Boys & Girls Clubs of America
January 17th & 18th 2017

Positive Action™
empower greatness+

To Empower Greatness in Individuals,
Schools, Families and Communities around the World

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President/Developer

Trainer: Carolyn Pirtle
What is Positive Action?

A systematic program that promotes an intrinsic interest in learning and encourages kindness and cooperation among students. It teaches and reinforces positive actions in the physical, intellectual, social and emotional areas in a fun and easy way to improve:

+ Academics
+ Behavior
+ College & career readiness
+ Mental & physical health
+ Social-Emotional learning
The Positive Action System

**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
- Philosophy
- TAF Circle

**Unit 2:** Physical & Intellectual
- Physical
- Intellectual

**Unit 3:** Self-Management
- Self-Management

**Unit 4:** Social Skills
- Social Skills

**Unit 5:** Self-Honesty
- Self-Honesty

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

**Classroom Curriculum**
- PreK-12 Instructor’s Classroom Kits
- Elementary Bullying Prevention Kit
- Drug Education Supplement Kits
- Conflict Resolution Supplement Kit

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

**Counselor’s Program**
- Counselor’s Kit
- Conflict Resolution Kit

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

**Community Program**
- Community Kit
- Counselor’s Kit
- Conflict Resolution Kit
- Family Kit
- Media Kit
Our Mission:

e Empower Greatness

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Empower greatness Defined

+ Learning how to understand and manage yourself to:
  + Reach your potential
  + Know you are meant for accomplishment
  + Achieve self-mastery
  + Feel good about yourself
How to Empower Greatness?

With Content
- An Intuitive Philosophy
- A Think + Act + Feel + Circle

With Tools
- Pre-K–12 Curriculum Instruction kits
- Supplement Kits:
  - Bullying, Substance Use and Conflict Resolution
- Climate Development kits
- Counselor Kit
- Family Kit
- Community Kit

With Climate
- A positive learning and growing climate
Positive Action Content is Taught Through Six Units

+ All program components are based on 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.
Unit 1: Philosophy

- Philosophy
- Think + Act + Feel + Circle
- Skills or Positive Actions
- Self-Concept
Unit 1 - Philosophy

You feel good about yourself when you do positive actions and there is a positive way to do everything.
Unit 1 - The Philosophy Depicted by the Circle

The Think + Act + Feel + Circle

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

The Circle can be positive or negative.
Behavior is a whole process.

For lasting behavior change, use the WHOLE process.
Extrinsic Motivation—The reward is something given to us externally.

Intrinsic Motivation—The reward is the good feeling we get internally.
External rewards have to be constantly adjusted to maintain motivation.

When the rewards stop, the behavior stops.
How motivating is it to feel good about ourselves?

- It is one of the most important needs we have.
- It is an extremely powerful motivator!

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Positive/Good/Right are values
Positive actions = positive character

Negative/Bad/Wrong are values
Negative actions = negative character

Our values represent our character.
We do what we value.
Our Challenge: How to Persuade Students to Accept These Values As Their Own

We teach them that they are positive actions and doing them will make them feel good about themselves.
Is to be **optimistic, hopeful** and **resilient**.

Is to be **positive** rather than negative.

Is to know that you can’t control everything, but you can control how you **react**.
## Unit 1 - The Difference Is Choosing “a Positive Way to Do Everything”

