Empowering Greatness in Individuals, Schools, Families, and Communities Around the World

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What is Positive Action?

- A systematic program that builds intrinsic motivation and encourages kindness and cooperation, among youth and adults.
- Develops and reinforces positive actions in the physical, intellectual, social and emotional areas in a fun and easy way improving:
  - Social-Emotional Learning
  - Academics & Behavior
  - Substance Abuse
  - Mental & Physical Health
  - College and Career Readiness
Authoritative Groups Confirm Evidence-based

+ Approved Whole-School Reform Model (1 of 4 programs in the nation) Provider for School Improvement Grants by the U.S. Dept. of Ed—2015
+ Top-rated in the nation for improving academics, behavior and character by the U.S. Dept. of Ed., What Works Clearinghouse—2006
+ Identified by Evidence for ESSA as the only program on with a “strong” ESSA rating in both reading and math—2017
+ Top-rated SEL Program for increasing academics by University Dublin College—2018
+ Endorsed by the Council of Administrators of Special Education (CASE) for academics, behavior and character with general as well as special education students—2011

+ Endorsed as a SElect Program by Collaborative for Academic, Social and Emotional Learning (CASEL)—2013 Guide
+ Recognized as a Model Program by Blueprints for Healthy Youth Development, meeting the highest standards of evidence through independent review by the nation’s top scientists—2013
+ Recognized as an Effective Model Program with strong evidence for the outcomes with the U.S. Department of Justice (DOJ), Office of Justice Programs’ (OJP), CrimeSolutions.gov for the Office of Juvenile Justice Delinquency and Prevention (OJJDP)—2007
+ Recognized as a Model Program with a Strong Evidence rating by the National Dropout—2009
Every Student Succeeds Act (ESSA)

Requires Evidence-Based Programs

ESSA Levels of Evidence-Based

"Strong Evidence," meaning supported by at least one randomized study (RCT);

3 Studies:
RCT: Chicago
RCT: Hawaii
RCT: Southeastern State

"Moderate Evidence," meaning supported by at least one quasi-experimental study;

3 Studies:
Quasi: Long-Term
Quasi: Nevada & Hawaii
Demographics Represented in Randomized-Controlled Trials

Positive Action’s unique, equitable approach encompasses all ages, genders, ethnicities, and socio-economic levels in rural, urban and suburban areas.

**Hawaii Study**

Table 1

<table>
<thead>
<tr>
<th>Characteristics of Study Schools at Baseline*</th>
<th>2002 (Baseline) Mean</th>
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<tbody>
<tr>
<td><strong>Enrollment</strong></td>
<td>610</td>
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<tr>
<td><strong>Racial/ethnic distribution, %</strong></td>
<td></td>
</tr>
<tr>
<td>African-American</td>
<td>2%</td>
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<tr>
<td>Chinese</td>
<td>2%</td>
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<tr>
<td>Filipino</td>
<td>16%</td>
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<tr>
<td>Hawaiian</td>
<td>6%</td>
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<td>Hispanic</td>
<td>3%</td>
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<td>Japanese</td>
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<td>Korean</td>
<td>2%</td>
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<tr>
<td>Part Hawaiian</td>
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<td>Portuguese</td>
<td>2%</td>
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<td>Samoan</td>
<td>5%</td>
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<td>White</td>
<td>13%</td>
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<tr>
<td>Other</td>
<td>13%</td>
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<tr>
<td><strong>Stability, %</strong></td>
<td>92%</td>
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<tr>
<td><strong>Free/reduced lunch, %</strong></td>
<td>60%</td>
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<tr>
<td><strong>Limited English proficiency, %</strong></td>
<td>16%</td>
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<tr>
<td><strong>Special education, %</strong></td>
<td>10%</td>
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**Chicago Study**

