



## *CEP's Eleven Principles & Lions Quest*

Correlation Between the Character Education Partnership's Eleven Character Education Principles and Lions Quest Program Content

The following section describes how Lions Quest programs address the Eleven Character Education Quality Standards.

**CEP Principle #1: Effective character education promotes ethical values as the basis of good character.**

- 1.1 The school staff and parent community have agreed on the core ethical values they wish to promote in their character education initiative.
- 1.2 The school has defined its core ethical values in terms of behaviors that can be observed in the school, family, and community.
- 1.3 The school has made deliberate and effective efforts to make its core ethical values, the justification for them, and their behavioral definitions widely known throughout the school and parent community.

**Lions Quest:**

*Curriculum:* Lions Quest programs teach, model, and reinforce the following value sets throughout the K-12 curriculum:

- **Self-discipline**  
Persevering to achieve goals, postponing immediate gratification when appropriate, being able to control behavior, developing skills and talents, and achieving goals
- **Responsibility**  
Making and keeping commitments, seeking wise counsel, making wise decisions, being dependable, taking responsibility for one's actions.
- **Respect for self and others**  
Being thoughtful about the needs, beliefs, feelings, and personal property of others and oneself
- **Kindness**  
Showing caring and concern for others
- **Honesty**  
Being truthful, fair, and trustworthy
- **Courage**  
Being brave, standing up for one's values, showing determination in the face of hardship
- **A healthy drug-free lifestyle**  
Taking care of one's body, avoiding unhealthy behaviors, developing drug use refusal skills
- **Commitment to family**  
Helping to build a strong and supportive family



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***Introductory Training Workshop:*** During the introductory training workshop, participants are invited to share their school's vision for a positive learning environment that is characterized by specific values and behaviors that are understood by the staff, students, families, and community members who are involved and supportive of their schools. Some schools have already agreed upon their vision and guiding standards of behavior and others have not. The workshop emphasizes that this is the first step, and all schools must engage their school community in this values-defining exercise so that all participants know the school's mission and core values and can teach, model, reinforce, and visually display them throughout the school and all of its activities.

***Positive School Climate:*** Lions Quest includes a school climate component that encourages the development of a School Climate Committee that engages students, staff, parents and caregivers, and community members in developing a set of core values and bringing them to life in the school. The school climate component of the Lions Quest programs provide a school-wide survey to help schools develop a clear set of school-wide values and standards of behavior that the entire school culture can embrace and demonstrate throughout the school day and all school activities.

***Parent and Community Involvement:*** Lions Quest engages parents, caregivers, and community members actively through inviting them to participate on the School Climate Committee, where the core values of the school are brought to life through school-wide events and activities that teach, model, and reinforce them. Parents, caregivers, and community members are also invited to participate in the introductory workshop, in service-learning projects, and as classroom resources. In each case, they are involved in promoting the core values that help define the positive culture of the school.



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CEP Principle #2: Effective character education defines character comprehensively to include thinking, feeling, and behavior.

2.1 The school takes deliberate and effective steps to help students acquire a developmentally appropriate understanding of what the core values mean in everyday behavior and grasp the reasons why some behaviors are right and wrong.

2.2 The school takes deliberate and effective steps to help everyone appreciate the core values, reflect upon them, desire to embody them, and become committed to them.

2.3 The school takes deliberate and effective steps to help students practice core values so that they become habitual patterns of behaviors.

### Lions Quest:

The Lions Quest K-12 curriculum provides *hundreds of multi-disciplinary lessons and activities* for teaching, modeling, practicing, and reinforcing core values through a systemic, developmentally appropriate, sequential skill-building approach that involves the entire school community. Students and teachers identify core issues in their own lives and read stories about situations involving the demonstration of core values, discuss the value being demonstrated and why it is desirable and helpful.

Through a research-based lesson model that promotes *civic values* and *healthy behaviors*, students discover the positive, appropriate, and constructive behaviors that indicate specific values and:

- discuss them
- read about them
- practice them
- reflect upon them
- apply them in daily life

Through the student-centered, interactive, experiential learning model, students have the *daily opportunity to experience positive values* within the relationship-centered learning environment that is created and upheld through shared classroom standards that define respectful and responsible behaviors. The staff members and parent and community members help teach, model, and reinforce these values and behaviors through the school day in the classroom, cafeteria, halls, playground and school grounds, office, bus, sporting events, and so on. *Students are supported* in making their behavior consistent with the shared standards that are being upheld by all members of the school community in addition to the values and skills taught in class, the examples provided through literature and real-life examples.



