

# Boys & Girls Clubs of America

## Introductory Overview

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

Date: 2/11/2020

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PA Consultant:  
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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

ies U.S. Department of Education  
INSTITUTE OF EDUCATION SCIENCES  
What Works Clearinghouse

- + **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**

EVIDENCE  
for ESSA



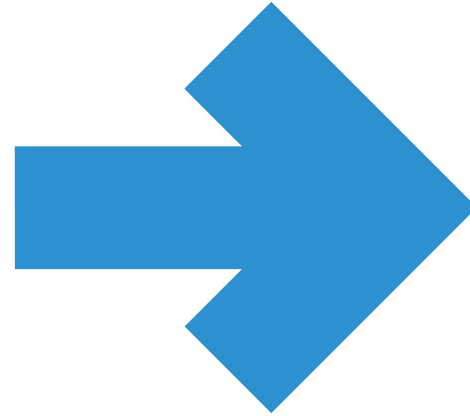
- + **Endorsed** as a **SElect Program** by **Collaborative for Academic, Social and Emotional Learning (CASEL)**—**2013 Guide**
- + **Recognized** as a **Model Program** by **Blueprints for Healthy Youth Development**, meeting the highest standards of evidence through independent review by the nation’s 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**
- + **Identified** in evidence-based program directories for bullying prevention programs on the **stopbullying.gov** website. **Directories: Blueprints, FindYouthInfo.gov, and DOJ**—**2011**
- + **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);



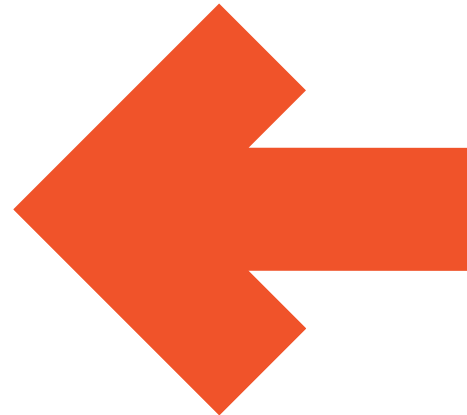
### **3 Studies:**

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



**Hawaii Study**  
**Table 1**  
**Characteristics of Study Schools at Baseline\***

	2002 (Baseline)
	Positive Action
	Mean
<b>Enrollment</b>	610
<b>Racial/ethnic distribution, %</b>	
African-American	2%
Chinese	2%
Filipino	16%
Hawaiian	6%
Hispanic	3%
Japanese	7%
Korean	2%
Part Hawaiian	29%
Portugese	2%
Samoan	5%
White	13%
Other	13%
Stability, %	92%
Free/reduced lunch, %	60%
Limited English proficiency, %	16%
Special education, %	10%

Snyder F, Acock A, Vuchinich S, et al. Preventing Negative Behaviors Among Elementary-School Students Through Enhancing Students' Social-Emotional and Character Development. *American Journal of Health Promotion*. 2013; Volume 28, Issue 1