Positive Action Intervention Group

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<thead>
<tr>
<th>Total students - final sample</th>
<th>260</th>
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<tbody>
<tr>
<td><strong>Racial/ethnic distribution, %</strong></td>
<td></td>
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<tr>
<td>African-American</td>
<td>46%</td>
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<tr>
<td>Hispanic</td>
<td>27%</td>
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<tr>
<td>White</td>
<td>7%</td>
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<tr>
<td>Asian</td>
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<tr>
<td>Other</td>
<td>17%</td>
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Long-Term Outcomes

MIDDLE SCHOOL
IMPROVED

ACADEMICS
20% Math Achievement Scores
16% Reading Achievement Scores

75% Truancy

BEHAVIOR
71% Drug, Alcohol and Tobacco Use
70% Violence-related Incidents
69% Dissing Behaviors

REDUCED

HIGH SCHOOL
IMPROVED

ACADEMICS
15% Academic Achievement Scores
18% Employed after HS
38% Higher Education after HS

12% Truancy

BEHAVIOR
49% Drug, Alcohol and Tobacco Use
50% Violence
63% Sex-related Incidents
57% Falsifying Information
28% Dissing Behaviors

REDUCED
Pre-K & Family/Community Outcomes

**IMPROVED**
- 27% Self-Control
- 22% Self-Concept
- 21% Physical Health
- 19% Intellectual Health
- 19% Self-Improvement
- 18% Understand Positive Actions
- 18% Consideration
- 18% Social Bonding
- 17% Honesty
- 17% Respect
- 14% Self-Management

**FAMILY & COMMUNITY**
- 14% Parent/Child Bonding
- 9% Family Cohesion
- 7% Decision-Making
- 17% Family Conflict
- 52% Property Crime

**REduced**
The Positive Action System

**Content—Same for All Tools**

- **Philosophy:** You feel good about yourself when you do positive actions, and there is a positive way to do everything. Develops a common language and shared goal.

- **Thoughts-Actions-Feelings Circle:** Applies the Philosophy.

- **Whole Self:** Physical + Intellectual + Social + Emotional

**Tools**

- **Classroom Curriculum**
  - PreK-12 Instructor’s Classroom Kits

- **Climate Program**
  - Elementary Climate Kit
  - Secondary Climate Kit

- **Counselor’s Program**
  - Counselor’s Kit
  - Conflict Resolution Kit
  - Elementary Bullying Prevention Kit
  - Drug Education Supplement Kits

- **Family Programs**
  - Family Kit
  - Family Classes Kit
  - Parenting Classes Kit

- **Community Program**
  - Community Kit
  - Counselor’s Kit
  - Conflict Resolution Kit
  - Family Kit
  - Media Kit
Key Elements

- Alignment to Social/Emotional competencies
- Whole-Child Development
- Developing/supporting a safe engaging and inclusive environment
- Connecting schools, family and community
- Trauma-informed student development
- Data-driven assessment tools
Positive Action Alignment to Social & Emotional Competencies
How Does the Positive Action System Work?

**With Knowledge**

- An Intuitive (universal) Philosophy
- A Think + Act + Feel about Self + Circle

**With Skills**

- Development of Social, Emotional, Physical, and Intellectual areas (Six Units)

**With Climate**

- By Applying, Practicing, and Reinforcing the skills (positive actions) site-wide
Philosophy

You feel good about yourself when you do positive actions!

And there is a positive way to do everything!
The Philosophy is Intuitive

The Think + Act + Feel + Circle

Thoughts lead to Actions
Actions lead to Feelings about yourself
Feelings about self lead to more Thoughts
Thoughts lead to Actions

The Circle can be Positive or Negative.
Philosophy Teaches Motivation

Extrinsic Motivation:
The reward is something given to us externally

Intrinsic Motivation:
The reward is the good feeling we get internally
The Philosophy: there is a **Positive Way** to do Everything

Our values represent our character and we do what we value.

