aspects:- support for young children and their parents; scope for youngsters to share and to contribute; responsible exploration of sex and relationships; imaginative approaches to work experience and career possibilities, and much else.

Individual Lions will often be aware of the need as well as the opportunity to offer help and support to a local school for these purposes. Equally, once aware of Lions Clubs' involvement in life skills education, some schools will approach them for their practical help. Either way or following the guidelines below, there is usually scope for a Club to offer appropriate help matched to the circumstances, to obtain feedback, and feel satisfied with the outcomes.

It is certain that effective support by Lions Club of their schools' life skills work makes a real difference. This is because of the quality and relevance of Lions-Tacade resources based on best practice, and the help they provide for busy and overstretched teachers.

Before detailing the options for a Club and the support available for them, we first outline LCI's organisation for life skills at Multiple District (national) and District level; then we outline the Lions-Tacade life skills product range, and briefly cover the scope of life skills education.

#### **5 National and Districts' Support for Lions Clubs Life Skills Work**

Each year from 1 July the British Isles and Ireland Council of Governors choose and appoint an experienced Lion to be the Multiple District 105 Life Skills Officer:- For 2005-2006, Lion Alan Chapman (Warminster). He or she is directly supported by the Life Skills Link Governor:- DG Chris Iles (105SE) for 2005-2006.

The MD 105 Life Skills Officer is responsible for leading the ongoing work of Lions in life skills education throughout the British Isles and Ireland, working through 13 District Life Skills Officers and the Lions-Tacade Steering Group (see next section), together with key staff of the partner organisation, Tacade.

At the present time much effort is being given to the further development of Lions life skills education work, including:-

- production of these club and district-level guidelines and supporting information and material, and their use in briefing District Life Skills Officers
- regional Lions-Tacade Life Skills Awareness Days, held annually
- facilitating Tacade's presence at District Conventions, as our partner
- news, publicity, case histories and features in the Lions-Tacade page of "The Lion" magazine.

The MD 105 Life Skills Officer gives special attention to providing, with Tacade staff, individual and collective support to the District Life Skills Officers including briefing and updating. The DLSOs feature throughout subsequent guidelines herein and are themselves

provided with their own guidelines for their role. Their central task is to support and advise Lions Clubs and their Life Skills Officers (see below).

## **6 The Lions-Tacade Partnership:- Purposes and Organisation**

Since 1986 Lions Clubs International has, through Lions Multiple District 105, been a financial supporter, endorser and more recently Partner of Tacade. Tacade is a not-for-profit charity which specialises in the development, publication and distribution of life skills and health education materials in the British Isles and Ireland and internationally, together with consultancy, training and project management services. See **Section 20.1** for contact details and websites.

This importantly includes the Lions-Tacade range of products which originally derived from the Lions-Quest life skills series published in USA. The establishment and development of the national curriculum in England and equivalent guidance in the other countries during the late 1980s led to the need for nationally-specific materials, however. See **Section 20.2** for the current list of products.

The partnership between the Lions of Multiple District 105 and Tacade currently operates under a renewed agreement for the period 2003-2008. This is the measure of the value placed on the partnership by both LCI and Tacade.

Lions Clubs benefit in particular from this association with the expert, high profile publisher, its relationships with Government and with other bodies both here and abroad. Tacade benefits from the practical and financial support of one of the leading service organisations in the British Isles and Ireland, the purchase directly or indirectly by Clubs of materials on behalf of schools, and their links within their own communities.

The Lions-Tacade Steering Group meets periodically. See **Section 20.4** for its current membership. In addition to the developments listed in **Section 5** above, it is concerned with funding, progressing and launching new Lions-Tacade life skills products.

## **7 The Lions-Tacade Life Skills Product Range Outlined**

The products cover children and young people in the age range of 3-19 years. The full range is set out in **Section 20.2** and contact details for Tacade in **Section 20.1**. Here, we list one or two key resources for each age bracket and indicate others.

### Nursery Schools/Playgroups/Reception Classes (3-5 years)

'*Little Steps*' (2004 - £44.95) is a ground-breaking resource designed to match the Early Years foundation stage curriculum and to promote the vital personal, social and emotional development of 3-5 year olds; in partnership with parents.

### Primary Schools (5-11 years)

The Skills for the Primary School Child resource '*I am I know I can*' (2001 - £64.95) matches the curriculum for personal, social and health education and citizenship. There is a Welsh language version.

Over 18,500 copies of its 1992 predecessor were distributed and although outdated this is still valid for the 70% of schools which took it. Five other titles in the series cover current issues in health education, plus drug, solvents, alcohol and tobacco education. Each is linked to the '*I am I know I can*' resource.

## Secondary Schools (11-19 years)

Here, '*Citizenship 11-16*' (2003 - £68.95) is a principal resource, matching curriculum guidelines and limited to multiple websites. Recent publications are '*Sex, Drugs and Alcohol*' (2003 - £39.95) for 14-19 year olds, and '*Respect It*' (2002 - £40) alcohol education for 11-16 year olds.

