



Boys & Girls Clubs of America

Overview Presentation

March 2022

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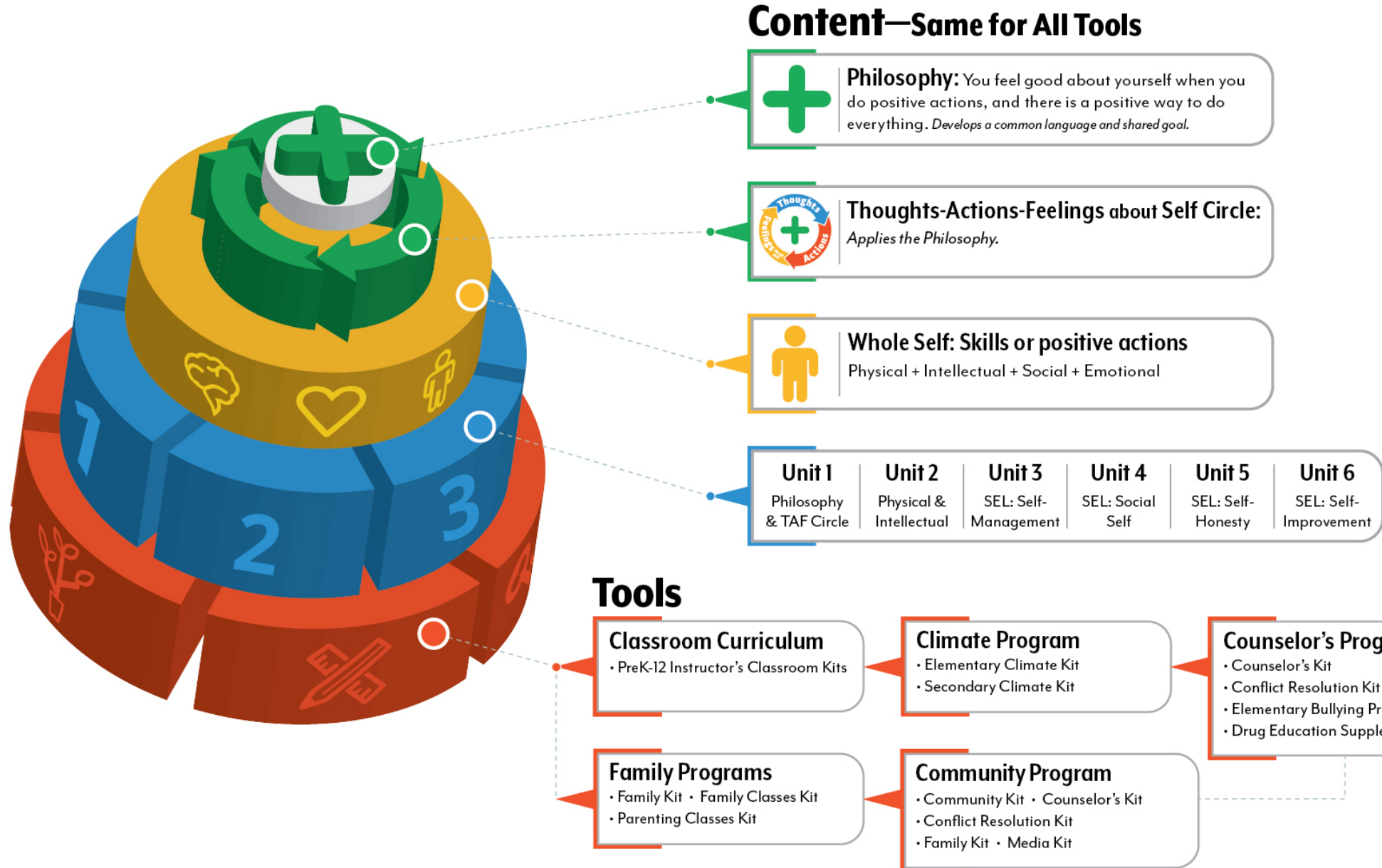
Program Introduction Video



Video can be downloaded here:

<https://files.positiveaction.net/public/program-overview>

The Positive Action System





Applying the Positive Action System

Teaches the Behavior Process (Knowledge)

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

Teaches Skills

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

Develops Climate

- By **Applying, Practicing and Reinforcing** the skills (positive actions)

Philosophy

**You feel good about yourself
when you do**

POSITIVE ACTIONS

And there is a

POSITIVE

Way to do EVERYTHING!

*The **Philosophy** is Depicted by the* **Thoughts + Actions + Feelings about Self Circle**



This Circle can be **Positive** or **Negative**

*The **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*

- + Be **optimistic, hopeful** and **resilient**.
- + Be **positive** rather than negative.
- + Know that you can't control everything, but you can control how you **react**.



“You may not control all the events that happen to you, but you can decide not to be reduced by them.”
— Maya Angelou, Letter to My Daughter

Knowledge & Skills are Taught Through Six Units

ALL program components are based on the same SIX UNITS

Unit 1 provides the conceptual foundation (i.e., philosophy) for the other five units.

Units 2 - 6 include positive actions for the whole self: physical, intellectual, social and emotional areas.

Unit 1
Philosophy &
TAF Circle

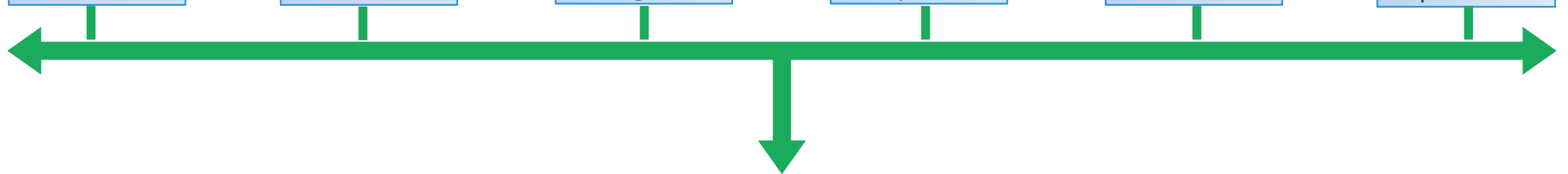
Unit 2
Physical &
Intellectual

Unit 3 Social
& Emotional
Self-
management

Unit 4 Social
& Emotional
Social-
competence

Unit 5 Social
& Emotional
Self-honesty

Unit 6 Social
& Emotional
Self-
improvement



Unit 1: *Philosophy & Self-Concept*



- + **Philosophy**
- + **Think + Act + Feel
about Self + Circle**
- + **General skills or
positive actions**
- + **Self Concept**



Unit 2: Healthy Body & Mind



+ Physical Positive Actions

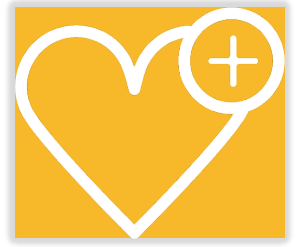
- + Exercising
- + Keeping clean
- + Eating nutritiously
- + Maintaining good dental health
- + Avoiding Illnesses
- + Avoiding harmful substances
- + Refusing to abuse
- + Getting enough sleep & rest