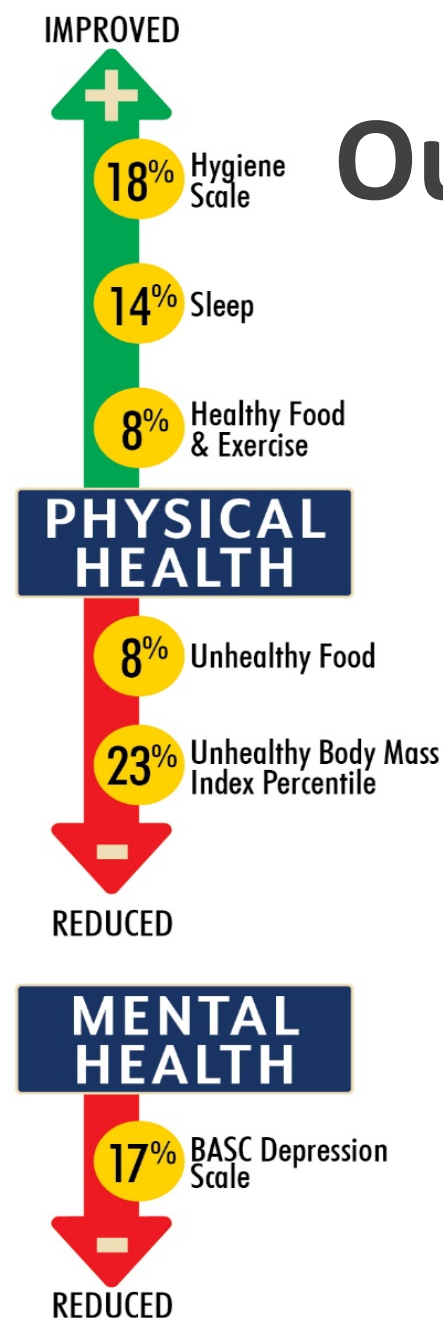
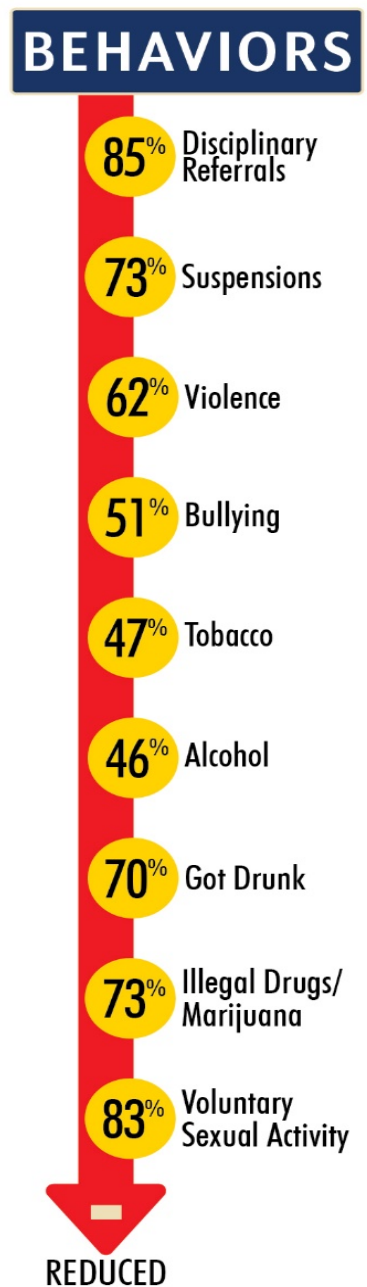
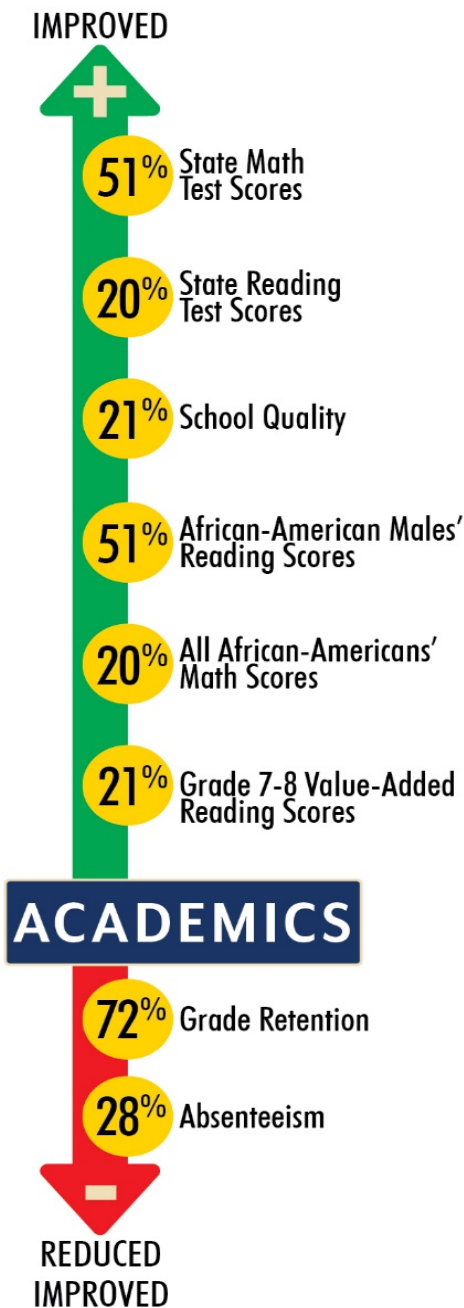
**Chicago Study**  
**Positive Action Intervention Group**

<b>Total students - final sample</b>	260
<b>Racial/ethnic distribution, %</b>	
African-American	46%
Hispanic	27%
White	7%
Asian	3%