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**CEP Principle #3: Effective character education uses a comprehensive, intentional, and proactive approach to character development.**

**3.1 The school is intentional and proactive in addressing character at all grade levels.**

**3.2 Character education is regularly integrated into all aspects of classroom life.**

**3.3 Character education is infused throughout the school day in include sports and extra-curricular activities; core values are upheld by adults and taken seriously by students throughout the school environment.**

**Lions Quest:**

*Curriculum:* Lions Quest K-12 programs are comprehensive, developmental, sequential, skill-building programs that combine social and emotional learning, character development, positive prevention, and service-learning skills at all grade levels. The programs may be implemented as separate courses or integrated into existing courses. As separate courses, they may be offered as nine-week, one-semester, one-year, two-year, and three-year courses. The high school program, *Skills for Action*, may be offered as a four-year program. As an integrated program, the lessons and approaches may be infused into health, family and consumer sciences, language arts, social studies and humanities, science, art, music, computer science, physical education, and interdisciplinary studies.

*Positive School Climate:* The Lions Quest programs include a specific positive school climate component that provide vehicles such as the School Climate Committee, the school climate survey, an instructional strategies checklist, and a variety of vehicles through which the individual teachers, grade level teams, and entire school staff as a whole can participate in the strategic planning of the character education initiative. This kind of school-wide planning ensures that Lions Quest program activities and teaching and learning strategies are intentionally and consciously integrated into the mission statement of the school, infused into every subject area, incorporated into the teaching and learning approaches, and included in all school-wide activities and arenas in the school.



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CEP Principle #4: Effective character education creates a caring school community.

- 4.1 The school makes it a high priority to foster caring attachments between adults and students.
- 4.2 The school makes it a high priority to help students form caring attachments to each other.
- 4.3 The school does not tolerate peer cruelty or any form of violence and takes steps to prevent peer cruelty and violence, and deal with it effectively when it occurs.
- 4.4 The school makes it a high priority to foster caring attachments among adults within the school community.

### Lions Quest:

The Lions Quest programs are based on what is called a "strength's-based model" of positive youth development. The programs promote positive values and behaviors and the same time that it addresses problem behaviors and ways to prevent them.

On the first point, a primary concept that is taught in the Lions Quest programs and professional development workshops is that of the relationship-centered learning community. A relationship-centered learning community is one in which all members feel seen, heard, known, valued, and cared for and who live by a set of shared and articulated values and behavioral standards that cultivate respectful and reciprocal behaviors among all members, foster their potential, invite their contributions, and maximize their learning opportunities.

The relationship-centered learning community is based on the teaching and learning philosophy that all students learn best in a physically and emotionally safe, caring and nurturing learning environment that *all members of the school community work together to create and sustain*.

- Administrators articulate the positive values and appropriate behaviors and make all members of the school community aware of them. They establish school-wide standards of behavior and uphold them with the participation of the school community.
- Teachers know them, post them, talk about them, and incorporate them into the culture of the classroom.
- School staff model and reinforce them in every venue in the school. To bring them alive, all the adults in the school community cultivate caring and respectful relationships with the students, families, and community members.
- Students discuss the core values and appropriate behaviors, practice them, reflect on them, and apply them daily.



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- Parents, caregivers, and community members develop positive relationships with young people and each other, and the entire school community is characterized by civil and respectful interactions.

As a result, students report that the *school feels like a safe and caring place* with nurturing adults who are available to help them learn and be successful.

The Lions Quest programs also recognize that *problem behaviors occur* and must be dealt with. Therefore, administrators, teachers, parent and caregivers, community members, and students *work together to uphold the school-wide and classroom values* and standards of behavior and discourage infractions.

Through school-wide activities of the School Climate Committee that support positive values and behaviors and classroom lessons that teach skills for handling bullying, intimidation, and peer abuse and being assertive and stand up for one's values and beliefs, the entire school community works together to identify and prevent problem behaviors and provide positive solutions when they do occur.



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**CEP Principle #5: Effective character education provides students with opportunities for moral action.**

- 5.1 The school sets clear expectations for students to engage in moral action both inside and outside the school.
- 5.2 The school provides students with repeated and varied opportunities for engaging in moral action within the school, and the students engage in these opportunities and are positively affected by them.
- 5.3 The school provides students with repeated and varied opportunities for engaging in moral action in the larger community, and the students engaging in these opportunities are positively affected by them.

### Lions Quest:

The key teaching and learning strategies employed in the all K-12 Lions Quest programs involve cooperative learning and group work and high levels of interaction and interpersonal communication. The programs also provide opportunities at every grade level to *participate in service-learning activities* that teach, model, reinforce, and endorse civility, personal and social responsibility, and moral action.

