

LEARNING FOR LIFE™

UPLIFTING STUDENTS · BUILDING CHARACTER · DEFINING LEADERSHIP



PREK-12
CHARACTER
LEADERSHIP
WORKFORCE
DEVELOPMENT

LEARNINGFORLIFE.ORG

WHAT IS LEARNING FOR LIFE?

Learning for Life is a research-based, character education curriculum with grade-specific, theme-oriented lesson plans to be used in the classroom to enhance and support the core curriculum. Lessons are designed to be conducted by the classroom teacher or trained mentor in conjunction with the core curriculum. Learning for Life is an action learning process that uses engaging teaching techniques such as role-playing, small-group discussions, reflective and moral dilemma exercises, online interactive lessons, and hands-on activities.

Lessons are designed to reinforce academic, social, ethical, and character development skills in various areas, such as critical and creative thinking, conflict resolution, decision making, interpersonal relationships, practical life skills, self-esteem, writing and language arts, citizenship, and personal fitness.

LEARNING FOR LIFE CORPORATE MISSION

To empower students to build exceptional character and leadership skills by guiding them through an innovative, research-based curriculum that enhances the learning experience and teaches the skills necessary to succeed both academically and throughout their lives.

9 CHARACTER ATTRIBUTES OF LFL

RESPECT

RESPONSIBILITY

HONESTY/TRUST

CARING/FAIRNESS

PERSEVERANCE

LEARNING FOR LIFE CURRICULUM-BASED PROGRAM VISION

To provide engaging and relevant preK–12 solutions that positively impact academic performance, social and emotional maturity, character development, and career education for all students.

POSITION STATEMENT

Learning for Life programs are designed for all age groups from pre-kindergarten to not yet age 21. Youth participation is open to any youth in the prescribed age group for that particular program. Adults are selected by the participating organization for involvement in the program. Color, race, religion, gender, sexual orientation, ethnic background, disability, economic status, and citizenship are not criteria for participation by youth or adults.

SELF-DISCIPLINE

LIFE SKILLS

COURAGE

CITIZENSHIP

FOUNDATIONAL RESEARCH *(from Magnolia Consulting)*

Learning for Life includes several research-based components and instructional strategies for grades preK-12. Throughout all levels of the program, Learning for Life incorporates research-based components and instructional strategies. For example, when character education programs are aligned with Common Core and state standards in literacy, teachers have time to address literacy and character development simultaneously (e.g., Jones et al., 2010; Marshall et al., 2011). Additionally, research suggests mastery and distributed learning opportunities are effective strategies for increasing student motivation and long-term retention (e.g., Ames, 1992; Cepeda et al., 2006).

Strengthening positive outcomes: The importance of optimal implementation. Schools need high levels of implementation to maximize character education program effectiveness. Based on available research, four guidelines for optimal implementation of character education programs are suggested:

1. Schools should implement character education programs over an extended period.
2. Students need positive teacher role models and supportive classroom environments.
3. Schools should offer safe and supportive environments committed to whole-school implementation of character education.
4. Schools should seek community and parental support to maximize implementation of character education programs.

Conclusion: Learning for Life’s program aims to build student character through an array of research-based and integrated character education themes, activities, and instructional strategies. When schools implement Learning for Life with optimal levels of implementation, they maximize the potential for a wide array of positive outcomes.

(Quoted from *Building Character: The Learning for Life K-12 Integrated Academic and Character Development Program*, Foundational Research Base, Magnolia Consulting LLC, July 10, 2014)

In a validation study of the Learning for Life program conducted by Evaluation Systems Design Inc.:

Attitudes improved in students.

Statistically significant differences were noted in favor of the Learning for Life program in student attitudes toward common character attributes for students in grades four and five.

Attendance improved for students.

Statistically significant differences were noted in favor of the Learning for Life program on reducing absences from school. Attendance improved by 1.6 days, which can have a marked financial impact on school districts.

“We have had the LFL program for many years and it has become part of our curriculum to provide character lessons to our students on a consistent basis. Over the years, teachers have witnessed firsthand the benefits of incorporating character attributes in their daily routine. Students feel a better sense of belonging, tend to respect the rules, and get along better with each other, thus reducing the incidents of fighting, bullying, and classroom disruptions.”

–Francesca Lampugnani, Southwood Elementary

PROGRAM FEATURES

- Reflection activities in each lesson are the pivotal point at which youth have the opportunity to think about what they've learned and integrate the experience into real life.
- Parental involvement—The family/home activities (preK–sixth grade) reinforce the lesson that was taught in the classroom and provide parents and guardians an opportunity to participate in the character development and success of their child.
- Positive recognition items help build self-esteem and reward positive work ethic.
- Anti-bullying messages incorporated into lessons throughout each grade level book.
- Aligned to state and national standards. The activities in each lesson can easily be embedded into one or more core curriculum subjects with an emphasis on English and language arts and social studies and will be helpful in meeting your district's developmental guidelines or standards.
- Educator training is available year-round online and in person with your local Learning for Life representative.