Other	17%

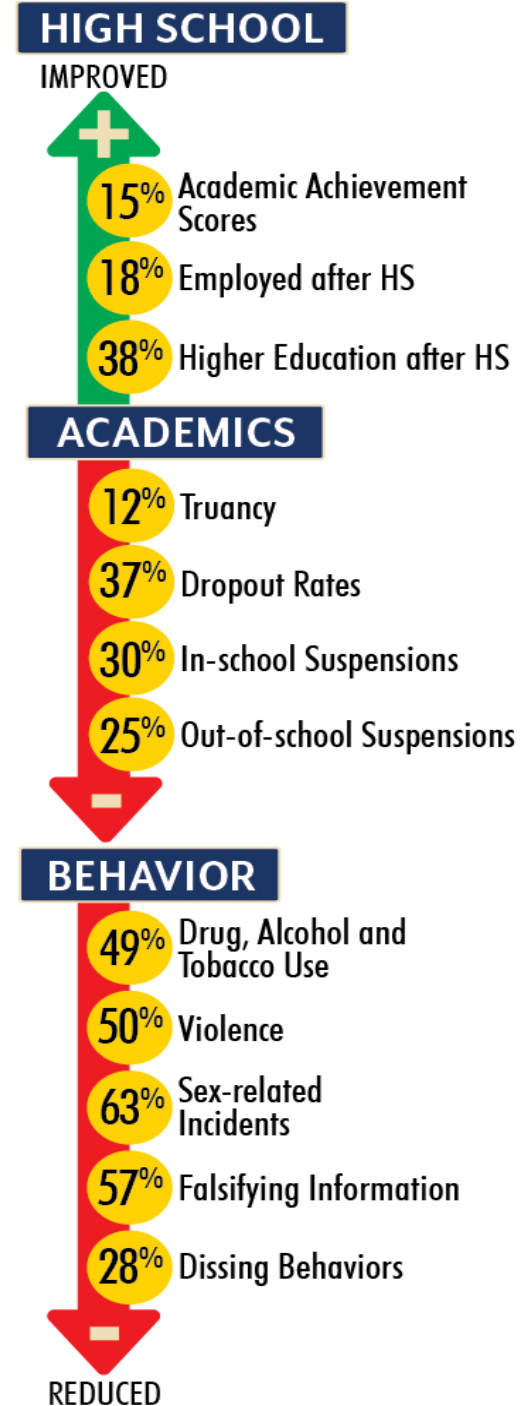
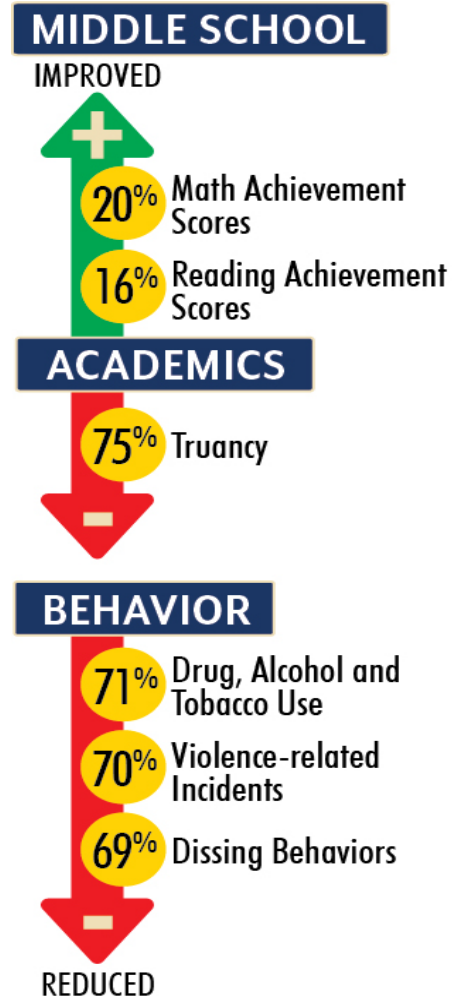
Li K-K, Washburn I, Dubois DL, et al. Effects of the Positive Action Programme on Problem Behaviours in Elementary School Students: A Matched-Pair Randomized Control Trial in Chicago. *Psychology and Health*. 2011; 26: 179–204