+ 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

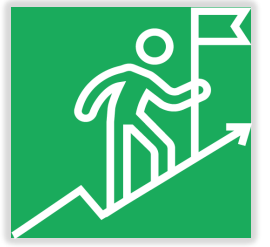


+ Being Honest with Yourself and Others

- + 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

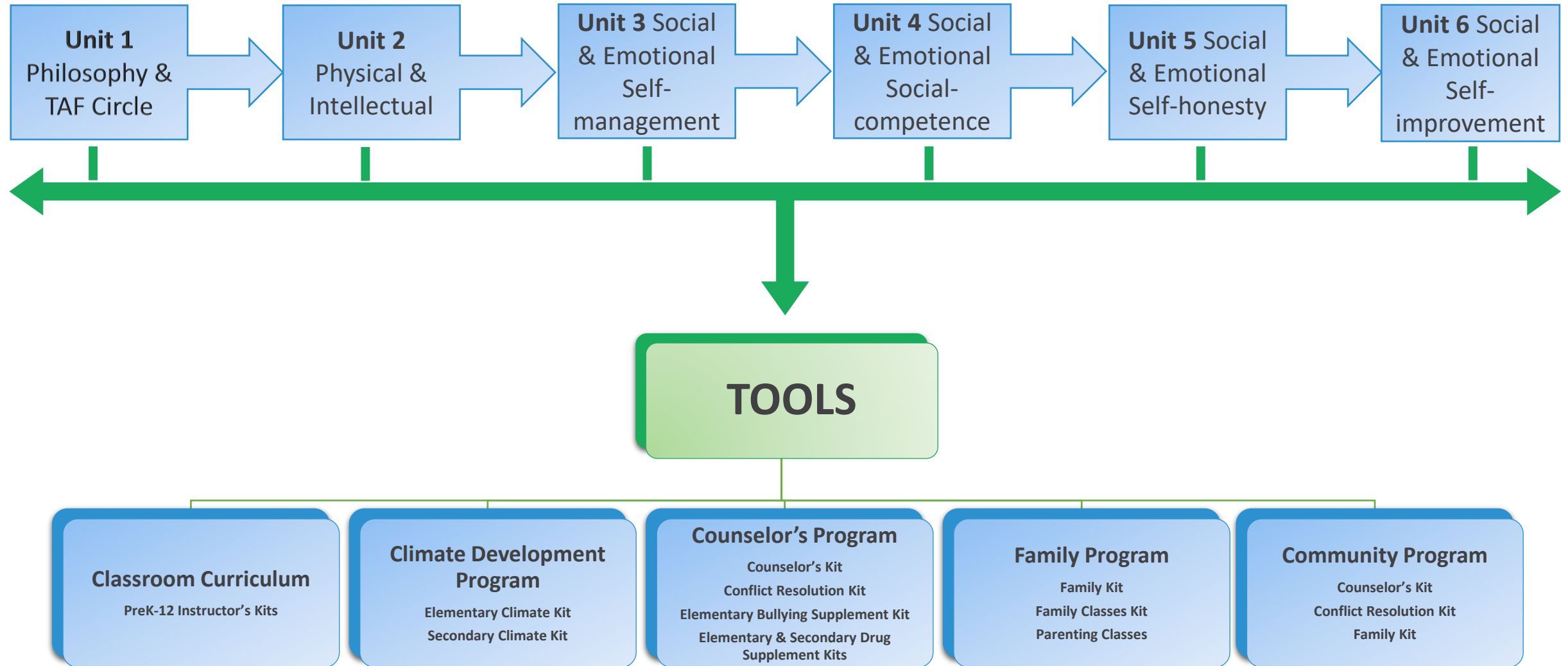


+ Improving Yourself Continually

- + 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



Knowledge & Skills in the Tools





Elementary Kits

Engaging & Ready-to-go

Pre-K:

- 130 lessons / 5-minute interactive, scripted lessons

K–5:

- 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

Grade 2 Kit Contents

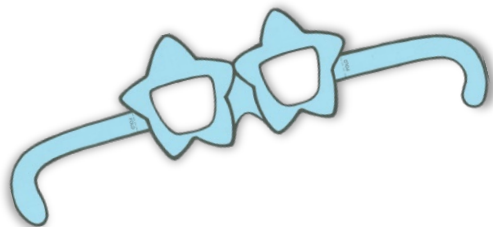
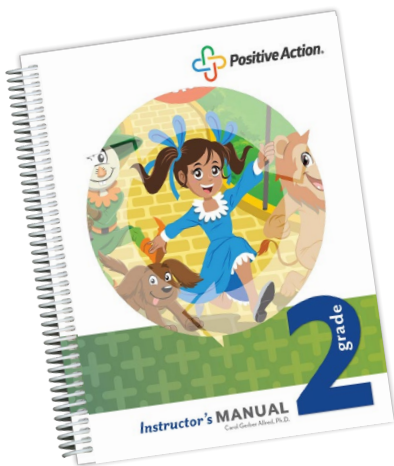
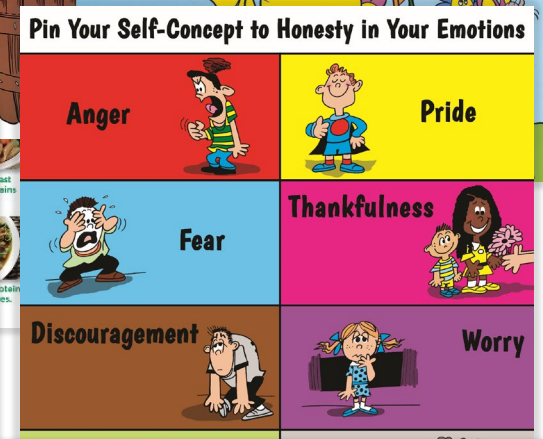
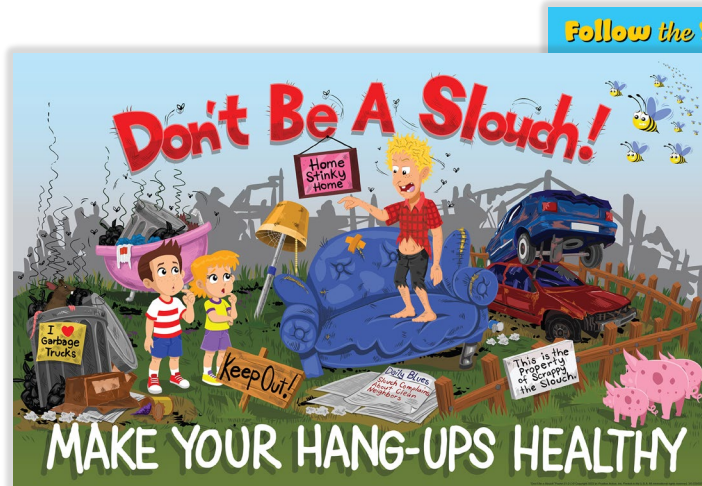