LESSON COMPONENTS

A teacher guidebook for each grade level, preK–12th, provides 36 to 60 lesson plans. Each lesson includes the following components:

Activities

Each lesson plan includes one or more activities that can be facilitated in 15 to 20 minutes. Facilitators can choose several—or all—of the activities to lead with their group.

Reflection

Reflection activities in each lesson are the pivotal point at which youth have the opportunity to think about what they've learned and integrate the experience into real life.

Core Curriculum

The beginning of each lesson plan lists the core academic areas addressed within the lesson.

Materials


A list of supplies needed to facilitate the activities within the lesson is included.


Parental Involvement

The family/home activities (preK–sixth grade) reinforce the lesson that was taught in the classroom and provide parents or guardians an opportunity to participate in the character development and success of their child.

Areas of Emphasis Icons

Most lessons include one or more icons denoting material relevant to a particular area of emphasis. These are:

 STEM—activities that incorporate science, technology, engineering, and math disciplines

 Art—activities that integrate aspects of art



Anti-bullying—activities that focus on recognizing bullying, avoiding becoming a bully, and how to handle bullying



Career/College Education—activities that focus on career fields and soft skills and attributes necessary for success in the workplace


Request a free two-week trial! Go to www.learningforlife.org/contact.


DIGITAL CHARACTER CURRICULUM

Learning for Life’s new online integrated academic and character education program features grade-appropriate, theme-oriented modules including Respect, Responsibility, Honesty/Trust, Caring/Fairness, Perseverance, Self-Discipline, Life Skills, Courage, and Citizenship. Lessons are designed to be used in conjunction with the core curriculum.

Features include:

- Nine modules and 36 lessons per grade
- Integrated academic and character development program
- Engaging, interactive, multimodal learning experience
- Accessible 24/7 with flexible print on demand feature
- Flexible delivery—entire class, small group, individual
- Recognition certificates upon lesson and activity completion
- Reflection activities in every lesson
- Introductory videos for each module
- Vocabulary keywords for each lesson
- Multiple audio narrations for each grade
- Teacher reports for each class and student


Integrated Academic & Character Development Program
 Module: Courage Lesson: Accepting Consequences (page 1 of 30) [Home](#) 


Module 7 



Welcome to Module 7: Courage. There are 3 lessons in this module. You are going to:

- explore the consequences of actions.
- learn to face trouble with courage.
- understand that we must respect all people.

Be sure to read every screen and finish every activity. Click the “Next” arrow to continue.





ANTI-BULLYING

- Online educational videos 35-40 minutes in length designed for five different target audiences
- Defines the different types of behavior that constitute bullying
- Provides a clear distinction between traditional and cyber-bullying
- Introduces school and district staff and parents to NEW types of bullying, including slam books, sexting, exclusion, flaming, cyber-harassment, denigration, impersonation, outing or trickery, and happy slapping
- Discusses the consequences of bullying and explores the reasons why kids bully
- Explains legal ramifications of bullying and sexual harassment
- Offers prevention strategies for educators, parents, and students
- Available in Spanish for students and parents

CHAMPIONS, A PROGRAM FOR STUDENTS WITH SPECIAL NEEDS

Learning for Life Champions provides life skills and career transition instruction for students with disabilities. The Champions Resources for Life Skills program includes 62 lessons for students with cognitive and developmental disabilities in the following 12 topic areas:

- Safety
- Calendar use
- Parts of the body
- Grooming
- Self-concept
- Clothing care
- Dressing
- Human growth and development
- Nutrition
- Wellness
- Table manners
- Meal preparation



Lessons include various adaptations and accommodations for different student needs, time for guided practice, active learning activities, and assessment opportunities for every lesson.

The Champions Transition to Work program aims to prepare high school-age students with disabilities for the workforce through 24 lessons in the following six topic areas:

- Managing finances
- Decision-making skills
- Vocational opportunities
- Planning and preparation
- Mental skills needed for good work habits
- Seeking a job

Similar to the Champions Resources for Life Skills program, the Champions Transition to Work program includes active learning, reflection, and assessment opportunities in each lesson. Both programs incorporate recognition strategies and involve parents.



CATHOLIC SCHOOL COMPANION

Divided into three sections; kindergarten to eighth grade in English and in Spanish, and ninth- to 12th-grade section only in English. The K to eighth-grade lesson plans discuss the nine character attributes taught in the Learning for Life program in relationship to the Old Testament, the New Testament, the writings of St. John Paul II, and the catechism of the Catholic Church. All lesson plans have a reflection section that is age appropriate for each grade level. The high school program is based around justice, prudence, fortitude, and temperance.

LEADERSHIP DEVELOPMENT

The *Leadership Development Guidebook* is designed to provide high school students with exposure to leadership life skills, personal management skills, and group leadership skills. In addition, students are exposed to real-life leadership situations. The Leadership Skills Development course can be offered as a one-day session, an overnight meeting, or a series of sessions for senior high school groups, community youth groups, and community youth leaders. Sixteen sessions make up the Leadership Development Workshop Series that is supported by a guidebook for conducting the training and a detailed syllabus for each session.