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

# Outcomes



# Long-Term Outcomes



# 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

PRE-K

IMPROVED



14% Parent/Child Bonding

9% Family Cohesion

7% Decision-Making

FAMILY & COMMUNITY

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

**Unit 1**  
Philosophy &  
TAF Circle

**Unit 2**  
Physical &  
Intellectual

**Unit 3**  
Self-  
Management

**Unit 4**  
Social &  
Emotional

**Unit 5**  
Self-Honesty

**Unit 6**  
Self-  
Improvement

## 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



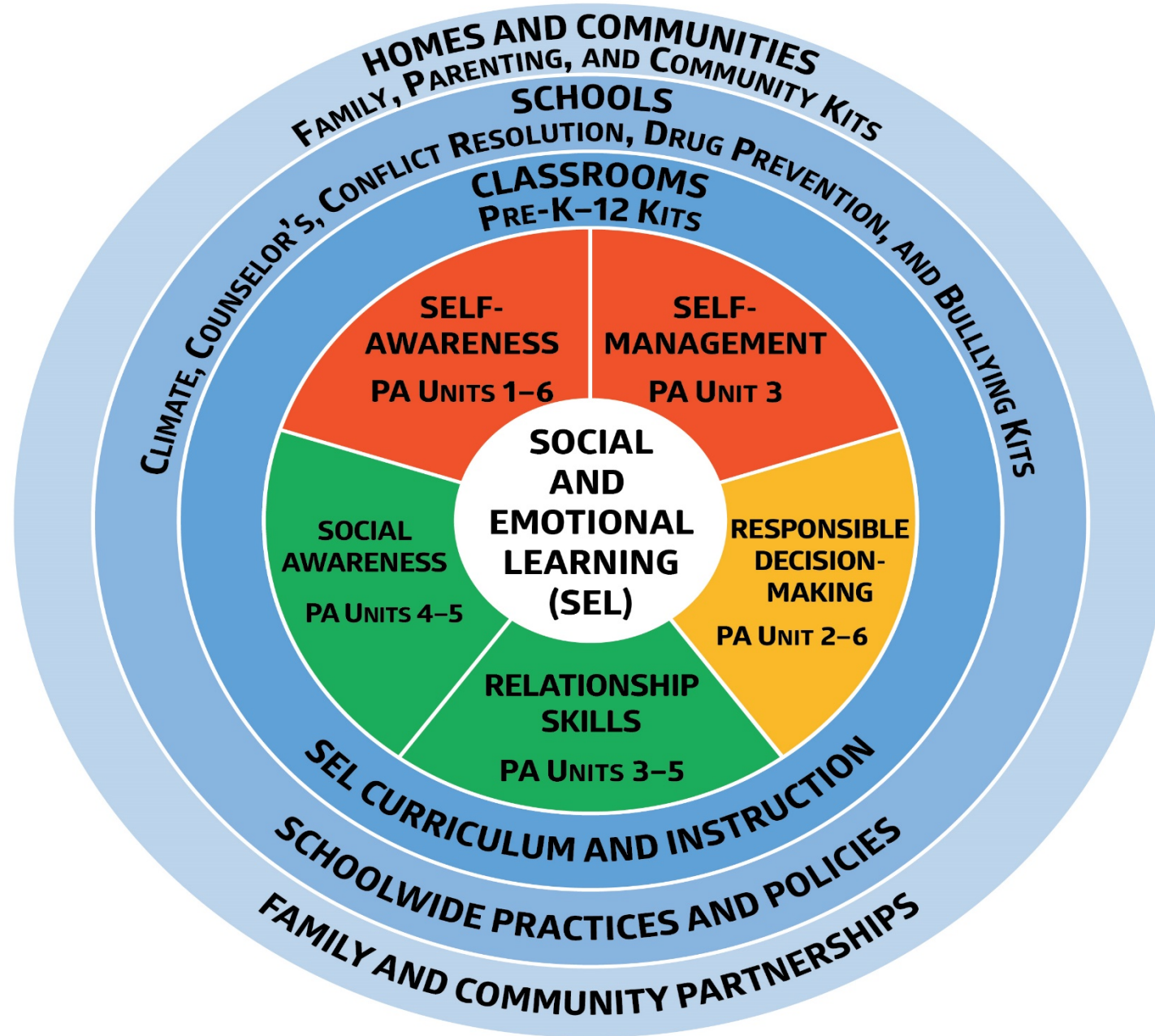


# Key Elements

- ✚ 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**

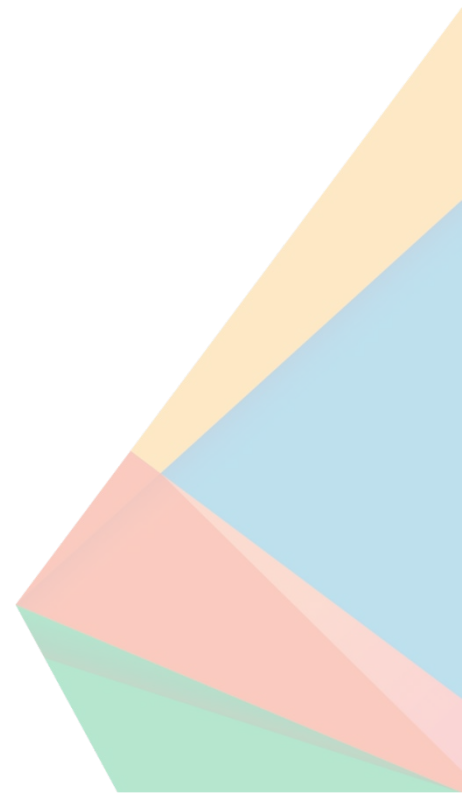
- ✚ An Intuitive (universal) Philosophy
- ✚ A Think + Act + Feel about Self + Circle

## **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  
do you do

**POSITIVE ACTIONS**

And there is a

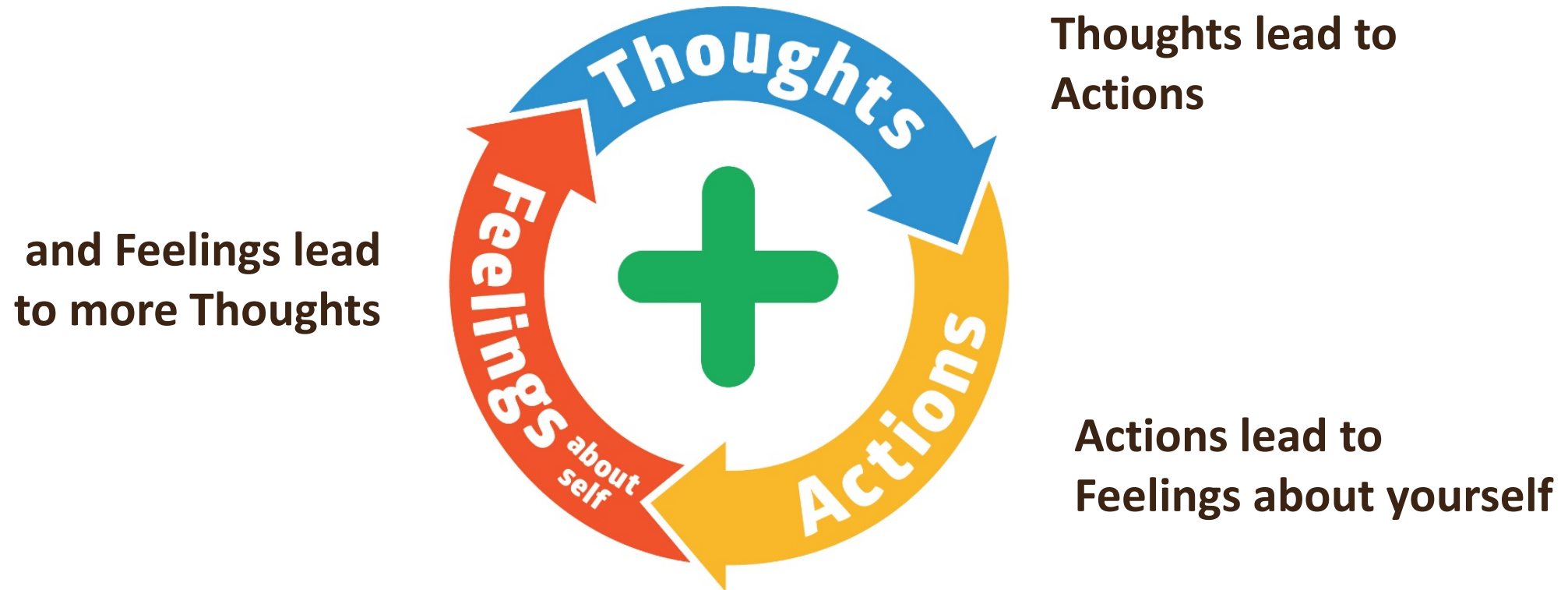
**POSITIVE**

Way to do EVERYTHING!



# *The Philosophy is **Intuitive***

## **The Think + Act + Feel + Circle**



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.