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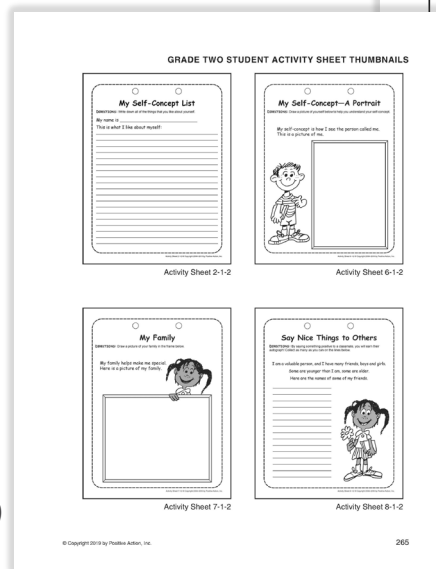
- + Multiple full-color posters at every grade level
- + Posters are coded:
 - + LESSON-UNIT-GRADE (ex. Lesson 8, Unit 2 for Grade 2: 8-2-2)



Activity Sheets

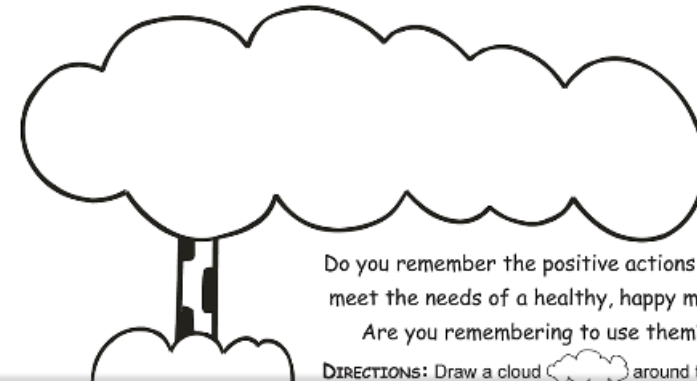
- + 38 student activity sheets used in the lessons throughout the manual.
- + Activity sheets are coded:
 - + LESSON-UNIT-GRADE
(ex. Lesson 1, Unit 1 for Grade 2: 1-1-2)
- + Thumbnails in Instructor's Manual

(Note: All posters and visual aids are coded in the same way.)



What's Clouding Your Thoughts?

Name: _____



Do you remember the positive actions that meet the needs of a healthy, happy mind?
Are you remembering to use them?

DIRECTIONS: Draw a cloud around the

My Best Self

Name: _____

DIRECTIONS: Write or draw a picture of your physical, intellectual, and social/emotional goals in each of the boxes at the left of the chart. Then, write the date at the top and draw a smiling face ☺ if you improved or a frowning face ☹ if you need to work harder.

My Goals	Date:													
My physical self-improvement goal:														
My intellectual self-improvement goal:														
My social and emotional self-improvement goal:														

Remember: Be yourself, but be your best self! And make your best self even better every day of your life!

Activity Sheet 129-6-2 © Copyright 2006-2021 by Positive Action, Inc.

Manipulatives

- + “Unique T-Shirt”
- + Mirror
- + Salt packets
- + Brass fasteners
- + Clothespin
- + “See-Red Glasses” & red cellophane
- + “Magnifying Glass” Stickers & Visual Aid
- + “Slouch Card” Visual Aids
- + Positive Reinforcement Stickers
- + *Positive Action* Envelope
- + Poster paper
- + Colored poster paper



MANAGING YOURSELF USING SOCIAL/EMOTIONAL POSITIVE ACTIONS

Purpose: To introduce Unit 3—Managing Yourself Using Social/Emotional Positive Actions.

Materials Needed: Permanent marker, scissors, tape or tacks

Materials Provided: Positive Behavior Chart, “Eric the Elephant Heart” Visual Aid 42-3-2, “Eric the Elephant” Poster 1-1-2

Procedure:

1) **TEACHER:** Before the lesson, prepare and display a Positive Behavior Chart for Unit 3. Write your name, the grade, and the room number at the top of the chart. Write your students' names in alphabetical order down the left side. Then, write the eight positive actions for Unit 3 at the top of the columns.

1. Managing time
2. Managing energy
3. Managing possessions
4. Managing money
5. Managing talents
6. Managing thoughts
7. Managing actions
8. Managing feelings

SAY, "Today we'll do a quick review of the *Positive Action* lessons we have studied so far this year. You have learned that using positive actions helps you feel good about yourself and be an achiever, and that there are specific positive actions you should choose to care for the needs of your body and your mind."

- 2) "Let's review these. Who can remember some positive actions that meet the needs of a healthy body?" (*Nutrition, cleanliness, daily exercise, getting enough sleep and rest, taking care of your teeth, avoiding illnesses, using medicines correctly, and avoiding things that harm your body.*)
- 3) "Can anyone remember the positive actions that meet the needs of a healthy mind?" (*Curiosity, creative thinking, learning about new things, problem-solving, and strengthening your memory.*)
- 4) "There are specific positive actions you can use to fulfill the needs of a healthy body and healthy mind. But those are only two sets of needs we all have. A third set of needs that must be met to have

LESSON 42 • UNIT 3 • GRADE 2 (Continued)

a healthy self-concept and to achieve is the set of **social and emotional needs**. Social and emotional needs are the needs that have to do with our feelings.”

- 5) "The *Positive Action* lessons for the rest of this year will be about meeting our social and emotional needs using positive actions. The first social and emotional positive actions we will learn will help us become positive self-managers. We will learn about eight gifts we can manage to take care of ourselves so we can be happy and successful achievers!"

TEACHER: Display your prepared Unit 3 Positive Behavior Chart.

SAY, "As we learn about each of those gifts, we'll mark off the positive actions we accomplish on our Positive Behavior Chart."

- 6) **TEACHER:** Display “Eric the Elephant Heart” Visual Aid 42-3-2. You may want to cut out the heart.

SAY, "I'm going to put this heart on Eric to remind us that we will be learning about positive actions that meet our social and emotional needs. What we learn will help us feel good about ourselves."

- 7) **TEACHER:** Affix "Eric the Elephant Heart" Visual Aid 42-3-2 to "Eric the Elephant" Poster 1-1-2 in the correct location on his chest.



Grade 2

Unit 3 Lesson 42

Our Positive Behaviors

CLASS	Teacher's Name _____	Grade _____	Room # _____
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STUDENT'S NAMES

	Positive Action® Lessons for Life: Unit				

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Middle School Kits

Engaging & Ready-to-go

Grade 6

- Units 1-6; 139 lessons

Grade 7

- Units 1-3; 82 Lessons

Grade 8

- Units 4-6; 82 Lessons

15-20-minute; interactive, scripted lessons

Materials: 30 students

Lesson strategies & methodologies:

- Posters, games, manipulatives
- Stories, discussion, radio scripts & role-playing

Lesson 1

Becoming a Self-Concept Scientist

Goal: • To introduce the *Positive Action* program, and to introduce Unit 1—Self-Concept: Its Definition, Formation, and Importance.

- Objectives:** • To learn that the *Positive Action* philosophy is, “You feel good about yourself when you think and do positive actions, and there is always a positive way to do everything.”
- To learn that total self-concept is the way we think and feel about our physical, intellectual, social, and emotional selves.
 - To learn that self-concept is an attribute that can be studied and analyzed through self-evaluation in order to monitor progress and assess opportunities for improvement.