## **8 The Scope of Life Skills Education**

[NB England, Ireland, Northern Ireland, Wales and Scotland each have their own guidelines for 'Life Skills' Education, which is referred to differently in each country:

- In England: 'Personal, Social, Health and Citizenship Education' (PSHCE)
- Ireland: 'Social, Personal and Health Education' (SPHE)
- Northern Ireland: 'Personal Development'
- Wales: 'Personal and Social Education' (PSE)
- Scotland: 'Personal and Social Development']

The scope of Life Skills Education follows a similar content throughout the British Isles and Ireland, which is generally:

<p>3-5 years 'Early Years' (Foundation Stage) Nursery and Reception Classes</p> <p>Note In Wales the Foundation Stage covers 3-7 years</p>	<p><b>Personal, Social and Emotional Development (PSE)</b></p> <ul style="list-style-type: none"> <li>▪ Developing self-confidence and self-esteem</li> <li>▪ Making relationships</li> <li>▪ Self care</li> <li>▪ Dispositions and attitudes</li> <li>▪ Behaviour and self-control</li> <li>▪ Developing a sense of community</li> </ul>
<p>5-11 years Primary School (or, Key stages 1 and 2)</p> <p>Note in Scotland Primary School Covers 5-12 years</p>	<p><b>Personal, Social and Health Education (PSHE) with Citizenship</b></p> <ul style="list-style-type: none"> <li>▪ Developing confidence and responsibility</li> <li>▪ Citizenship</li> <li>▪ Developing a healthy, safer lifestyle (including drugs, alcohol, tobacco)</li> <li>▪ Developing good relationships and respecting differences between people</li> </ul>
<p>11-16+ years Secondary School (or, Key stages 3 and 4)</p>	<p><b>Personal, Social and Health Education (PSHE) with Citizenship</b></p> <ul style="list-style-type: none"> <li>▪ Developing confidence and making the most of their abilities</li> <li>▪ Careers education and guidance</li> <li>▪ Financial literacy</li> <li>▪ Developing a healthy, safer lifestyle</li> <li>▪ Developing good relationships and respecting differences between people</li> <li>▪ Sex and relationships education</li> <li>▪ Drug education (including alcohol, solvents, tobacco)</li> <li>▪ Citizenship:- community involvement, political literacy and moral responsibility</li> </ul>

## 9 Life Skills Education in the British Isles and Ireland:- Often Poorly Resourced and Patchy, but Rapidly Evolving

In many ways life skills education can be seen as a Cinderella element, but generalisations often obscure excellent work done in individual schools and in whole education authority areas. Any Lions Club involved in the support of their local schools' life skills work needs to be alert to the challenges and constraints, and to find out the local realities, which themselves often depend on the leadership of individual teachers and officers.

That said, it is the case that (positively):-

- Early years work in schools and playgroups is the target of new thinking and special resources, and is building self-confidence and good practice. The formation of the key skills listed above for 3-5 year olds underpins childrens' learning and development for the rest of their lives:- personal, social and emotional development (PSE) is central.
- Primary-level schools for 5-11 year olds are generally reaching a good standard, as rated by the Schools Inspectorate. For this age range the various aspects of PSHE with citizenship (see **Section 8** above) can quite easily be comprehensively covered, on a whole-school basis.
- Special schools for all ages find that life skills are integral to their work and responsibility for youngsters with special needs.
- Despite what now follows below, many secondary level schools for 11-16 + year olds are demonstrating good practice in life skills work, and innovation in coping with the broad life skills area on a whole-school basis. They provide examples to others locally.

On the downside there are two key factors:- lack of resources and low priority for life skills work:- these are intermixed.

Primary schools are largely under-funded for life skills. Only drug education attracts special finance. For the most part the demands of literacy and numeracy, maintenance of buildings etc have a prior call on school budgets. Consequently, donations of life skills materials, if properly targeted, are important. Training which does not require substitution of staff (supply teachers) but can be managed out of normal hours in 'twilight' sessions is also usually necessary and much welcomed. These themselves must be booked ahead

In secondary schools the challenges of delivering the full range of life skills education multiply:-

- only some of the subjects are mandatory, with a statutory requirement, that they be delivered:- citizenship, drug education, sex education, but not the development of many other life skills although listed in the curriculum.
- the curriculum broadens (see **Section 8** above) and new requirements are being added:- financial literacy, work-centred learning, parenting education.
- schools generally cannot timetable sufficient time:- sometimes as little as ½ hour per week is allocated.
- specially trained teachers are needed for areas like careers education, sex education and much else. Too many schools assign the task to form tutors: some are interested and skilled in life skills development, many are not.

It must be stressed, however, that in every education authority's area there are well-organised secondary schools managing well, within these limitations.

All schools now have new and additional incentives to develop their provision of life skills education for example:-

- Inclusion of life skills aspects of personal, social and health education and citizenship for specific report by Schools Inspectorate visits.
- In England The Children's Act 2004 introduced an integrated policy and provision for children and young people following the "Every Child Matters" Green Paper, with five key objectives:-  
(1) being healthy, (2) staying safe, (3) enjoying and achieving (4) making a positive contribution (5) achieving economic well-being
- For 14-19 year olds there is a new emphasis on employability, responsible citizenship, continuous learning etc.

### ***What does this all mean for Lions Clubs?***

1. Requests for our help from any schools and especially from a primary school should be taken to indicate their commitment to life skills work, because of their constraints and competing priorities outlined above.
2. At the same time, merely donating materials without ensuring the briefing and training of teachers, and confirming effective use and feedback is **likely to be money largely wasted.**
3. Where a Lions Club intends to explore further or to take a wider initiative they should seek out key advisers in their local education authority, and/or headteachers with a known commitment to effective life skills work. They will be advised about best practice, local needs, priority schools, how to make contact etc. The District Life Skills Officer and Tacade's staff will give guidance on finding these sources of advice (see **Section 11**).

The following sections develop these points fully.

## **10 How Requests for Help with Life Skills Arise, and Reach Lions Clubs**

Requests for help arise from two main sources:-

- The direct or indirect effects of the Lions-Tacade Partnership:- its own publicity, allied to Tacade's own promotion and marketing of its products.
- The interest and involvement of Lions Clubs' members and their other friends and supporters, in the education and development of young people.