You can’t control everything, but you can control how you **REACT!**
- Seeing the good in others
- Exercising
- Managing actions
- Showing appreciation
- Learning there is a positive way to do everything
- Making good decisions
- Managing feelings
- Getting enough sleep/rest
- Not blaming others
- Showing personal cleanliness
- Motivated learner
- Avoiding bullying
- Setting social and emotional goals
- Setting physical goals
- Being in touch with reality
- Maintaining good nutrition
- Broadening your horizons
- Not making excuses
- Saying nice things to others
- Having courage to try
- Making good choices
- Managing talents
- Respecting others
- Knowing your strengths/weaknesses
- Managing money
- Showing empathy
- Showing kindness
- Understanding that positive thoughts lead to positive actions, that lead to positive feelings about yourself, that lead to more positive thoughts
- Telling yourself/others the truth
- Managing time & energy
- Showing cooperation
- Persistence
- Having good study habits
- Refusing to rationalize
- Maintaining good dental hygiene
- Treating others the way you want to be treated
- Showing fairness
- Avoiding illnesses
- Learning that you feel good about yourself when you do positive actions
- Thought Management
- Problem-Solving
- Managing possessions
- Believing in your potential
- Avoiding harmful substances/behaviors
- Turning problems into opportunities
- Setting Intellectual goals
Unit 1: Philosophy

- Philosophy
- Think + Act + Feel about Self Circle
- General Skills/Positive Actions
- Self-Concept
Unit 2: Healthy Body & Mind

Physical Positive Actions
- Exercising
- Keeping clean
- Eating nutritiously
- Maintaining good dental health
- Avoiding Illnesses
- Avoiding harmful substances
- Refusing to abuse
- Getting enough sleep & rest

Intellectual Positive Actions
- Solving problems well
- Making good decisions
- Being motivated to learn
- Having good thinking skills
- Having good study habits
- Valuing learning
Unit 3: **Self-Management**

- Managing Yourself Responsibly
  - Managing thoughts
  - Managing actions
  - Managing feelings (love, anger, worry, jealousy, feelings of pride, fear, loneliness, discouragement, thankfulness)
  - Managing time/energy
  - Managing money
  - Managing possessions
  - Managing talents
Unit 4: Social Skills

Getting Along with Others
- Treating others the way you want to be treated
- Seeing the good in others
- Respecting others
- Saying nice things to others
- Showing appreciation
- Showing empathy
- Showing fairness
- Showing kindness
- Showing cooperation
- Avoiding bullying
Unit 5: Self Honesty

- Being Honest with Yourself and Others
  - Being in touch with reality
  - Telling yourself the truth
  - Telling others the truth
  - Not blaming others
  - Not making excuses
  - Not rationalizing
  - Knowing your strengths and weaknesses
  - Doing what you say you will do
Unit 6: Self-Improvement

Improving Yourself Continually

- Setting physical goals
- Setting intellectual goals
- Setting social and emotional goals
- Believing in your potential
- Having courage to try
- Turning problems into opportunities
- Persisting
- Broadening your horizons
Unifying Philosophical Framework
Positive Action Program

Knowledge & Skills in the Tools

Knowledge & Skills

Unit 1
Philosophy and Circle

Unit 2
Physical and Intellectual

Unit 3
Social and Emotional Self-management

Unit 4
Social and Emotional Social-competence

Unit 5
Social and Emotional Self-honesty

Unit 6
Social and Emotional Self-improvement

TOOLS

Family Programs
- Family Kit
- Family Classes Kit
- Parenting Classes Kit

Classroom Curriculum
- PreK–12 Instructor’s Kits
- Elementary Bullying Prevention Supplement Kit
- 5th Grade Drug Education Supplement Kit
- Middle School Drug Education Supplement Kit

Community Program
- Community Kit
- Counselor’s Kit
- Conflict Resolution Kit
- Family Kit
- Media Kit

Climate Program
- Elementary Climate Kit
- Secondary Climate Kit

Counselor’s Program
- Counselor’s Kit
- Conflict Resolution Kit
Elementary Kits
Engaging & Ready-to-go

- **Pre-K:**
  - 130 lessons / 5-minute interactive, scripted lessons

- **K–6:**
  - 140 lessons / 15-minute interactive, scripted lessons

- **Materials:** 30 students

- **Lesson strategies & methodologies:**
  - Puppets, games, poems
  - Role-playing, stories
  - Plays, discussions, journals
  - Music, stickers
  - Colorful, interactive posters
Lesson 4

Purpose: To reinforce the relationship between self-concept and positive actions.