Materials Needed

- ✓ Scissors
- ✓ Pens
- ✓ Container to use as a time capsule

Materials Provided

- ✓ 30 *Self-Concept Scientist's Log* Activity Booklets: 1-1-7
- ✓ 30 *Positive Action* Envelopes
- ✓ 30 Letter-size envelopes
- ✓ 30 *Positive Action* Journals

Procedure

Say: Today we begin an exciting program called *Positive Action*. We'll learn the philosophy that “we feel good about ourselves when we think and do positive actions, and there is always a positive way to do everything.” We'll learn that one of the keys to feeling good about ourselves is figuring out our self-concepts and how our thoughts, actions, and feelings affect them. Do you know what a self-concept is?

Teacher: Write “self-concept” on the board. Wait for responses.

Say: You may or may not have heard this term before, but in *Positive Action* we'll learn to define it as “how we think and feel about ourselves.” There are many factors that influence our self-concepts, and we'll learn about each of those as we move through Unit 1. For now, however, let's consider that our total self-concept is composed of how we think and feel about our body, mind, interactions with others, and feelings—all rolled into one. We call these the physical, intellectual, social, and emotional areas of the whole self. We'll start by learning how our self-concepts are formed and how we

can keep them positive by practicing skills to feel better about ourselves. We'll start taking control of our lives and feeling good about ourselves at the same time.

All of us, including me, will learn more about ourselves throughout the *Positive Action* Grade 7 curriculum through self-evaluation. Together, we will discover positive ways to like ourselves and to feel good about the choices we make. Think of yourselves as self-concept scientists this year, just like scientists who study animals, plants, space, ancient civilizations, or weather. We'll observe, experiment, and make continual discoveries that will help us understand how our thoughts, actions, and feelings influence how we think and feel about ourselves. And what is the way we think and feel about ourselves called?

Teacher: Wait for responses until you hear “self-concept.”

Say: I can tell you are going to make great self-concept scientists! In fact, our first experiment starts today!

Scientists are careful observers. They observe carefully because they are trying to find answers to complicated problems and deal with challenges that impact our well-being. This takes determination, stamina, brain power, and all of their senses when they observe. They look, hear, touch, listen, and even use the sense of smell to assist them in remembering what they have observed. What do scientists do after they conduct experiments and do research in their fields of study?

Teacher: Wait for responses until you hear something like, “They record their data.”

Say: The next step is for scientists to record the data they find. Why do scientists record their data?

Teacher: Wait for responses until you hear something like, “So they can measure progress.”

Say: Recording data allows scientists to compare the latest data with previous information so they can determine their progress. They must have a **BASELINE** of information (or a starting point) when dealing with a challenging puzzle or answering a tough question. When they do more research, they compare their latest findings with the baseline and interpret their results in order to come to a usefully truthful conclusion. So, we are going to start with our own baseline. Have you ever heard of a **TIME CAPSULE**?

Teacher: Wait for responses.

Say: Scientists and historians study time capsules as a way to discover things about history and the people who have come before us. Often buried for 50, 100, or even thousands of years, these time capsules capture a small piece of a culture, and the contents within stay unchanged even as the world around changes drastically. As self-concept scientists, we are going to create a time capsule of our self-concepts as they are today: how do we think and feel about ourselves now, without ever having completed a *Positive Action* Grade 7 lesson? This will be our baseline, used to compare to a later analysis of our self-concepts. It is also called the **PRETEST** by researchers. Then, at the end of the *Positive Action* Grade 7 curriculum, we will once again evaluate our

Grade 7

Unit 1 Lesson 1

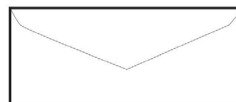
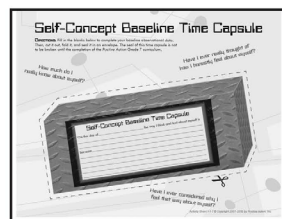
(All 6 Units are integrated)

Grade 7

Unit 1 Lesson 1

self-concepts. This will be called the **POSTTEST**, and we'll compare it to the pretest by opening the time capsules to discover the strides we have made in improving our self-concepts. We won't leave the time capsule for hundreds of years, but I think you'll find that the person represented in that time capsule will be quite different than the person who opens it many months later.

Teacher: Distribute *Self-Concept Scientist's Log* Activity Booklets and letter envelopes to students. Direct them to turn to "Self-Concept Time Capsule" Activity Sheet 1-1-7 and follow the directions to fill in the activity sheet. Encourage them to answer honestly and assure them that no one else will be reading what they write. Then, direct them to cut it out, fold it, place it in the envelope, and seal it. Lastly, direct them to write their names and the date on their envelopes. Collect the envelopes and store them in a container that will serve as a time capsule until Lesson 76.



Say: You will be using this activity booklet throughout the entire curriculum, so you need to take good care of it. You will also be using a *Positive Action* Journal in many lessons. You will keep both of these in your *Positive Action* Envelope.

Teacher: Distribute *Positive Action* Journals and *Positive Action* Envelope to students. Then, direct them to write their names on their *Positive Action* Journals, *Positive Action* Envelopes, and the first page of their *Self-Concept Scientist Log* Activity Booklets.



Say: *Positive Action* Grade 7 is an extraordinary program because it is designed specifically for students your age, and everyone will be able to participate in enjoyable, interesting,

and creative activities. During the next lesson, you will be able to take part in our classroom's own *Positive Action* radio talk show by calling in with answers to questions that are relevant to your lives, and the lives of teens across the world. You will also get to take turns reading the parts of characters in a continuing radio play that is presented during the talk show. We're in for an exciting journey of self-discovery!

Teacher's-Toolbox

Vocabulary

Baseline

A measurement used as a basis for comparison.

Posttest

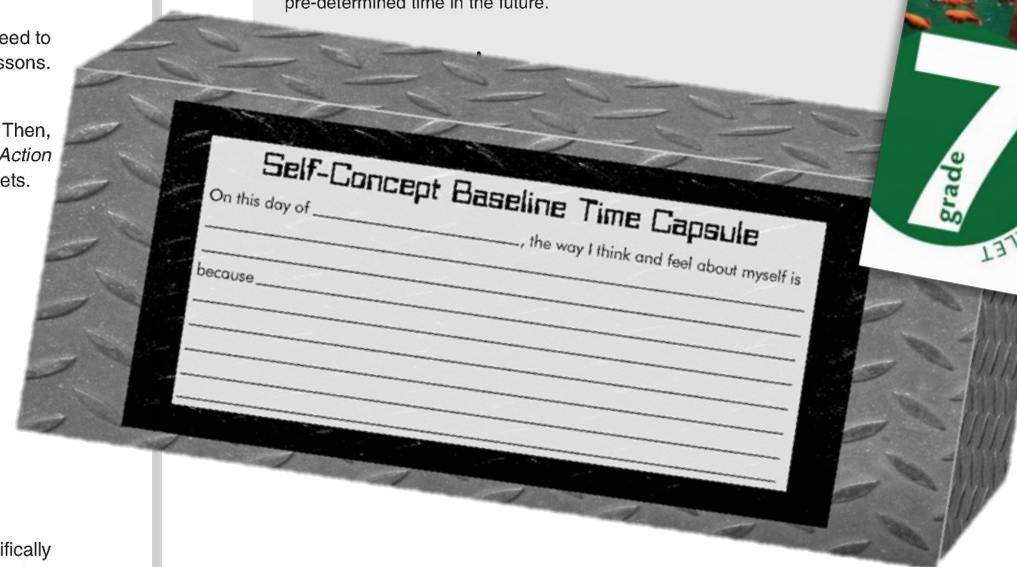
A test given after a program to determine the changes from the pretest.