Direct requests to the Club from local schools can come where they have responded to Tacade's web site or to the order page of Tacade's list of publications. This indicates – but does not promise – financial support being available towards the cost of Tacade products, from Lions Clubs. In response to schools enquiries Tacade provides the name of the local Lions Club (there may be none) with contact details of the current Secretary. Where a Lions Club is already active in life skills work its own publicity for this, or other news items, will also trigger off requests from local schools.

Club members themselves as parents, grandparents, school governors/school board, teachers or from their community involvements, once aware of the Lions-Tacade programme will bring local needs and concerns which seem to fit life skills work and education to their own Club, for discussion and exploration.

The work of the District Life Skills Officer in organising Life Skills Awareness events and in publicising new life skills education needs and opportunities will often generate discussion and initiatives at Club level.

Finally, Club members are often stimulated to raise and to pursue local opportunities and needs in Life Skills education as the result of Lions-Tacade promotion to Lions Clubs generally:-

- The Lions-Tacade page in 'The Lion' magazine featuring new resources, mainline resources, current life skills issues.
- Tacade presentations, and stalls at District conventions.
- Lions-Tacade Regional Awareness Days for Club representatives.

## **11 Support for Clubs from their District Life Skills Officer and from Tacade Staff**

These guidelines have already indicated when support from the DLSO and/or Tacade staff is needed, by inexperienced Clubs especially. It will generally be on offer and available. We are working towards backup of the District LSO by appointment of a deputy and identification of one or more experienced Lions in each District. (See **Sections 20.1 and 20.3** for the current contact lists.) **Section 20.4** lists some experienced Lions in the life skills field, in all districts.

Quite simply, once established in their job, DLSOs exist to field all relevant queries and requests concerning Lions-Tacade life skills work and the scope for Clubs in this field. If they do not know the answer they will find someone who does or point the Club's representative in the right directions. The same goes for Tacade's staff:- they will be able to give you lists and addresses of schools, and in many cases they will have connections to key people in a Local Education Authority/Education Board and other life skills networks.

The District Life Skills Officer, sometimes on a regional or shared basis with nearby colleagues, has the role of ensuring with Tacade the briefing of Club representatives, the raising of awareness among Clubs, the presentation and local launch of mainline new Lions-Tacade life skills products, and so on.

He or she is also tasked with the responsibility of keeping abreast of the local Clubs' needs, initiatives, problems and successes. One key measure of this is to be fully informed about orders placed by Clubs for Lions-Tacade resources, or schools' purchases facilitated by them, as well as direct orders from schools in their District.

This highlights the importance of a two-way partnership between each Club which is active in life skills work, not only with their District LSO, but with Tacade staff contacted by them, or on their behalf.

## **12 Handling Requests for Help Effectively, with Advice and Support**

Every Lions Club which receives a request for help in providing Lions-Tacade life skills materials, or whose members decide to offer such help or to explore the matter, are urged to make use of the help on offer from their own District Life Skills Officer and/or the Tacade staff. (See **Section 20.3 and 20.1.**)

Initial information and advice will cover:-

- details and content of any specific resource mentioned, plus its scope and its appropriateness for the request or opportunity

- methods of ordering and paying for resources, delivery etc.(See **Section 20.6** for the standard procedure)
- details and contact information for life skills specialists in the local education authority/education board concerned:- Personal Social and Health Education (PSHE) and Citizenship Adviser(s) for 5 years plus, and Early Years teams for 3-5 year olds.
- where the District LSO has experience and/or records, he or she will often be able to indicate local schools with effective life skills practice and advice.

Sometimes the requests will be simple and straightforward, and basic advice is sufficient. On other occasions it will be best to explore, with the help of the District LSO, Tacade, the LEA/EB and/or experienced teachers, in order to feel confident about how to respond to requests, or how to enlarge a Club's support of their schools.

The next section briefly spells out the policy and guidelines for Lions Clubs' handling of requests for Lions-Tacade materials in all situations, simple or not.

### **13 Basic Principles in Responding to Requests for Help, Responsibly**

Whether the Club concerned is using its own free funds or is involving another donor/funder we recommend that the financial and information standards it follows match those of a charitable trust, by using the Club's own trust account.

By using its role and status as a Charity, the Club is able to explain to the benefiting school(s) why it needs to be assured:-

- that the materials selected and offered match their needs
- that donated materials will be explained to all the staff directly or indirectly using them, with appropriate briefing or training of key people
- that the materials will be used consistently, and across the school for the pupils they are designed for
- that there will be appropriate contact and feedback, so that the Club can be confident about effective use and benefits to the pupils, and can learn from the case.

This approach should enable mutual understanding and trust between school and Club. It is a sound basis for seeking agreement to record and (sensitively) to publish the donation from the Lions and the results for the school and its pupils.

Clubs are requested to ensure that all life skills education initiatives are communicated to their District Life Skills Officer and included in reports to Zone meeting and District Cabinet. Any ongoing life skills work should be regularly reported to Club members, backed by a budget.

#### **When deciding upon your donation, the key factors are:-**

- A. Where a part-contribution is made to the cost of purchase of Lions-Tacade materials by a school:- request, and obtain feedback on their use and effectiveness.
- B. Where a school is given the full cost of such purchases make this conditional on appropriate instruction/training of their staff (see **Section 14**), as well as feedback.
- C. Where the Club is itself purchasing Lions-Tacade materials for donation, B applies and the Club must be in a position to make full and prompt payment to Tacade as the not-for-profit partner organisation of Lions MD105.
- D. Where a full donation is made seek the opportunity to have a recorded presentation, with agreed publicity, if this is appropriate in the circumstances.

## 14 Clubs' Teamwork with Schools, Education Authorities/Boards, and Funders

In Section 13 above we stressed the importance of ensuring that every donation by a Club to their local schools should be conditional on key staff receiving appropriate briefing or training about the scope of the resource and its best use. For mainline materials which relate to the teaching and school management of most or all staff (the whole-school approach) it is important to brief them, so that they are aware of and appreciate the value of the material.