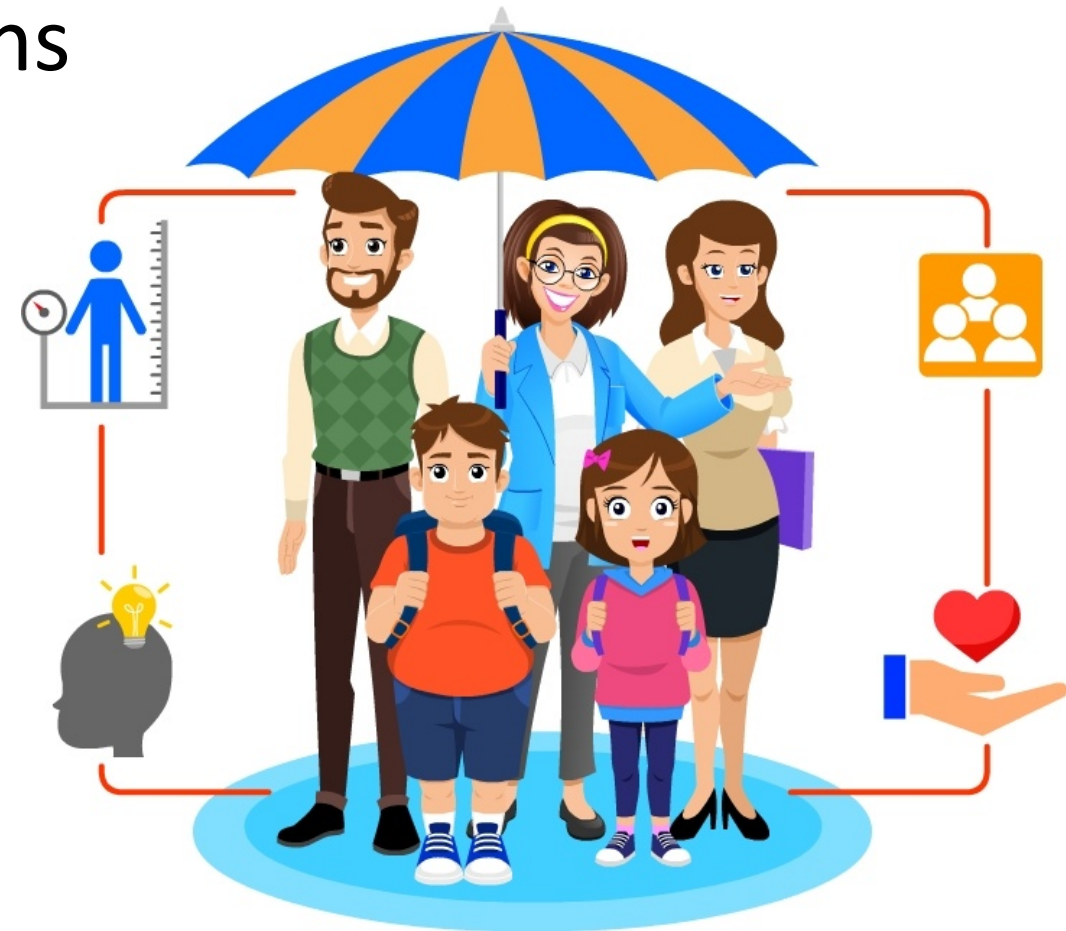
You can't control everything, but you can control how you **REACT!**



<ul style="list-style-type: none"> <li>✓ Seeing the good in others</li> <li>✓ Exercising</li> <li>✓ Managing actions</li> <li>✓ Showing appreciation</li> <li>✓ Learning there is a positive way to do everything</li> <li>✓ Making good decisions</li> <li>✓ Managing feelings</li> <li>✓ Getting enough sleep/rest</li> <li>✓ Not blaming others</li> <li>✓ Showing personal cleanliness</li> <li>✓ Motivated learner</li> <li>✓ Avoiding bullying</li> <li>✓ Setting social and emotional goals</li> </ul>	<ul style="list-style-type: none"> <li>✓ Setting physical goals</li> <li>✓ Being in touch with reality</li> <li>✓ Maintaining good nutrition</li> <li>✓ Broadening your horizons</li> <li>✓ Not making excuses</li> <li>✓ Saying nice things to others</li> <li>✓ Having courage to try</li> <li>✓ Making good choices</li> <li>✓ Managing talents</li> <li>✓ Respecting others</li> <li>✓ Knowing your strengths/weaknesses</li> <li>✓ Managing money</li> <li>✓ Showing empathy</li> <li>✓ Showing kindness</li> </ul>	<ul style="list-style-type: none"> <li>✓ Understanding that positive thoughts lead to positive actions, that lead to positive feelings about yourself, that lead to more positive thoughts</li> <li>✓ Telling yourself/others the truth</li> <li>✓ Managing time &amp; energy</li> <li>✓ Showing cooperation</li> <li>✓ Persistence</li> <li>✓ Having good study habits</li> <li>✓ Refusing to rationalize</li> <li>✓ Maintaining good dental hygiene</li> </ul>	<ul style="list-style-type: none"> <li>✓ Treating others the way you want to be treated</li> <li>✓ Showing fairness</li> <li>✓ Avoiding illnesses</li> <li>✓ Learning that you feel good about yourself when you do positive actions</li> <li>✓ Thought Management</li> <li>✓ Problem-Solving</li> <li>✓ Managing possessions</li> <li>✓ Believing in your potential</li> <li>✓ Avoiding harmful substances/behaviors</li> <li>✓ Turning problems into opportunities</li> <li>✓ Setting Intellectual goals</li> </ul>
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# Unit 1: *Philosophy*

- ✚ Philosophy
- ✚ Think + Act + Feel about Self Circle
- ✚ General Skills/Positive Actions
- ✚ Self-Concept