Pretest

A preliminary test to determine a subject's state prior to a program.

Time Capsule

A sealed container with contents indicative of the present, designed to be opened at a pre-determined time in the future.





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, and discussion
- Projects, peer-mentoring

Lesson 101

How Do I “Own the Problem”?

Goal: • To apply the social and emotional positive actions of telling ourselves the truth by acknowledging the truth and refusing to blame others.

Objective: • To complete an activity sheet on acknowledging our mistakes and refusing to blame others.

MATERIALS

Needed
✓ Pens
Provided
✓ 30 Activity Sheets
101-5-HSK1

Positive Actions

Procedure

Say: Last time, we discussed how negative actions, such as complaining about our lives and blaming others for our problems can impact our lives. Let’s think a moment about blame. What is the opposite of blaming others?

Teacher: Wait for responses. Guide toward: Taking responsibility for our own thoughts and actions.

Say: How can taking responsibility for our own thoughts and actions make a difference in our lives?

Teacher: Wait for responses.

Say: The more responsibility you take for your own thoughts and actions—and, therefore, your own life—the less you’ll need to blame other people and other situations, and—the more positive power you will have over your own life. If you own the problem, you own the solution. Does that feel true to you? Why or why not?

Teacher: Wait for responses.

Say: The positive action is to acknowledge your mistakes and not blame anyone else for the problem—even though other people do things all the time that are problematic. Why is that so important?

Teacher: Wait for responses. Guide toward: Depending upon your mistake, you’ll need to make amends by apologizing and/or fixing the problem.

Say: It’s vital to make things right—emotionally and socially. Why?

Teacher: Wait for responses. Guide toward: Your self-concept, your conscience, your character will act up until you fix it.

Say: Blaming other people takes away your power to make a bad situation better. Blaming others can make you feel like a **VICTIM**.

As long as you think you are a victim, you feel powerless—and you are. That kind of thinking is ubiquitous in our culture. Of course, the opposite is also true. What would that truth be?

Teacher: Wait for responses. Guide toward: When you accept responsibility for a problem, you have power to resolve it.

Distribute “Decision Tree” Activity Sheet 101-5-HSK1.

Ask the students to reflect on the Decision Tree sheet. Reinforce the concept that when they choose to donegative actions, such as complaining, blaming others, and gossiping, (using a negative Thoughts-Actions-Feelings Circle) their power stops at that point. And when they take responsibility for their thoughts and actions, and their lives, (using a positive Thoughts-Actions-Feelings Circle) they take back their power—become **POWERFUL**—and can make positive changes in their lives.

Teacher: Do the activity. Review the results, in a general way.

Teacher’s-Toolbox

Vocabulary

Powerful

Having, or capable of exerting power.

Victim

One who is harmed by, or made to suffer from, an act, circumstance, or condition. A person who is tricked, swindled, or taken advantage of.

Media Enrichment

The Emperor’s Club is a movie about an English Classics professor, William Hundert, who finds his world turned upside down by an incorrigible student. Hundert makes the wrong decision and is haunted by the consequences 25 years later; a decision that he has to acknowledge to himself and to other people. PG-13. It’s a wonderful study of character, complex and daunting by turns.

The Road Less Traveled by Scott Peck is a thoughtful, kind study in character and its outcomes. It may be too dense for some high school students, but certain passages can provide good insights.

HSK 1

Unit 5, Lesson 101

DECISION TREE

DIRECTIONS: Decision Trees are used in medicine and research to help people resolve issues, define a problem, or to map a way through a challenge. Think about a problem you are having in your life right now.



Supplemental Kits

Kits stand alone or with curriculum kits

Elementary Bullying Prevention Kit

- 21 lessons; 30-minute
- **Materials:** 30 students
- **Lesson strategies:** Posters, stories, games, Positive Behavior Plans and Celebrations

Drug Education Kits

- **Elementary:** 18 lessons; 15-minutes
- **Secondary:** 30 lessons; 20-minutes
- **Materials - 30 students**
 - Lesson Strategies: Posters, games, discussion; secondary includes a play script and music

Conflict Resolution Kit

- 7 lessons; 15-20-minutes
- **Materials:** 1 Set of "Conflict Resolution Plan Scenarios", 100 "Conflict Resolution Plans", 4 "Decision-Making and Problem-Solving Checklist" Notepads (25 pages in each)
- **Strategies:** Practice using "Conflict Resolution Plans"



Site-Wide Positive Reinforcement

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

- Manual
- Materials - 500 Student “PALS Club” cards and Peace Flag
- Activities, projects, Buzz Words, assemblies, SOS Boxes

GREATNESS
is the fulfillment of one's own potential.

Achieve nothing with negative action.
Achieve everything with positive action.

think + act + feel +

2 Thumbs WAY up

You Choose!

You Choose! When you do good...

Conflict Resolution Plan

Positive Action Counselor's Manual

Positive Action Scales of Fairness

Goal Target

Positive Behavior Plan

Celebration! Think + Act + Feel

Manual: *Positive Actions for Living*

- # Materials – 6

Lesson Strategies:

- Stories, games, posters, music

Other Materials



Parent & Family Kits

Engaging Parents & Families at Home

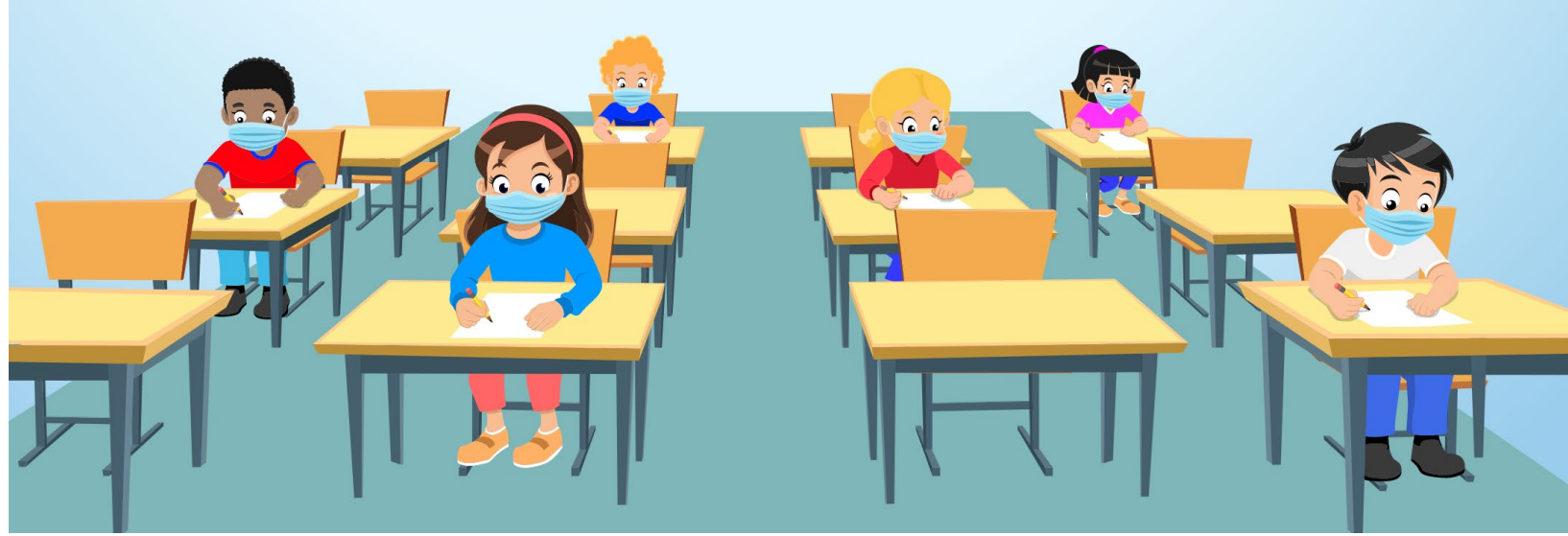
Family Kit — *Stand alone and for classes*