This has to be kept in proportion:- no school will assign busy teachers unless they see the point and will not incur heavy costs for a gift worth only £50-£100. The achievement of appropriate endorsement from the specialist LEA/EB adviser; the grouping of a few school representatives for a timely briefing on a training occasion or at a twilight session; even the organisation and funding by training sessions led by LEA/EB Officers with advice and support from Tacade/the District LSO:- these if successful will develop close working and teamwork with the school(s) and LEA/EB experts. As will be covered below, any substantial donations will probably involve funding by one or more donors. Donors will often repeat their support if themselves kept fully informed and involved.

Hence, there will be scope to achieve not only brief teamwork but, in the case of multiple substantial projects and an on-going programme, partnership between Club, schools, the LEA/EB and some funders. See **Section 18**

## 15 How Schools and Local Educational Authorities are Organised for Life Skills Work

**In schools**, as with all other aspects of the national curriculum, Headteachers are responsible, with the close support of their School Governors, for the delivery of life skills education to their pupils. This area of education crucially depends on partnership with parents/carers and contributions from the whole school staff, both teachers and others. Both governors and parents need information about life skills work, and involvement in it. A 'whole-school' approach should, and often does, extend to key people in the community:- health workers, police, employers, local councillors etc.

The delegation of the Headteacher's specific responsibilities for life skills, depends on the size of the school, the age range, and the breadth of the curriculum (see **Section 8** above).

In primary-level schools, averaging about 200 pupils, much of the work is undertaken as a **part-time** role by a teacher with the title of Personal, Social and Health Education and Citizenship Coordinator (PSHE & C for short), who covers certain aspects personally and supports colleagues in delivering the rest. Some Headteachers retain this role for themselves, having had earlier experience.

In most primary schools, and especially where there is a nursery group included, the work is part of the responsibility of the Early Years Coordinator for the nursery and reception years (3-5 year olds).

In secondary - level schools with 700 -1,100 pupils the scale is much greater, the curriculum far broader, and the challenges are increased (see **Section 9** above). Here the role of PSHE & C Co-ordinator grows in importance and scope. She or he may report to a Deputy Headteacher and will have at least some specially - trained colleagues to cover such areas as sex and relationships education, drug education, citizenship. Aspects of the curriculum will depend on subject teachers in science, history etc. Heads of years, with form tutors, will be involved to some degree, and often decisively, especially if there are few specialist life skills teachers used.

For the local Lions Club, the Headteacher is the person to approach, to start work with, and always keep informed. In most cases there will also be teamwork with the PSHE & C or Early Years Co-ordinator, and at secondary level the Co-ordinator becomes the key contact for the Club.

Turning to **the Local Education Authorities or Education Boards**:- they have responsibilities for supporting, monitoring, and enabling the development of schools, their staff, curriculum delivery, teaching standards, and much else. In the field of life skills education they face not only the financial constraints outlined in **Section 9** above, but newer and more defined teaching/learning standards, with an emphasis on the inclusion and personal development of every child or young person, towards parenthood, economic success and good citizenship.

Here the key LEA/EB roles are those of Personal, Social, Health Education Adviser, and Citizenship Adviser for 5 year olds and above, and Early Years Adviser for 3-5 years. Other specialists covering life skills education in part are Healthy Schools Co-ordinators, and Drug Education Advisers, who are often involved in local joint partnerships between the LEA/EB and NHS authority(ies).

All these positions can be sometimes grouped in one part of an LEA/EB and in other cases will be spread around.

Tacade as part of its ongoing work and promotion is able to provide basic information on many but not all LEA/EBs, and often about current or recent job - holders (see **Section 20.7**). The staff will also be able to provide contact details for most if not all your local schools.

Once it appears that a Lions Club will need to build an on-going partnership for life skills work with their own Local Education Authority or Education Board; they are advised to make themselves known to the line manager of the PSHE & Citizenship Adviser (or Early Years Adviser), in order to:-

- explain the Club's contributions to date and on offer
- establish the LEA/EBs policy, and development priorities
- improve continuity, overcome LEA/EB staffing changes (frequent)
- develop awareness of Lions work within the LEA/EB.

## **16 How Lions Clubs Can Organise for Life Skills Work and Involve their Members**

By reading these guidelines you will be able to judge whether or not your present arrangements match the tasks facing you.

Every Club has its own personality and style, current commitments, priorities for its activities etc.

Here are key points for you to consider, allowing for the size of your Club's membership, their skills and interests.

- For one-off responses:- can the work be carried out by the Club's Secretary or Youth Committee, or should the role of Life Skills Officer (LSO) be created, even temporarily? A largeish project justifies this.
- Since this is an area with clear responsibilities and involvements (see **Sections 3 and 13**) has there been sufficient discussion across the Club? What degree of understanding

is needed? Should a teacher, adviser and/or the District LSO be consulted, or invited to a Club meeting?

- If finance is a challenge, how is this to be achieved? Special fund-raising, approaches to donors/funders? How important is a special budget, a project account etc?
- Who of our membership has special experience/interest in this area and in the work? Who of our friends? Can we seek one or more new members with the skills and the background
- What publicity is needed?
- How can we keep every member informed and involved?
- Where life skills work is ongoing and significant, how can the Club's LSO be supported?

***Please keep in mind the commitment of the District LSO and Tacade to supporting and advising each Club (section 11), and make use of them.***

## **17 Discovering Sources of Funding, Approaching Donors, and Developing Donor Relations**

Donation in full to a school of mainline Lions-Tacade life skills teaching materials (see **Section 7**) costs £45-£70 per pack. This is manageable from a Lions Club's normal resources, but donations to several schools will take the total towards £250 or £500, which may justify a small fundraising event, or joint action by two or three Clubs.