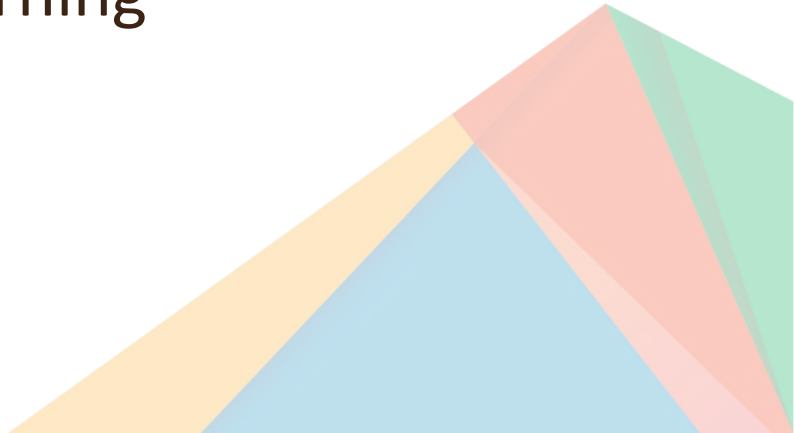


# ***Unit 2: Healthy Body & Mind***

## **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









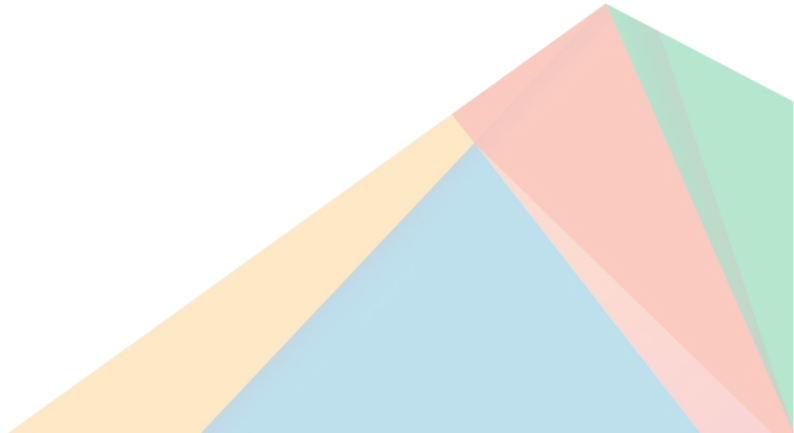
# ***Unit 4: Social Skills***

## **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 Honest***









## **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
- 



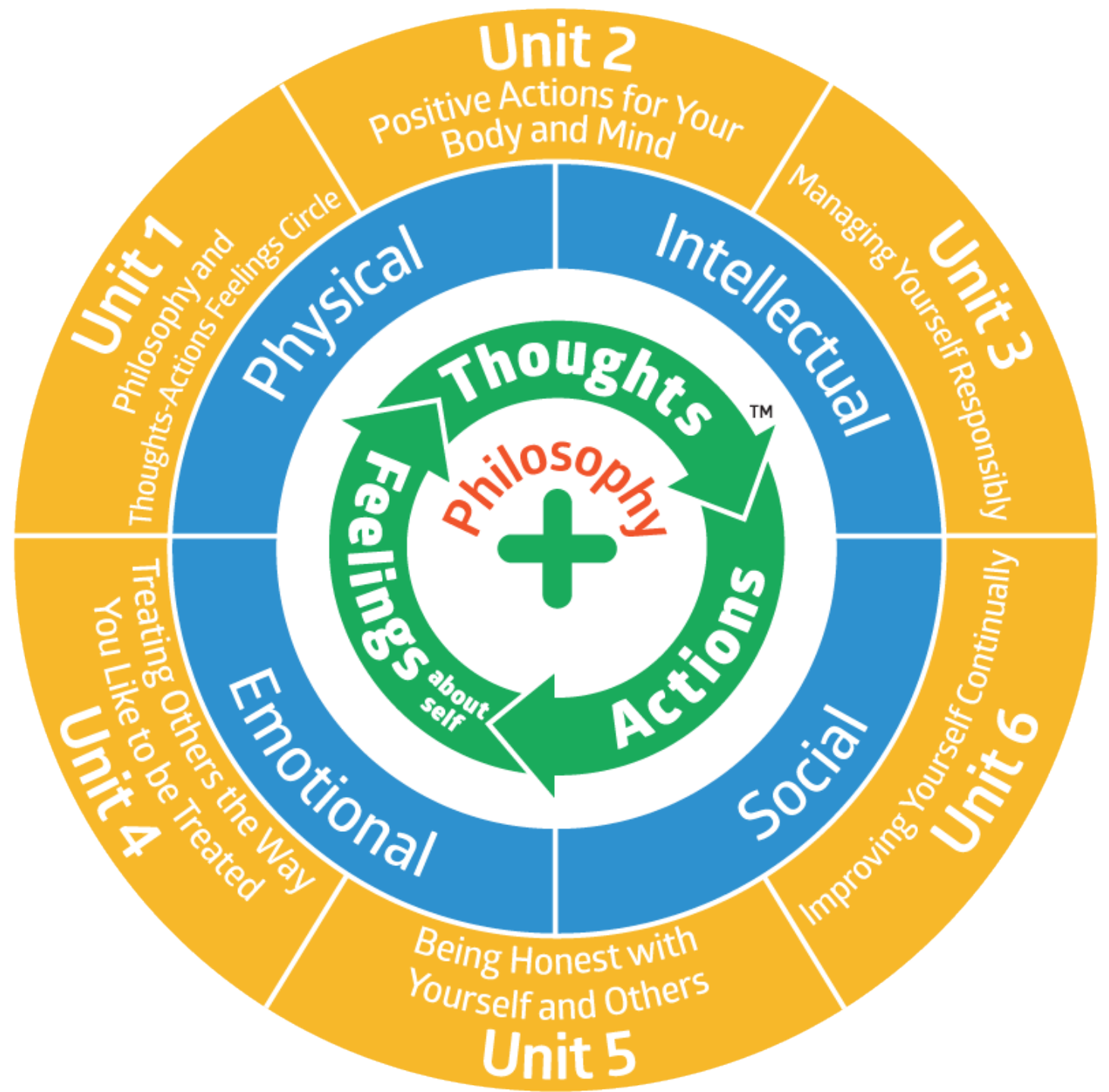
# ***Unit 6: Self-Improvement***

## **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

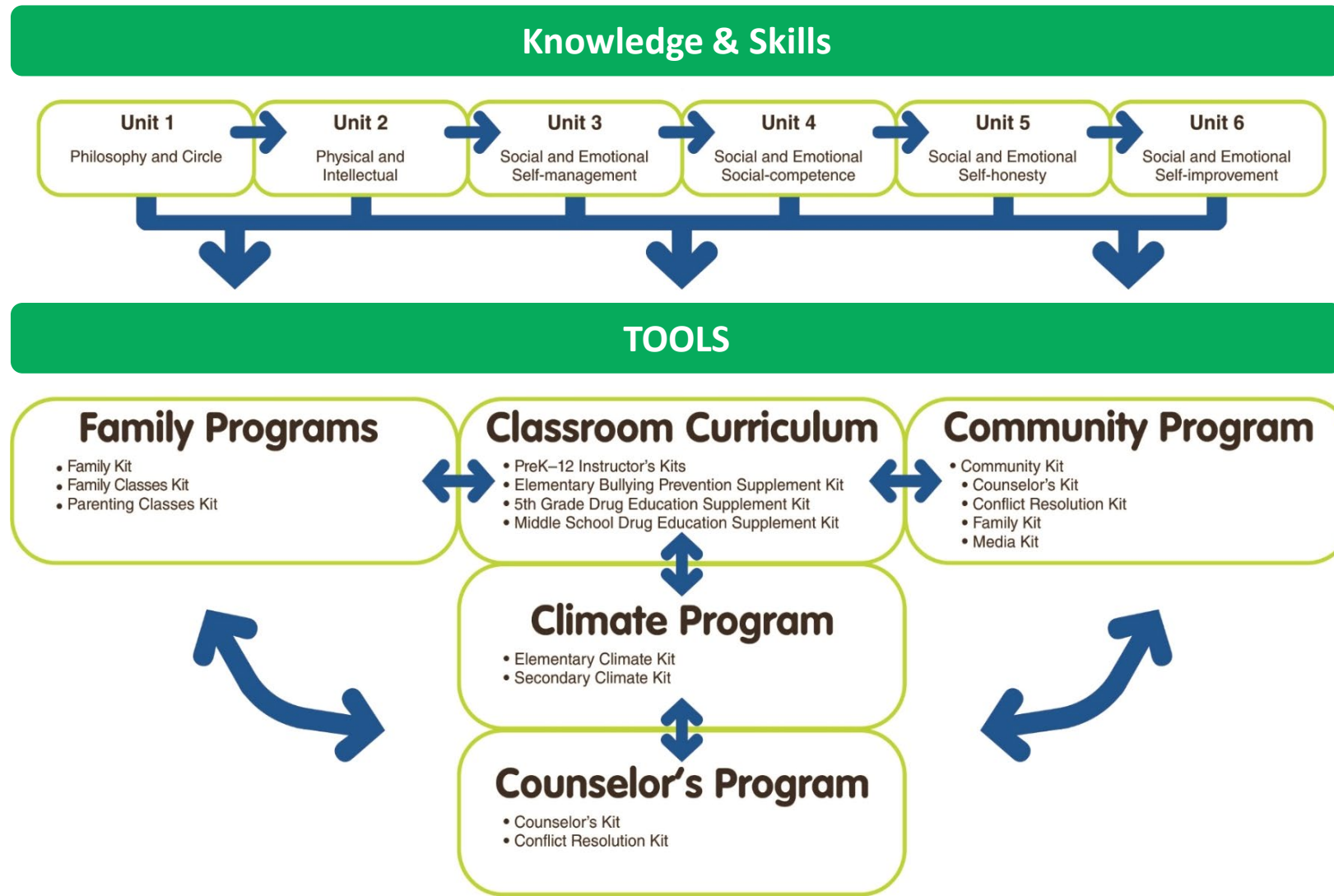


# Unifying Philosophical Framework



# Positive Action Program

## Knowledge & Skills in the Tools





# 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, Jareef Giraffe, Annie Owl, Chupo Cheetah, Miska Monkey, Leonard 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?

**Nix-It:** Yes, Picks-It, I think I do. I wonder if the boys and girls understand what it is.

**Picks-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 further 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

# Kindergarten

## Sample Lesson

## Lesson 4

Self-Concept: Its Definition, Formation, and Importance | Unit 1

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 as a handle. Students should write their names on the handle (tongue depressor). Henceforth, 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 the 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 (rabbit) how nice it was of him to help the little robin. How did that make him feel about himself? (happy face)

2. Jareef Giraffe (giraffe) was able to reach to its very longest. How did that make

3. One of Annie Owl's (owl) friends told her make her feel about herself? (sad face)

4. Chupo Cheetah's (cheetah) father said, yes, Chupo

5. Miska Monkey (monkey) was very happy

6. Leonard Lion (lion) was very proud

7. Cindy Squirrel (squirrel) was very busy

8. Ellie Elephant (elephant) was very strong

Ex go (E st

T hand

**Teacher** Colle



The collage features a variety of educational resources for the Positive Action program. At the top, a poster reads "GREATNESS is the fulfillment of one's own potential." and another says "Achieve nothing with negative action. think + act + feel +". Below these are several worksheets and manuals, including "Positive Action, Inc.", "How Are You Smart?", "You Choose!", "MyPlate, MyWins: Make it yours", and the "Positive Action Grade 7 Instructor's Manual". A board game titled "P.A.S.H." is also visible, featuring a star-shaped board with numbers and icons. The materials are arranged in a layered, overlapping fashion, suggesting a comprehensive curriculum.

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# Lesson 97

## A Little Respect, Please

**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 take 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 to not 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: Varied.)* Think of some ways you have shown respect for someone recently. Who would like to share?

**Teacher:** Wait for responses: Perhaps you've asked yourself 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:** How 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, Michaela, 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're on Our Way*.