Materials Needed
- Glue, scissors, markers

Materials Provided
- Happy/Sad Faces 4-1-K (one per student), Flannel board and Flannel board figures: Abbott Rabbit, Jared Giraffe, Annie Owl, Chupu Cheetah, Miska Monkey, Leonerd Lion, Cindy Squirrel, Ellie Elephant, Tongue depressors (one per student)

Teacher Prepare to use puppets.

Picks-It
- Nix-It, do you think you understand what self-concept is now?
- Yes, Picks-It, I think I do. I wonder if the boys and girls understand what it is.

Nix-It
- Well, let’s ask them, Nix-It. (To students) Raise your hand if you can tell me what self-concept is. (Allow responses and encourage students to express the thought that self-concept is the way you feel about yourself.) Very good, children. What does it mean to have a positive self-concept? How does a positive self-concept make you feel about yourself? (Allow responses and help children understand that a positive self-concept will make them feel good about themselves.) Great! I can tell that you have been working very hard and doing some growing, because you have learned what self-concept is.

Nix-It, I’m very proud of these children. They have learned something very important and I think all of you are soon going to be ready to go a little farther on our journey. But right now, we had better be going so [Teacher’s name] can help the children learn more about self-concept and how to make it better. They will soon be ready to go to the Land of Physical in the Kingdom of Positive Action and meet some new friends. Good-bye, boys and girls. We’ll see you in a few days.

Teacher Remove puppets.

Say
- Today we will make something called Self-Concept Signals. We will use these all year. After you have made your Self-Concept Signal, we’ll have a fun activity with some new animal friends.

Self Concept Signals have happy faces and sad faces, one on each side. So if you want to show that you feel good about something, which side would you show? (Allow responses.) That’s right. You would show the happy side. That also means you feel positive. What if you feel something is bad or negative? Which side would you show? (Allow responses.) Right again! You would show the sad face.

Teacher Hand out one set of happy/sad faces and one tongue depressor to each child. Have the students cut out and glue the circles back-to-back with a tongue depressor between them on a handle. Students should write their names on the handle (tongue depressor). Hereafter, these will be referred to as Self-Concept Signals.

Say
- I’m going to tell you about some animals Picks-It met when he went to Castle Self-Concept. If you think what happened made animal feel good, or positive, show me the happy face on your Self-Concept Signal. If you think what happened made the animal feel bad, or negative, show me the sad face.

Teacher Prepare flannel board presentation.

Say
1. Everyone in the forest told Abbott Rabbit (nixit) how nice it was of him to help the little robin. How did that make him feel? (happy face)
2. Jared Giraffe (nixit) was able to reach the top of the tallest tree! How did that make him feel? (happy face)
3. One of Annie Owl’s (nixit) friends told her that her feathers made her look very pretty. How did that make her feel? (happy face)
4. Chupu Cheetah’s (nixit) father said that he was a brave cheetah. Chupu was very happy! (happy face)
5. Leonerd Lion’s (nixit) mother told him that he was the bravest lion in the whole land. How did that make him feel? (happy face)
6. The friends told Cindy Squirrel that she made a good friend. Cindy was happy. (happy face)
7. Ellie Elephant’s (nixit) mother said that she was the most beautiful elephant in the land. Ellie was happy. (happy face)
8. Miska Monkey’s (nixit) friends said that she should have a strong grip. Miska was very happy! (happy face)
Middle School Kits
Engaging & Ready-to-go