Where a Club is persuaded of the value of targeted donations to most if not all of its local schools the total can be in the £1,000 - £2,500 range. Grouped training can often be achieved at low cost by using 'twilight' sessions, or the Local Education Authority/Education Board may cover the costs, but otherwise it adds to the target sum raised. The project may fit the joint interests of several Clubs, and hence merit combined action by them.

All this points to the value of knowing potential sources of funding to augment what the club can raise by its own efforts. Some key sources of information about funding are listed in **Section 20.8** below. Here is the range:-

- Local charities in your community or focussed on your area
- Local businesses, in your community or focussed on your area
- Local/regional agencies (eg) Drug Action Teams, Early Years Partnerships (see **Section 20.10**)
- Regional or national charities
- Regional or national businesses

The experience of Clubs and Zones which have raised significant sums for life skills education is that none of these five potential sources should be discounted.

That said, it is **best to start with local charities and businesses**. They often have a special concern with the education and development of children and young people, with their citizenship, and/or with the welfare of the community generally.

There is little point in 'firing off' requests for help to charities and businesses in general:- this can be costly and the lack of response becomes disappointing.

The best method is to build a list of potential donors, for each of which you have an agreed contact name and a readiness to consider your request, for clearly-stated uses. This requires phone contact to gain details and confirmation of their readiness/timing, or to eliminate them:- (See the detailed guidelines in **Section 20.9**.)

Every request, once made, needs to be pursued after a sensible interval so that there are few “mysteries” and loose ends. Often a repeat approach is successful:- get advice on its timing from the potential donor.

All this amounts to an investment of time and effort. Once a donor has responded positively they need to be thanked and kept informed. For ongoing life skills programmes, repeat donations very often turn out to be the main source of income.

This is more likely if donors have a clear and consistent picture of the uses of their funding, and the outcomes. Invitations to participate in cheque presentations, school visits and special events will often be appreciated, especially by local ones. It is often realistic to describe the relationship as a partnership, as with LEA/EBs and Tacade (see **Section 14**).

## **18 Longer-Term Developments:- Local Life Skills Programmes and/or Projects**

Note: the following guidelines will apply where one or more Lions Clubs decide to work together on an ad hoc or Zone-wide basis.

The **Sections 11-17** above outline the tasks of Lions Clubs in responding to requests for help:- the sources of support for them:- and the framework in which they can build teamwork with schools, Local Education Authorities/Education Boards and funders, and can develop their own capacity and skills for this work.

A majority of Clubs will wish to consider and respond only to direct requests from their schools or their own members, but for some the experience will LEA/EBs them into broader exploration and the gradual development of relationships with schools, LEA/EBs and funders.

Once it becomes clear that your Club’s involvement and commitment is ongoing we recommend that with your LEA/EB adviser(s) you review the life skills education needs of your own community:- strengths, priorities, responsive schools, scope for LEA/EB leadership and funding, and so on.

As part of this review Lions Clubs must be alert to the need for them to protect their status as registered charities. Direct donations for the benefit of schools and their pupils are in order. Payments into general school or LEA/EB funds are not. If necessary, seek advice from the MD105 Charities Treasurer.

At some stage it will be important, for planning purposes and for the interest and motivation of Club members and funders, to assess the use and value of Lions-Tacade resources and other forms of support of life skills education. (See **Section 20.11**.)

At the same time it will help your thinking if you are aware of the experience of other Lions Clubs and groups of Clubs. Your District Life Skills Officer can introduce you to Clubs in your own and adjacent Districts. Tacade staff will be able to advise you on a wider range of experience and provide relevant contacts.

There are also examples of Club life skills programmes and projects including Zone-wide ones. (See **Section 20.12**)

It is important that, as new possibilities open up, the Club’s whole membership is kept informed (including visits from LEA/EB and school staff, and to schools) and that their own organisation is developed as necessary. (See **Section 16**.)

The evolving story of this service by both local Lions and LCI generally to the community and to children and young people will increasingly deserve to be communicated effectively. (See **Section 19** following.)

## **19 Building Local Public Awareness and Support**

In Section 13 above when outlining the basic method of responding to requests for help we say:-

“D. Where a full donation is made, seek the opportunity to have a recorded presentation, with agreed publicity if this is appropriate”.

In certain cases the school or LEA/EB adviser will have good reasons why publicity is not timely, but this will be the exception.

Each Club will have its own publicity contacts and network to enable a photo opportunity to be captured and a press release to be issued. It is important that the Club's PRO is clearly briefed about the particular area of life skills which is being supported, the intended use of the Lions-Tacade materials, and the benefits expected for pupils, parents and the school.

Any substantial project will enable progress reports to be published, training sessions to be visited, even a display in the local library or a friendly shop window.

Ongoing life skills work will depend on steady fundraising, enabling local donors to be featured and special events to be publicised.

Club Life Skills Officers should make use of their contacts with Local Education Authority/ Education Board advisers for:-

- help with any features for newspapers and local radio/TV
- use of the LEA/EBs publicity channels.

The staff of Tacade will be able to provide publicity materials and advice on building a 'support for schools' page on the Club's own web site. They will value your own publicity material which may be suitable for a wider audience (eg) through the page in "The Lion".

All of this work will progressively and cumulatively build up a general awareness within the community of the existence and importance of life skills education, and of Lions' local involvement and contribution to it.