From kindergarten through grade 12, students are encouraged to identify ways in which they can apply what they are learning in school to benefit the well-being of others in the school, community, and world. Students identify areas of concern that they can address with their knowledge and skills, develop and carry out service-learning projects in collaboration with adults, reflect on their learning, and share what they have learned and contributed with others through demonstration and celebration.

*Service-learning is a central educational methodology in all Lions Quest programs and is woven throughout the curriculum to provide real-life opportunities to learn about the real world and make a significant contribution to its betterment. In addition, the owner of the programs, Lions Clubs International, is the largest service organization in the world, and its 1.4 million members in 194 countries can support the service-learning efforts of young people throughout the world.*



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**CEP Principle #6: Effective character education includes a meaningful and challenging academic curriculum that respects all learners, develops their character, and helps them succeed.**

**6.1 The academic curriculum provides meaningful and appropriate challenges to students that promote character development throughout the curriculum.**

**6.2 The school implements a wide range of strategies to accommodate the diverse cultures, skills, interests, and needs of students.**

**6.3 Teachers make connections between core values and academic content.**

### Lions Quest:

Lions Quest K-12 curriculum includes specific skill-building lessons that promote core values and the accompanying skills that can be taught as a separate course or integrated into existing subjects where those skills are taught and reinforced. *Skills for Growing* provides 24 skill-building lessons in Grades K - 2, and 27 skill-building lessons in Grades 3 - 5. *Skills for Adolescence* for Grades 6 - 8 provides 99 skill-building lessons, and *Skills for Action* for Grades 9 - 12 provides 26 skill-building lessons, 33 personal and social responsibility-through-service-learning lessons, and 15 alcohol and other drug prevention lessons.

In *Skills for Growing*, each lesson includes an Applying Phase comprised of additional activities that can be taught in language arts, social studies, art, music, and physical education. In *Skills for Adolescence*, each unit includes Applications Across the Curriculum comprised of numerous activities for language arts, social studies, science, health, math, art, music, physical education, and computer technology. This allows a middle level school to offer both a skill-based class and reinforce those skills as thematic units throughout the school day, using "Applications Across the Curriculum" to infuse these skills into the full curriculum. In *Skills for Action*, the main body of the curriculum teaches skills for leadership, civic action, and service-learning, and the strategies that teach these core values and skills can be incorporated into any subject area in which students are expected to put the knowledge and skills they are learning in class into action for the benefit of others in the school and community.

Finally, the Lions Quest K-12 programs have been developed by over 22 countries throughout the world and are the most widely used positive youth development programs in the world. They represent an international curriculum that is built upon meeting and serving the needs of a widely diverse global population and are truly universal in content, strategies, approach, intent, and implementation.



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**CEP Principle #7: Effective character education strives to develop students' self-motivation.**

**7.1 The school explicitly values students engaging in moral action for its own sake.**

**7.2 Staff recognizes and celebrates good character by emphasizing social rather than material recognition (behavior modification rewards).**

**7.3 The school's approach to behavior management emphasizes core values within constructive discussion, explanation, and consequences.**

### Lions Quest:

Lions Quest programs provide both *extrinsic and intrinsic motivation* for the development of moral action in students. *Extrinsic rewards* include recognition for appropriate behavior through activities like "Gotcha Grams" where students are caught demonstrating positive and helpful behaviors at school and given social recognition among their peers and staff. *Intrinsic motivation* is instilled through daily recognition of and adherence to shared agreements about respectful behaviors in the classroom and school, school-wide events that reinforce character traits and social and emotional competencies, service-learning projects that cultivate compassion and caring, and consistent lessons that provide opportunities for practice in moral decision making and problem solving.

In terms of the school's approach to behavior management, Lions Quest believes in supporting the school's discipline policy that protects the basic *physical and emotional safety of students* with additional shared agreements for a respectful learning environment. The belief is that students adhere to high expectations for appropriate and respectful behavior when they understand the reason for such standards, have opportunities to discuss why they are important, help articulate them, and determine consequences for not following them.

For that reason, Lions Quest programs include activities to help administrators, teachers, and students *develop shared agreements* for a respectful and caring classroom and school. These agreements allow students a voice in describing what a respectful learning environment looks like, sounds like, and feels like in their own words, and they uphold those agreements with greater commitment because they established them. In all cases of school discipline, Lions Quest promotes discussion around the context for the discipline action, the students' recognition of the infraction and its consequences for self and others, and students' articulation of the appropriate next steps to be a more helpful and caring individual.