- Manual: *Positive Actions for Living*
 - 42 lessons; 30-45 minutes
- Lesson Strategies: Activities, stories, games, posters & music
- Materials: for 6
- Free Online: <https://www.positiveaction.net/teach>

Family Classes Instructor's Kit

Parenting Classes Instructor's Kit

Technology



Teach App

- *Family Kit & Parent Guide (elem.)* available for *Free*
- Request digital resources for virtual delivery and other support
- Program Music
 - PA music: Original and Vintage tracks
 - SEL music
 - Song lyrics
 - Sheet music
 - Stories (Kindergarten)
- Kit and other implementation resources
- Create a free account for full access: <https://www.positiveaction.net/teach>



Climate Goals

To Create a Place That Is:

- + Positive
- + Safe
- + Welcoming
- + Inclusive

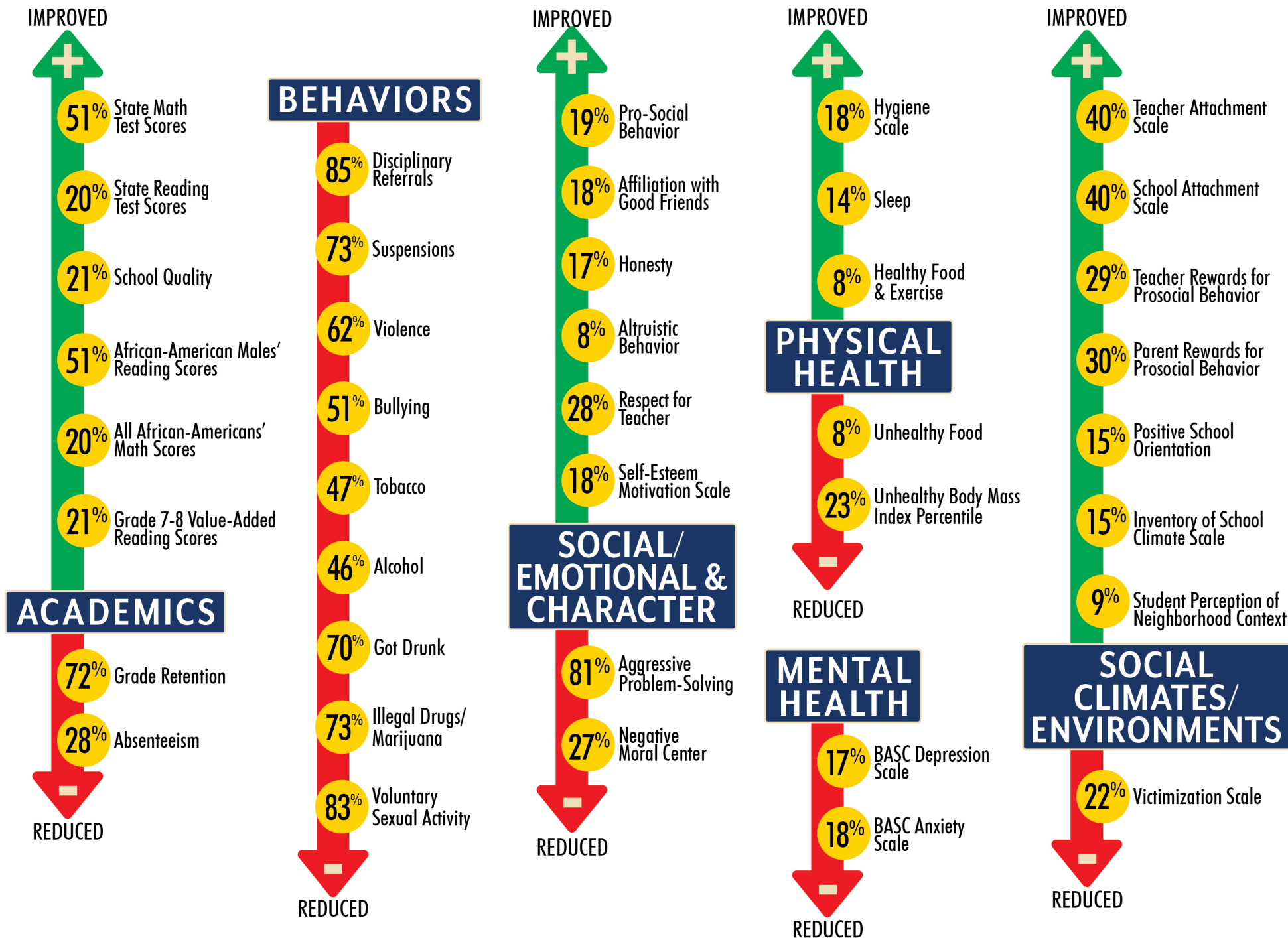


Where *Positive Actions* are:

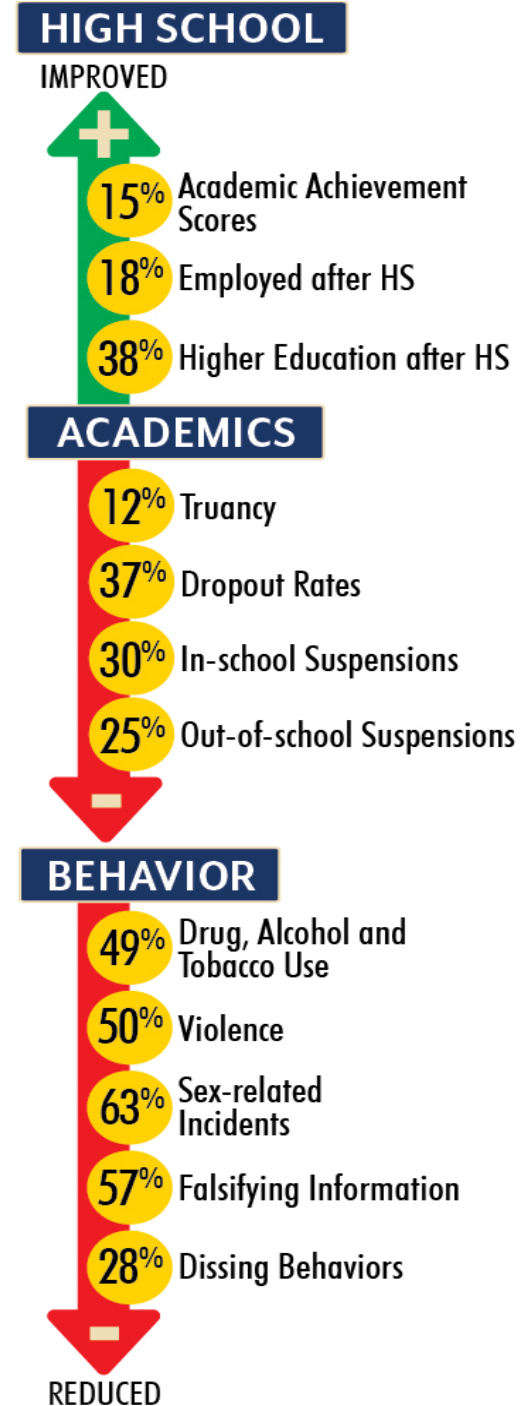
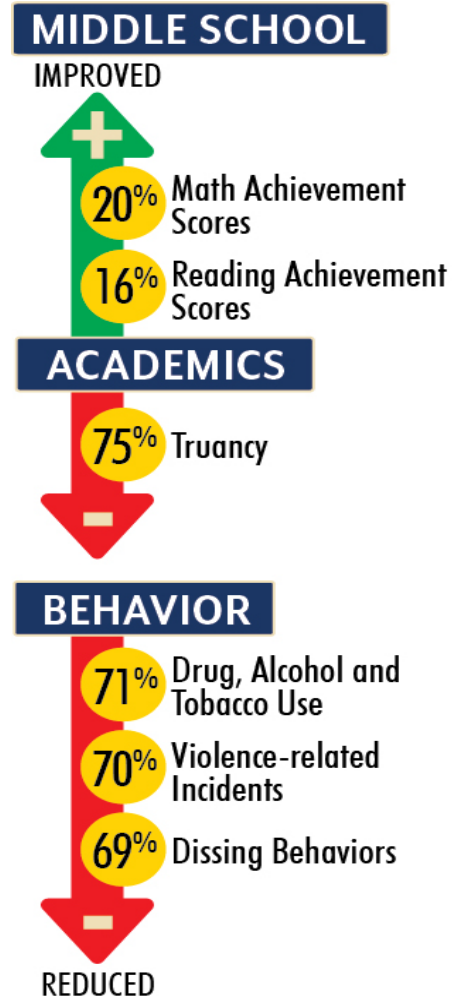
- + Modeled & Practiced
- + Recognized & Reinforced
- + Providing New Experiences
- + Contributing to the Climate



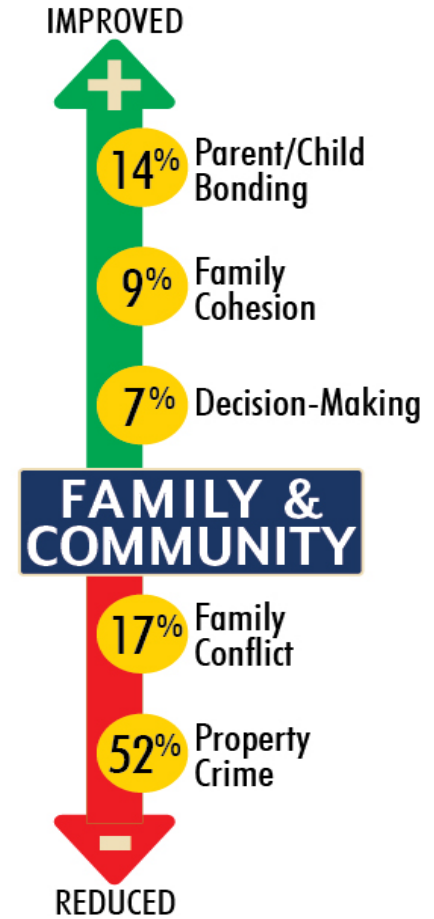
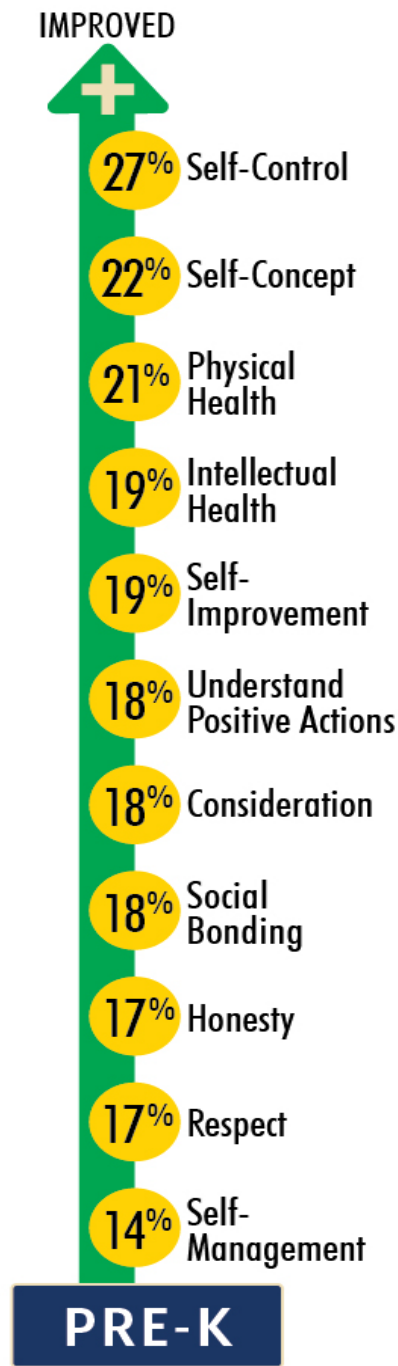
Student Outcomes



Student Long-Term Outcomes



Pre-K & Family/Community Outcomes



Free Assessment Measures:

+ ***Impact Implementation Support Platform***

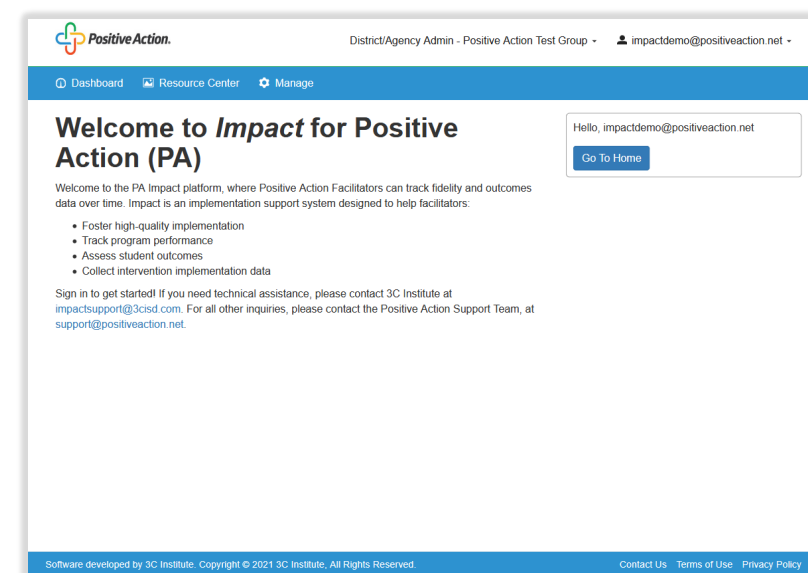
- + Customized for *Positive Action* to collect and track fidelity, progress and outcomes data online

- + **Monitoring Fidelity:** assess the level (dosage) and quality (integrity) of implementation

- + Weekly, Unit and End-of-Year Implementation Reports

- + **Outcome Measures:** assess short-term/immediate and long-term effects

- + Student Pretest/Posttest Surveys



- + *Contact a program consultant for assistance.*



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. For

every \$1 spent, there is an average of \$86 in return.