## **20 Sources of Information and Advice; Guidelines for Purchasing and Funding; Club and Zone Case Histories, and Lions-Tacade Chronology**

This is the list of items completed, in preparation, or being researched

- 20.1 Contact details for Tacade
- 20.2 The current Lions-Tacade product range
- 20.3 Contact list of District Life Skills Officers, 2005-2006
- 20.4 Members of the MD105 Lions-Tacade Steering Group, 2005-2006
- 20.5 MD105 support network for life skills (in preparation)
- 20.6 Standard procedure for ordering and delivery of Tacade materials and services
- 20.7 Tacade's contacts information for schools, Local Education Authorities, NHS Authorities, and health teams, etc (not finalised)

20.8 Potential funders for life skills education:- sources of information

20.9 Guidelines for approaching funders, and keeping donors informed and interested

Also in preparation

20.10 Government and multi-agency funding possibilities

20.11 "What does it mean?" A glossary of some common educational terms

20.12 Surveys by Clubs and Zones of the use and value of Lions-Tacade resources

20.13 Examples of Clubs Life Skills programmes and multi-Club projects

20.14 Chronology of Lions and Lions-Tacade Life Skills education work since 1986. (To include preamble covering work with Lions-Quest in MD105 during 1983-1986).

20.15 Example approach letter to a business.

**20.1 Contact Details for Tacade**

Address:- Tacade  
Old Exchange Buildings  
6 St Ann's Passage  
King Street  
Manchester  
M2 6AD

Tel:- 0161 836 6850  
Fax:- 0161 836 6859  
E Mail:- ho@tacade.co.uk  
Website:- www.tacade.com

Communications Manager:- Mandy Broadbent  
Chief Executive:- Martin Buczkiewicz  
Office Administrator:- Andrea Greenfield

## 20.2 The Current Lions-Tacade Product Range

For full details obtain the publications brochure (issued each January) from Tacade:- (0161 836 6850) or by E Mail:- resources@tacade.co.uk

- \* Indicates that a descriptive leaflet is also available.  
You can get electronic versions of the publications brochure and individual leaflets via the website:- www.tacade.co.uk

### 3-5 year olds

- \* 'Little Steps':- Personal, social & emotional development including partnerships with parents (£44.95)

### 5-11 year olds

Skills for the Primary School Child series:-

- \* Part 1:- *'I am, I know, I can'*:- Personal, social and health education and citizenship (£64.95)  
'Dwi'n Bod, Dwi'n Gwybod, Dwi'n Gallu' Welsh language version (£64.95)
  - Part 2:- *'Current Issues in Personal & Social Education'* (£49.95)
  - Part 3:- *'The World of Drugs'* including statutory provision (£49.95)
  - Part 4:- *'Substance and Solution'*, covering volatile substances (£49.95)
  - Part 5:- *'The World of Alcohol'* for 9-11 year olds (£49.95)
  - Part 6:- *'The World of Tobacco'* for 5-11 year olds (£49.95)

### 11-14 year olds

'ASK':- Drug Education materials for mixed abilities (£34.95)

### 11-16 year olds

- \* *'Citizenship 11-16'*:- Citizenship education for KS3 & KS4 (£68.95)
- 'Respect It!'*:- Alcohol education for KS3 & KS4 (£40.00)
- \* *'Peer Alcohol Education Toolkit'*, including mentors and parents (£29.95)

### 14-19 year olds

- \* Sex, Drugs and Alcohol:- especially for low literacy (£39.95)
- \* Sex, Drugs and Alcohol:- HIV transmission activities for 16-19 years (£24.95)
- 'Alcoshots' for young people in various situations (£34.95)
- 'On the Booze Again' for young people at risk (£29.95) (Publication date January 2006)

### Other Publications by Tacade

'Drug Prevention in the Community':- a team based approach (£18.95)  
'Drugdeal' a card game about drugs (£24.95)  
'Drinkdeal' a card game about alcohol (£24.95)  
'Smoke Rings' a smoking education card game (£24.95)  
'Ice-breakers, Energisers and Warm-up Activities' Numbers 1, 2, 3 training young people (£25.95)

**20.3 Contact list of District Life Skills Officers, 2005-2006**

The District Life Skills Officers for each region are as follows:-

<p>District 105 A Lion Wesley de Mendonca 2 Evelyn Road Cockfosters EN4 9JT</p> <p>Tel:- 0208 449 6846 Mobile:- 07941 496524 Email:- lifeskills@lions105a.org</p>	<p>District 105 BN Lion Claire Toft Life Skills Officer 87 Bridgewater Court Montonmill Gardens Monton, ECCLES M30 8BQ</p> <p>Tel:- 0161 288 5466 Mobile:- 07800 998683 Email:- clarettoft_91@msn.com</p>	<p>District 105 BS Lion Gill Fairbrother Tacade Life Skills Officer Bronwylfa, Broad Street MONTGOMERY Powys SY15 6PH</p> <p>Tel:- 01686 669940 eric.jill@fairbrother1161.freeserve.co.uk</p>
<p>District 105 C Lion John Cooke Life Skills Officer 25 Montague Walk Upper Poppleton YORK YO2 6JG</p> <p>Tel:- 01904 794857 Mobile:- 07753 478052 Fax:- 01904 794857 Email:- pdgjacyork@aol.com</p>	<p>District 105 D Lion Alan Chapman MD Life Skills Officer 3 Beacon View WARMINSTER Wiltshire BA12 8HP</p> <p>Tel:- 0845 8339847 Mobile:- 07808 920991 youthskills@lions105d.org.uk</p>	<p>District 105 E Lion Bob Bridge 32 Newport Drive Winterton North Lincs. DN15 9RG</p> <p>Tel:- 01742 733038 bobanthonybridge@aol.com</p>
<p>District 105 EA Lion John Groom Life Skills Officer 47 Tinkers Drove WISBECH Cambridgeshire PE13 3PQ</p> <p>Tel:- 01945 474196 Mobile:- 07766 535603 johngroom@lions40.freeserve.co.uk</p>	<p>District 105 I Lion Malcolm McNally 11 Bridge Park Templepatrick Co Antrim BT39 0AE Northern Ireland Tel:- 028 944 3231 malcolmpmcnally@aol.com</p>	<p>District 105 M Lion Pat Proudfoot 80 Bishop Hall Crescent Charford Bromsgrove Worcestershire B60 3JX Tel:- 01527 873327 Email:- paddiwp@yahoo.co.uk</p>
<p>District 105 NE Lion Jeff Dobson Life Skills Tacade Officer 5 Bridge Inn Yard BARNARD CASTLE County Durham DL12 8QA</p> <p>Tel:- 01833 638585 Mobile:- 07876 697434 <a href="mailto:jeffrey.dobson1@btinternet.com">jeffrey.dobson1@btinternet.com</a></p>	<p>District 105 SE Lion David Skinner Life Skills Officer Fairview Hankham Road Hankham PEVENSEY East Sussex BN24 5AP</p> <p>Tel:- 01323 767656 Email:- dajskinner@hotmail.com</p>	<p>District 105 SW Lion David Page 17 Devonshire Park Bideford N. Devon EX39 5HZ Tel:- 01237 421535 Mobile :- 07721 348907 Email : davepage957@hotmail.com</p>
<p>District 105 W Lion David Hughes Vallis Cottage 18 Vallis Way Frome Somerset BA11 3EH</p> <p>Tel:- 01373 465306 Email: tacade@lions105w.org.uk</p>		