#### Radio Play: We're on Our Way Act II, Episode 2: "Respectfully Being Me"

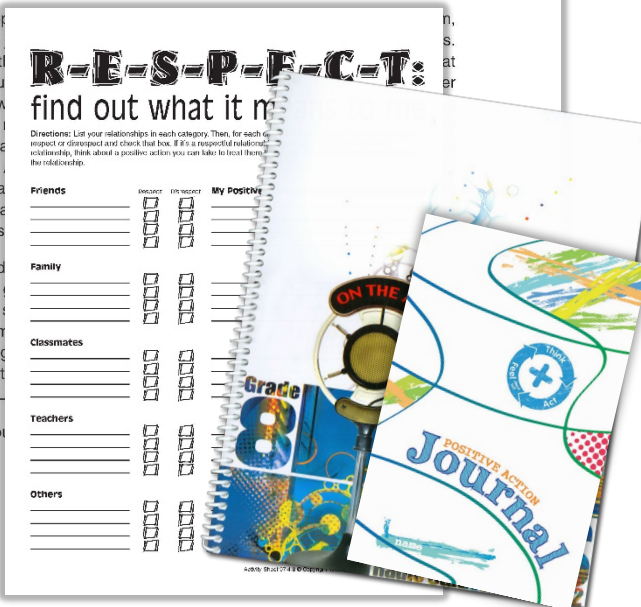
**Characters:** Narrator, Marcos, and Lex

**Narrator:** In today's episode, we'll hear about where he is, where he is going, and how he is getting there. This is the story of Marcos' journey. In his encounter, we'll see how he respectfully treats others and how they treat him. We'll see how he makes himself and his friends feel good about themselves and the world around them.

Marcos made only to be a being good meeting car third meeting surprise, put problem to L

**Marcos:** Okay, do you

**Lex:** Yeah, sure.





# 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.

MATERIALS	
✓ Pens	Needed
✓ 30 Activity Sheets 99-5-HSK1	Provided
✓ 30 Positive Action Journals	
✓ 31 Guide to a Positive Life Student Texts	

### 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 motivation to 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 it 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 life sometimes gives us are called **BARRIERS**, and 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 them is to use your own positive thoughts, actions, and feelings to work your way through them.

**Teacher:** Distribute "What Do I Really Want?" Activity Sheet 99-5-HSK1.

## 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'll make to yourself and creating and following a plan of action that can help you keep the promises you've made to yourself. Think about a situation in your life that you want to change, and 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 TRUTHS 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):** \_\_\_\_\_

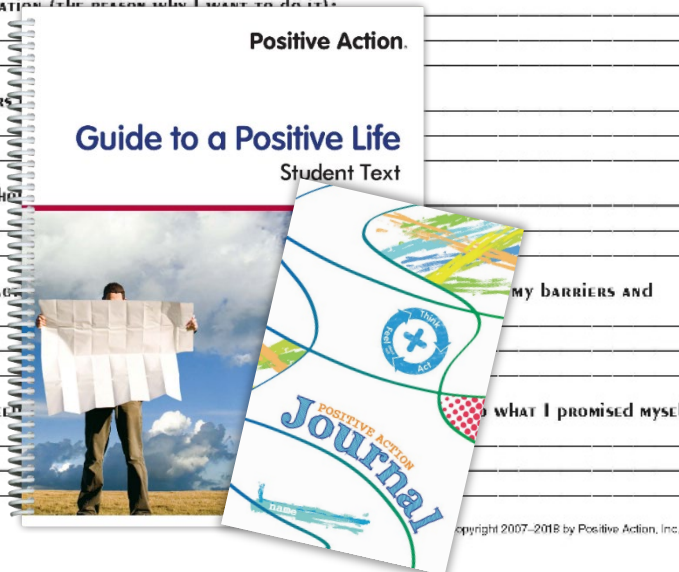
**THIS IS MY MOTIVATION (the reason why I want to do it):** \_\_\_\_\_

**POSSIBLE BARRIERS:** \_\_\_\_\_

**WHAT POSITIVE THINGS I CAN DO TO OVERCOME MY BARRIERS AND** \_\_\_\_\_

**WHAT POSITIVE ACTIONS I CAN TAKE TO REMOVE MY BARRIERS AND** \_\_\_\_\_

**WHAT POSITIVE FEELINGS I WILL DO:** \_\_\_\_\_





think + act + feel +

what will you do with it?

"One that would have the fruit must climb the tree."  
- Thomas Fuller

2020-2021

February

March

April

May

June

July

August

September

October

November

December

January

February

March

April

May

June

July

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**GREATNESS**

is the fulfillment of one's own potential.

Achieve nothing  
with negative action.

Achieve everything  
with positive action.

Find your own greatness<sup>+</sup>

positive actions emp

what doo  
"You see things; and you say, 'Why

**You Choose!**



positive action



peace flag<sup>+</sup>

Secondary Climate  
Activity Sheets



Set 1 of 2

Set 2 of 2

Positive Action

empower greatness<sup>+</sup>

Positive Action.  
**Principal's Manual**  
for Secondary Schools (5-12) Climate Development



Behavior  
Management  
Booklet

Carol Barker-Roth, Ph.D.  
Positive Action

HOW TO CONDUCT THE  
CLIMATE ACTIVITIES  
Secondary Climate Development



Guid  
for Second

Positive Action

Conflict Resolution Plan

**CONFLICT  
RESOLUTION  
PLAN**

Teacher's Guide  
Carol Barker-Roth, Ph.D.



# 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





# Create an account.

Registration is free and easy:

- ✓ Faster checkout
- ✓ Save multiple shipping addresses
- ✓ View and track orders and more 



First Name

Last Name

Email Address

Password

[\(?\) Info](#)

Confirm Password

Invitation Code

**BGC**

Create Account

[Already an user?](#)

Promo Code:  
**BGC20**

# 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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