Program Pricing

Program Materials

+ Pre-K–12 Curriculum Instruction Kits

- + Pre-K: \$445
- + Kindergarten: \$575
- + Grades 1–6: \$400 each
- + Grades 7–8: \$525–\$550 each
- + High School Kits 1–4: \$515–\$735 each
- + *Average Student Cost: \$17 initial year; \$7 successive years*
- + *Volume Discounts* available when purchasing multiple kits per grade level
- + *Spanish* available for K–4 and 7–8

+ Supplement Kits

- + Elementary Bullying and Elementary Drug Education: \$250 each
- + Secondary Drug Education: \$450
- + Conflict Resolution: \$150

+ Climate Development Kits

- + Elementary: \$500
- + Secondary: \$510

+ Counselor's Kit: \$200

+ Family Kits

- + Family Kit: \$250
- + Family Classes: \$2300
- + Parenting Classes: \$1800



Program Pricing

Products

+ Starter Bundles

An easy way to jumpstart your SEL initiative with a savings of nearly 20%.

+ Elementary: \$2320

- + K–5 Instructor's Kits
- + Free shipping

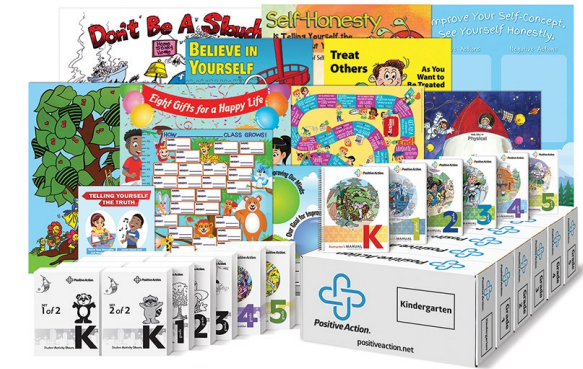
+ Middle School: \$1310

- + Grade 6–8 Instructor's Kits
- + Free shipping

+ High School: \$2160

- + High School Kits 1–4 Instructor's Kits
- + Free shipping

*Bundles may not be modified or combined with other discounts.
One bundle of each allowed per school/site.*



Program Pricing

Training and Support



+ Orientation Implementation Training

- + Live Webinar: \$400 per hour
 - + 2-6 hours average depending on scope; max 20 participants
- + Onsite: \$5,000 per day plus travel expenses
 - + 1 day depending on scope; max 50 participants

+ Training-of-Trainers (TOT)

- + Live Webinar: \$500 per hour
 - + 6+ hours depending on scope; max 20 participants
- + Onsite: \$5,500 per day plus travel expenses
 - + 2-5 days depending on scope; max 20 participants

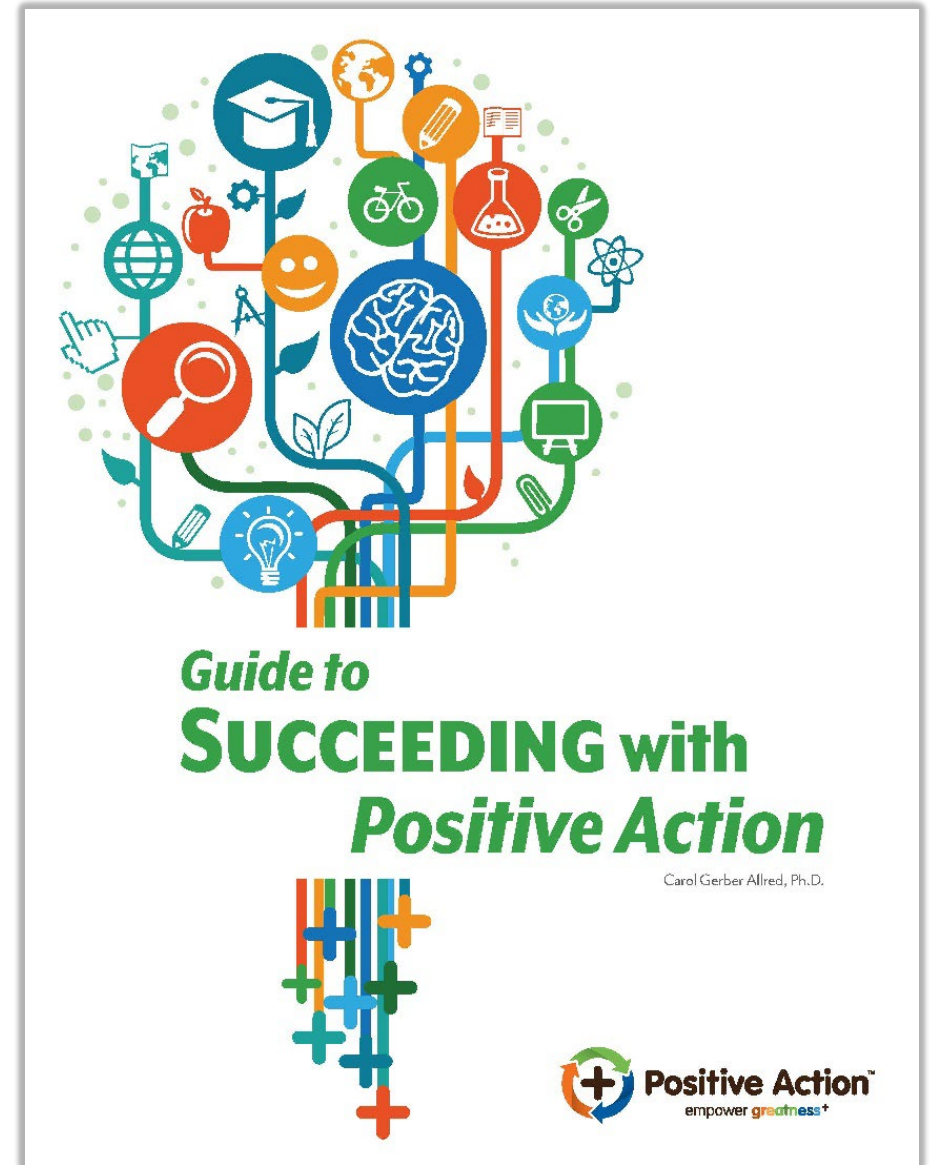
+ Technical Assistance

- + \$400 per hour
- + Live Webinar or Conference Call



Guide to Succeeding with Positive Action

- + Implement with fidelity for optimal outcomes
- + Follow the steps in the guide.
- + **3 Parts with 4 Steps:**
 - + **Part One: Program**
 - + Plan
 - + Prepare
 - + Implement
 - + Assess
 - + **Part Two: Classroom (Lessons)**
 - + Plan
 - + Prepare
 - + Implement
 - + Assess
 - + **Part Three: Climate Activities**
 - + Plan
 - + Prepare
 - + Implement
 - + Assess



***“How wonderful it is
that nobody need wait
a single moment before
starting to improve the
world.”***

—Anne Frank



**Contact your Program Consultant
for more information**

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