### **20.3 Members of the MD105 Lions-Tacade Steering Group, 2005-2006**

All members of the Steering Group are Lions Club members.

**Chairman:-** Alan Chapman, MD105 Life Skills Officer, and District 105D Life Skills Officer (Warminster)

**Link Governor:-** Chris Iles, District Governor 105 SE, and former District 105SE Life Skills Officer (Gillingham)

**Members:-** Corrine Ashburner, MD 105 Lions Opp. for Youth Committee Chairman, and former MD105 Life Skills Officer (Mid Tyne)

Mike Baldwin, District 105A Life Skills Officer (Bletchley Milton Keynes)

Mandy Broadbent, Tacade's Communications Manager, Tacade (Wilmslow)

Martin Buczkiewicz, Tacade's Chief Executive, Tacade, and District 105E Life Skills Officer (Wilmslow)

John Bush, MD105 Charities Treasurer (Market Harborough)

John Cooke, District 105C Life Skills Officer, and former MD 105 Life Skills Officer (York)

Pat Nixon, MD105 Deputy Life Skills Officer, and District 105D Education & Schools Liaison Officer (Cobham)

Neville Osmond, Club Life Skills Officer (Harpenden)

David Skinner, District 105SE Life Skills Officer (Uckfield)

## 20.6 Standard Procedure for Ordering and Delivery of Lions-Tacade Materials and Services

- 1 You can contact Tacade Staff as follows:-  
  
By Mail:- Tacade, Old Exchange Buildings, 6 St Ann's  
Passage, King Street, Manchester, M2 6AD  
By Phone:- 0161 836 6850  
By Fax:- 0161 836 6859  
By E Mail:- resources@tacade.co.uk
- 2 If in any doubt it is best at the beginning to check such things as:-
  - appropriateness of the material or service
  - availability, both timing and quantity
  - special delivery requirements (normally within 2 weeks)
- 3 Orders must include, for each item:-
  - title, unit price, quantity, total cost per titlePlus the total payment due for the order.
- 4 For each order please list:-
  - the Lions Club concerned
  - contact name, position, address and phone number
  - additional details where delivery is not to that person, to ensure secure and timely despatch and arrival.
- 5 Tacade staff will respond (unless already discussed, or fully detailed on your order) to confirm details and availability, and to agree delivery arrangements. They will also notify your District Life Skills Officer by sending a copy of the invoice for your confirmed order, or by letting him/her know of your enquiry.
- 6 In each case the white invoice is issued by post. A blue copy accompanies the goods and serves as the delivery note for you.
- 7 On receipt of Tacade's invoice please send, or arrange for, **immediate payment** because Tacade is the partner organisation of MD105, and a charity operating on a not-for-profit basis. Payment should quote the invoice number and preferably enclose the invoice.
- 8 Please inform Tacade of any significant delay in receiving goods.

**20.7 Tacade's Contact Information for Schools, Local Education Authorities/Education Boards,NHS Authorities and Health Teams etc (not finalised)**

(This section to be finalised after assessment of Tacade's records)

1. Club LSO's, District LSO's and other enquiring Lions should contact Tacade staff with a clear indication of your ideas or plan:- the numbers and levels of school, the area(s) to be covered etc.
2. Tacade can provide addresses and phone numbers for all types of school. Local education authority staff can tell you the name of the head teacher.
3. Tacade have contacts for LEA/EB departments and life skills officers and often the names of current key staff in a majority, this is being added to.

Depending on your enquiry or project you should ask for details concerning:-

- Early Years Advisers
- PSHE and Citizenship Co-ordinators
- Healthy Schools Scheme Co-ordinators
- Citizenship Advisers
- Sex and Relationship Advisers, or other relevant position

4. Other interagency teams and positions include:-
  - Schools Health Teams
  - Community Safety Partnerships
  - Drug (and Alcohol) Action TeamsSome are sited in the LEA/EB, others in Health Authorities

**Note:- District Life Skills Officers and their colleagues are asked to keep Tacade informed of their own enquiries and researches, and of local reorganisation or changes.**

## **20.8 Potential Funders for Life Skills Education:- Sources of Information**

**Do not overlook your local charities and businesses – in most cases it is best to try them first.**

A Try your local county reference library for the following:- Published by the Directory of Social Change, 24 Stephenson Way, London, NW1 2DP, Telephone 0845 6022260.