○ Grade 7
  ○ Units 1-3; total 82 Lessons
  ○ 15-20-minute; interactive, scripted lessons

○ Grade 8
  ○ Units 4-6; total 82 Lessons
  ○ 15-20-minute; interactive, scripted lessons

○ Materials: 30 students

○ Lesson strategies & methodologies:
  ○ Posters, games, manipulatives
  ○ Stories, discussion, radio scripts & role-playing
A Little Respect, Please

Grade 8
Sample Lesson

Lesson
97

Goal:
- To learn that respect is the way we like to be treated, so we treat others with respect, which is a positive action that helps us create a positive identity.

Objectives:
- To learn that when we look for what we can respect in others, we can respect ourselves and be respected by others.
- To understand that respect creates and strengthens friendships.

Materials Needed
- Black/white board and writing instrument
- Pens

Materials Provided
- 16 PALS Radio Script Booklets—Script 5
- 30 Positive Action Journals
- 30 Positive Identity Investigator’s Record Activity Booklets: Activity Sheet 97-4-8

Say: You were asked to find two positive actions you could have to show caring for people in your lives. Who would like to share the positive actions they took? (Wait for responses: Encourage sharing and congratulate students for their positive actions.)

Teacher: Write the word “respect” on the board.

Say: Is respect in our Code of Conduct? (Wait for responses: Yes.) Why is respect included in our Code of Conduct? (Wait for responses: We treat others with respect because that is the way we like to be treated.)

What ways do you like to be treated with respect? (Wait for responses: For people to listen when I speak. For people not to interrupt. For people to treat me like I matter. For people to appreciate my special abilities.) So are you treating others that way? (Wait for responses: Yes/No.) Think of some ways you have shown respect for someone recently. Who would like to share?

Teacher: Wait for responses: Perhaps you’ve asked someone to pay full attention while someone is talking. Perhaps you’ve encouraged them to go ahead of you. Perhaps you’ve given them consideration or special treatment. Perhaps you’ve seen something in them that you admire and told them about it.

Say: Here did you feel about yourself when you treated that someone with respect? (Wait for responses: I felt good about myself because I treated others the way I like to be treated.) Your challenge today is to find some ways to show respect for people who may not know you respect them.

Respect is so important to relationships, and it shows up in many ways. Whenever we feel disrespected, we tend to get into a negative spiral, so it’s really important that we remember to respect ourselves—by respecting others.

Radio Broadcast PALS, Script 5
Positive Actions Lead to Success

Radio Talk Show:
Teens for a Positive World

Michael: Welcome to Radio PALS. I am so glad you’re here, honored teens. My illustrious co-host, Michaels, will introduce today’s topic.

Michaela: R-E-S-P-E-C-T. What does that spell? Respect. And something inside us always knows when we’re being respected—or disrespected. That means everybody else has a little respect-o-meter inside them, too. Parents, friends, little brothers and sisters...everybody wants respect. But the other part of finding something to respect in others—doesn’t come so easily. We have to really look for what we respect in others. Let’s take a peek into the world of our Eighth Graders in We’ve On Our Way.

Radio Play: We’re on Our Way
Act II, Episode 2: “Respectfully Being Me”

Characters: Narrator, Marcos, and Lex

Narrator: In today’s story, where he stands. This is the time Marcos had discovered if respectful, he would be respected. He thought of others, and his thoughts made others respect him. Right now, he is only to be respected

Marcos: Okay, do you see?

Lex: Yeah, sure.

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High School Kits

Engaging & Ready-to-go

- HSK1 – Life’s Big Question: “Who Am I?”
- HSK2 – Lives on the Line Play
- HSK3 – Projects for Teens
- HSK4 – Life Training for Teens
  - 132 Lessons
  - 15-20-minute; interactive, scripted lessons
- Materials: 30 students
- Lesson strategies & methodologies:
  - Role-Playing, stories, posters, activities, & more
  - Peer-mentoring
Lesson 99

How Do I Do What I Say I’ll Do?