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**CEP Principle #8: Effective character education engages the school staff as a learning and moral community that shares responsibility for character education and attempts to adhere to the same core values that guide the education of students.**

- 8.1 All professional school staff members are included in planning, receiving staff development for, and carrying out the school-wide character education efforts.**
- 8.2 Support staff members have been included in planning, receiving staff development for, and carrying out the school-wide character education effort.**
- 8.3 Staff members model the core values in their interaction with students and with each other, and students perceive that they do.**
- 8.4 Regular and adequate time is made available for staff planning and reflection in regard to character education.**

### **Lions Quest:**

Lions Quest offers two-day introductory professional development for administrators, teachers, non-teaching staff, parent and community representatives on its K-12 programs that focus on increasing expertise in social and emotional learning, character development, positive prevention, and service-learning.

Lions Quest also offers a menu of one-day staff development in-services that provide additional skill-building in these areas. The most powerful workshops are those that are conducted as a school staff, providing an opportunity for school-wide dialogue and planning. The staff leaves the workshop as a relationship-centered learning community with a coherent and collaborative plan for implementing character education as classroom and school-wide initiative.



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**CEP Principle #9: Effective character education fosters shared moral leadership and long-range support of the character education initiative.**

- 9.1 The character education program has leaders, including the school principal, who champion the character education effort.
- 9.2 There is a leadership group (a committee or task force) inclusive of staff, students, and parents, that guides the ongoing planning and implementation of the character education program and encourages the involvement of the whole school in character-related activities.
- 9.3 Students are explicitly involved in creating and maintaining a sense of community and in other leadership roles that contribute to the character education effort.

### Lions Quest:

Lions Quest recommends that *every school establish an Implementation Team* consisting of the principal, teachers from the implementing grade levels, student representatives, and parents and community representatives, including a local Lion. This Implementation Team then provides collaborative leadership for the implementation of the school-wide character education initiative.

The Program Guides of the K-8 programs and the Advisory Team Handbook of the high school program provide specific vehicles through which the Implementation Team can engage the broader school community in the planning and implementation of the school-wide character education initiative, of which Lions Quest is a significant part.

The Implementation Team and the School Climate Committee recommended in the Lions Quest programs may be combined into one committee with responsibility for providing overall leadership and guidance to the school-wide initiative.



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**CEP Principle #10: Effective character education engages families and community members as partners in the character-building effort.**

**10.0 The school recognizes the pivotal role that parents, extended families, religious institutions, youth organizations, and the immediate community play in the moral upbringing of children.**

**10.2 The school and its faculty regularly exchange communications with parents and guardians, provide suggestions and activities that help them reinforce the core values, and offer workshops and resources on character education and general parenting skills.**

### Lions Quest:

Lions Quest considers *parents the primary teachers of young people* and the K-12 programs include a parent and community involvement component that engages parents, caregivers, and community members as active participants in the Lions Quest program and broader character education initiative. The Lions Clubs throughout the country are key supporters of the program, which is one of the four major programs of the Lions Clubs International Foundation, who provide essential human and financial resources for every aspect of the Lions Quest program and the broader character education initiative in to which the Lions Quest programs is embedded.

In the K-8 programs, parents, caregivers, Lions, and other community members are invited to be part of the Implementation Team, School Climate Committee, service-learning projects, school-wide events, and activities, and as classroom resources. In the K-8 programs, parents and caregivers participate in shared homework assignments, receive parent materials that teach the key concepts from the programs and provide interactive student-family activities to reinforce the concepts and skills at home, and participate in parent meetings that provide face-to-face opportunities to learn about, discuss, and practice the skills that are being taught in the class.

In the high school program, students and families participate not only in shared homework assignments but in a Community Forum where adults and young people gather to discuss the most important issues related to positive youth development in the school and community. In all Lions Quest programs, parents, caregivers, and community members are considered an integral part of the support network that enhances the success of any positive youth development and character education initiative.



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**CEP Principle #11: Effective character education assess the character of the school, the school staff's functioning as character educators, and the extent to which students manifest good character.**

**11.1 The school staff, in collaboration with the appropriate governance bodies, regularly assesses the character of the school as a moral community to determine its degree of success.**

**11.2 The staff periodically report on their efforts to implement character education, as well as on their growth as character educators.**

**11.3 The schools assess student progress in developing an understanding of and an emotional attachment and commitment to the qualities of good character; behavior is assessed in ways that reflect core values.**

### **Lions Quest:**

Lions Quest supports assessment of its programs and offers tools for that purpose. The assessment tools are available through the Lions Quest office. Lions Quest also works with evaluators to develop customized tools for a variety of evaluation purposes.