- 1 Directory of Grant Making Trusts 2005-2206 (19 edn) £85
- 2 A Guide to the Major Trusts Vol 1 (Top 300) (10<sup>th</sup> edn) £30
- 3 A Guide to Local Trusts 2004-2005:-  
Greater London, The Midlands, North of England, &  
South of England (4<sup>th</sup> edn) £19 each  
Scottish (2<sup>nd</sup> edn) £18  
Welsh (2<sup>nd</sup> edn) £23
- 4 A Guide to UK Company Giving (Top 500) (5<sup>th</sup> Edn) £29.95

Note:- a) These combine to cover local, regional and national sources.

b) The Major Trusts Guide (A2 above) lists most of the county-level Community Foundations which fund and foster local charitable causes, and facilitate others (see pp419 onwards)

B Many charities are listed on the Charity Commission web site [www.charity-commission.gov.uk](http://www.charity-commission.gov.uk). You can also ring Charity Commission enquiry line on 0870 333 0123 for information concerning one or two specific charities.

C Many local or county libraries maintain and publish details of locally-based and/or locally-focused charitable trusts not available elsewhere

D Some Chambers of Commerce know of the community support policies of many of their members, and may be able to inform and advise

E Local and regional businesses are listed in:-  
Kompas Vol 2 - the Kompas Register is available in most libraries. It contains detailed information on 45,000 industrial and commercial companies in the UK. The information includes: company address, telephone, fax, e-mail and web address, named contacts and financial data. This directory can be found in most local libraries.

Details found on the following web site [www.2kompas.com](http://www.2kompas.com)

F Some county-level Community Foundations (A note b) above) are willing to give initial guidance and specific advice on local sources

**G Above all, don't overlook your Club members' individual and collective knowledge of and ideas for fundraising for life skills education. Sound out colleagues, brainstorm as a group.**

## **20.9 Guidelines for Approaching Funders, and Keeping Donors Informed and Interested**

- 1 On rare but important occasions you will learn of or discover a potential donor, (charity or business or individual) who is already interested in, or predisposed to, giving financial support for Lions causes in general and life skills education in particular. Take as much care in approaching them as normal, if not more so.

For the very great part, however, you will need progressively to find, test, and build a list of prospective donors for each of which you have confirmed either a specific interest in education, life skills, good citizenship etc, plus an agreed contact name and advice on timing your approach. They need immediately to understand that your Club operates through its charitable trust.

- 2 Merely “firing off” requests for help without this preliminary work is self-misleading, costly and wasteful, and disheartening in its lack of result. Working from a preliminary list of potential funders, deft and persistent telephoning will confirm some as prospects, discard perhaps the majority, and open up unexpected leads to others. Try not to be left with a “mystery”.
- 3 If the result is a small list, cherish each prospect, approach only one or two at a time and, as is often necessary follow up acceptably in order to know an outcome and to Learn as you go. The outcome may be a complete donation or a part one .... or, not this time, try again .... or, wait until January etc. Where it is “no” establish the reason:- not within their policy, their funds are committed, or the timing was wrong, etc.
- 4 Discard some, re-approach others, list others for later. Meanwhile, continue searching for new prospects and better contact names. The list should never be closed, though you may need a break or the fresh eyes of a colleague or two.
- 5 Where your prospect list sooner or later (or suddenly) becomes quite lengthy (10 or even 20) still cherish them. Don't write to all at once, follow up and resolve each .... again, no “mysteries” if possible.
- 6 A year is a short time if you have an ongoing programme or a large project. Re-visit discards for good reason:- their policy finances and/or contact person may have changed, to your benefit.
- 7 Use a standard letter of approach limited to one page which can be varied in its opening sentence(s), and if necessary at the end. Identify your clubs charitable trust clearly.  
  
Improve the letter in the light of developments or your experience. Re-cast it annually for an on-going programme.
- 8 Write personally to a named individual. Identify your Club as a charity. Make your reasons clear at the outset. A clear request for clear reasons which you know or believe meets the donor's areas of interest, if not priority. Enclose your Charitable Trust's report and accounts.
- 9 For a one-off purchase of materials make your Club's disciplines clear, eg an established need; advice from the LEA/EB; donation contingent upon teacher

training; follow-up, assessment and report-back of outcome; future uses of material. Provide the mini-budget, making clear the contributions from Club fundraising, the LEA/EB, the school, its PTA, other donors, as relevant. Especially when approaching a commercial funder, or proposing a significant project, outline a clear and realistic business plan.

- 10 For a larger project indicate the partnership necessary with schools, the LEA/EB, other clubs, other donors backed by an up-to-date budget and progress report. Invite the prospect donor to meet you and/or others, explain how the project will be reviewed and reported on. Indicate any go/no go points and any fail-safe provisions.
- 11 For on ongoing programme or an extended project compose a new one page standard letter to inform previous donors and/or to seek further support. Include in this your outline of developments, achievements, new priorities. Back it with a single-page financial summary and updated budget. Thank them for their earlier support and their further considerations, keep clear records of all donations, single, repeated, occasional.
- 12 When appropriate, invite (with the school's blessing) any sole donor or significant donor to a presentation opportunity, for a visit to the school to see the use of the resources, onto a special club/schools event. Local donors and some regional ones will be likely to take this up, the others will appreciate it.
- 13 Where a donor has made a substantial contribution, whether one-off or over a period of time make sure that your Club members know of this and voice their appreciation, and establish whether or not the donor now welcomes publicity, and its best format.