“Learning for Life incorporates real-life situations for students to think about and be able to reflect upon as it relates to their own experience in and out of school. The hands-on and role-playing activities allow our students to be able to apply them to real situations. Our mediation requests have gone down significantly since incorporating these lessons in the classroom I believe partly because students are able to problem solve on their own before they need an adult to intervene.”

–Audra Pennant, Corr Elementary

LFL AIDED FLORIDA ELEMENTARY SCHOOL IN EARNING NATIONAL SCHOOL OF CHARACTER RECOGNITION

Character.org has been certifying Schools of Character for more than 20 years based on their implementation of the 11 Principles of Effective Character. In that time, Character.org has certified more than 500 National Schools of Character, State Schools of Character, Districts of Character, and Mexico Schools of Character. More than 3 million educators, students, parents, and other community members have improved their lives and the lives of those around them by fostering character development through Character.org's Schools of Character and resources.¹



Schools must show that they have implemented programs, processes, and values that meet the 11 Principles of Effective Character Education. The 11 Principles of Effective Character Education² are the cornerstone of Character.org's philosophy on effective character education. Each principle outlines vital aspects of character education initiatives that should not be overlooked in program implementation. From curriculum integration to extracurricular activities, from parent and community partnerships to staff development, the 11 Principles of Effective Character Education offer fundamental guidance for educators and community leaders to maximize their character education outcomes.

Among the schools recognized is Apollo Beach Elementary, which has twice been named a National School of Character. Valerie Dickson, a school counselor, and Apollo Beach Elementary used the Learning for Life curriculum and its other program features in their kindergarten through fifth-grade classrooms to earn the National School of Character recognition in the following ways:



- Involved family in character education with the use of Learning for Life's family/home activities (principle 10)
- Used Learning for Life's program assessment tool at the beginning and end of each school year to show improvement in their students' behavior and classroom management (principle 11)
- Implemented the Learning for Life curriculum in classrooms throughout the school year in an effort to regularly teach and enforce positive behaviors among students (principle 3)

Resources:

- 1 2019 National Schools of Character, www.character.org/2019-national-schools-of-character-press-release/.
- 2 11 Principles of Effective Character Education, www.character.org/character/#11_Principles/.



TAKING YOUR LEARNING FOR LIFE PROGRAM TO THE NEXT LEVEL

- Opportunity for outdoor programs at day or resident camps operated by your local Learning for Life office
- Recommend facilitating one lesson per week (approximately one full hour or broken into shorter segments by each activity within the lesson)
- Request an annual teacher or staff training from your local Learning for Life office
- Include your entire campus in Learning for Life activities, even if the curriculum is facilitated only in certain classrooms

ADDITIONAL PROGRAM COMPONENTS

- Team-building initiative games
- Assistance in establishing a quality mentor program
- Youth Protection training available through the local Learning for Life office
- KidServe certificate used to recognize school-based program participants who perform community service. Requirements for earning the recognition certificate are developed by the school or Learning for Life group.
- General liability insurance and possible accident/sickness insurance coverage

For more information, please contact Learning for Life, 1325 West Walnut Hill Lane, Irving, TX 75038.



NATIONAL PARTNERS

Character.org

Character.org (formerly the Character Education Partnership, CEP) aims to ensure that young people everywhere are educated, inspired, and empowered to be ethical and engaged citizens. Character.org offers a school improvement process, Schools of Character, and hosts the annual National Forum on Character Education to bring together researchers and practitioners to discuss best practices in character education. Implementing the Learning for Life program to its fullest capacity on your school campus will help jump-start your school on its way to becoming one of Character.org's Schools of Character. Learn more at www.character.org.



U.S. Chamber of Commerce

The U.S. Chamber of Commerce is the world's largest business organization representing the interests of more than 3 million businesses of all sizes, sectors, and regions. Members range from mom-and-pop shops and local chambers to leading industry associations and large corporations. They all share one thing—they count on the Chamber to be their voice in Washington, D.C. The Chamber is focused on advancing a series of policy priorities that will help revitalize the American economy, create jobs, spur growth, and lift incomes. Learn more at www.uschamber.com.



U.S. Department of Housing and Urban Development

The U.S. Department of Housing and Urban Development (HUD) and Learning for Life connect HUD and Public Housing Authorities (PHAs) to educational resources and opportunities offered by LFL to increase the participation of youth and young adults in the career program fields offered by LFL's Exploring program. Exploring exists to provide youth and young adults with opportunities to pursue career pathways, vocational training, and access to local tools and resources through local PHA recruitment efforts, as well as positive law enforcement interaction with residents. Learn more at www.hud.gov.



I care not what others think of what I do, but I care very much about
what I think of what I do! That is character!

–Theodore Roosevelt

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