Goal:
• To reflect on the social and emotional positive actions of telling ourselves the truth by doing what we say we will do.

Objectives:
• To create a plan to help solve a problem or change a harmful behavior.
• To integrate keeping promises you make to yourself by following a plan to change something negative in your life.

Needed:
✓ Free
✓ Provided
 SO, Waking Off
 Waking Off
 3D Poems, Article
 Cards, a G Poems
 Similar Text

Procedure

Say: Let’s start with a scenario. You take a hard look at a situation in your life you know isn’t working. You tell yourself the truth; you are in touch with your emotions, change; you create your intentions, you work with your resistances. You’re ready to do what you’ve promised yourself and other people.

Then, something unexpected happens; life throws you a punch and knocks you off balance so badly you find it nearly impossible to do what you need to do. Has anyone experienced this?

Teacher: Wait for responses.

Say: These unexpected things in our lives sometimes give us called BARRIERS, and we can include such things as changes in your home life, losing a job, becoming ill or injured, not having enough money, feeling exhausted, not having enough time, and having too many complications. Sometimes after recognizing barriers, we can remove them. Other times we may need to find alternative ways around them.

So now, in addition to the changes you want to make, you also have to deal with unexpected barriers. One way to deal with these is to use your own positive thoughts, actions, and feelings to work your way through them.


What Do I Really Want?

Directions: This is an activity sheet that will help you create a plan to change a harmful habit or solve a problem. The plan will include deciding upon a primary promise you will make to yourself and creating and following a plan of action that will help you keep the promise. You have to help yourself. Think about a situation in your life that you want to change,relate a promise you could make to yourself to help with this change. Then complete the activity sheet.

This is the situation I want to change:

These are the reasons about this situation and my current life:

My primary promise to myself that I want to keep is:

This is my intention (what I want to do or achieve):

This is my motivation (what I want to achieve):

Possible barriers:

What positive things?

What positive activities?

What positive feelings?

I will do:

Guide to a Positive Life

Student Text

Positive Action.

Journal

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Climate Development Kits  
Site-Wide Positive Reinforcement

Elementary Climate Development Kit
- Manual
- Materials – 5 Committee Members
- Materials – 6 Teachers
- Activities, Words of the Week Cards, stickers, assemblies, ICU Boxes

Secondary Climate Development Kit
- Manual
- Materials - 500 Student “PALS Club” cards & Peace Flag
- Activities, projects, Buzz Words, assemblies, SOS Boxes
Technology Roadmap

New Website
• 2 years of development
• Platform for future applications
• Launched in December 2019

Teacher’s App
• Pre-registration begins in March 2020
• Launching TBD
• All kits purchased will be eligible for a license
• Lesson discovery and planning
• Fidelity Wizard – helps teachers select which lessons to teach
• Access supplemental resources
• Instant curriculum updates
Economic Benefits

Cost-Benefits Analyses

Washington State Institute of Public Policy
For every $1 spent – $32.65 in benefits

Columbia University – Teacher’s College
For every $1 spent – $10.14 in benefits

Pennsylvania Commission
For every $1 spent – $217.89 in benefits

Aggregate Return on Investment (ROI)
8,580%

Takeaway

Positive Action has the highest returns of any SEL program analyzed.
Pricing for Boys & Girls Clubs

- 20% Discount on PreK-12 curriculum
  - All other products are regular price
- Free Shipping
- Training:
  - 2-hr webinar: $100
  - 3-hr webinar: $200
  - 1-day onsite: $5,000
**Climate Goals**

To Create a Place That Is:
- Positive
- Safe
- Inclusive
- Involving

Where *Positive Actions* are:
- Modeled & Practiced
- Recognized & Reinforced
- Full of New Experiences
- Contributing to the Climate
“It is frequent repetition that produces a natural tendency.”

- Aristotle
Contact your Program Consultant for more information

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