<table>
<thead>
<tr>
<th>Empower Greatness Skills</th>
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</thead>
<tbody>
<tr>
<td>✓ Seeing the good in others</td>
</tr>
<tr>
<td>✓ Exercising</td>
</tr>
<tr>
<td>✓ Managing actions</td>
</tr>
<tr>
<td>✓ Showing appreciation</td>
</tr>
<tr>
<td>✓ Learning that there is a positive way to do everything</td>
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<tr>
<td>✓ Making good decisions</td>
</tr>
<tr>
<td>✓ Managing feelings</td>
</tr>
<tr>
<td>✓ Getting enough sleep and rest</td>
</tr>
<tr>
<td>✓ Not blaming others</td>
</tr>
<tr>
<td>✓ Showing personal cleanliness</td>
</tr>
<tr>
<td>✓ Being motivated to learn</td>
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<tr>
<td>✓ Avoiding bullying</td>
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<tr>
<td>✓ Setting intellectual goals</td>
</tr>
<tr>
<td>✓ Managing time</td>
</tr>
<tr>
<td>✓ Setting physical goals</td>
</tr>
<tr>
<td>✓ Being in touch with reality</td>
</tr>
<tr>
<td>✓ Maintaining good nutrition</td>
</tr>
<tr>
<td>✓ Broadening your horizons</td>
</tr>
<tr>
<td>✓ Not making excuses</td>
</tr>
<tr>
<td>✓ Saying nice things to others</td>
</tr>
<tr>
<td>✓ Having courage to try</td>
</tr>
<tr>
<td>✓ Making good choices</td>
</tr>
<tr>
<td>✓ Managing talents</td>
</tr>
<tr>
<td>✓ Respecting others</td>
</tr>
<tr>
<td>✓ Knowing your strengths and weaknesses</td>
</tr>
<tr>
<td>✓ Managing money</td>
</tr>
<tr>
<td>✓ Showing empathy</td>
</tr>
<tr>
<td>✓ Turning problems into opportunities</td>
</tr>
<tr>
<td>✓ Refusing to abuse (engage in unhealthy food, substances, behaviors)</td>
</tr>
<tr>
<td>✓ Treating others the way you want to be treated</td>
</tr>
<tr>
<td>✓ Showing fairness</td>
</tr>
<tr>
<td>✓ Treating others the way you want to be treated</td>
</tr>
<tr>
<td>✓ Avoiding illnesses</td>
</tr>
<tr>
<td>✓ Learning that you feel good about yourself when you do positive actions</td>
</tr>
<tr>
<td>✓ Managing thoughts</td>
</tr>
<tr>
<td>✓ Being able to solve problems well</td>
</tr>
<tr>
<td>✓ Having good thinking skills</td>
</tr>
<tr>
<td>✓ Telling others the truth</td>
</tr>
<tr>
<td>✓ Managing possessions</td>
</tr>
<tr>
<td>✓ Believing in your potential</td>
</tr>
<tr>
<td>✓ Avoiding harmful substances</td>
</tr>
<tr>
<td>✓ Understanding that positive thoughts lead to positive actions, that lead to positive feelings about yourself, that lead to more positive thoughts</td>
</tr>
<tr>
<td>✓ Telling yourself the truth</td>
</tr>
<tr>
<td>✓ Managing energy</td>
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<tr>
<td>✓ Showing cooperation</td>
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<tr>
<td>✓ Persisting</td>
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<tr>
<td>✓ Having good study habits</td>
</tr>
<tr>
<td>✓ Refusing to rationalize</td>
</tr>
<tr>
<td>✓ Maintaining good dental hygiene</td>
</tr>
<tr>
<td>✓ Showing kindness</td>
</tr>
<tr>
<td>✓ Setting social and emotional goals</td>
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</tbody>
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Unit 2: Positive Actions for a Healthy Body and Mind

**Physical Positive Actions**
- Exercising
- Keeping clean
- Eating nutritiously
- Maintaining good dental health
- Avoiding Illnesses
- Avoiding harmful substances
- Refusing to abuse
- Getting enough sleep and 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
  + Managing 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
Mentoring Tools

Engaging and ready-to-go:

+ **Grade 4**: ages 7–11
+ **Grade 6**: ages 10–14
+ **High School Kit 1**: ages 13–18
  + Approximately 140 15-minute scripted lessons
  + Custom implementation plans available
+ Materials provided for 30 students per kit
Tool Kit Contents

- Instructor’s Manual
- Manipulatives
- Student Sheets or Booklets (enough for 30 students)
- Posters
Grade 4 Instructor’s Kit
The Grade 4 Instructor’s Manual includes:

- Introduction
  - Overview
  - Purpose Statements
  - Materials List
- Lessons that are 15–20 minutes, scripted & engaging
- Thumbnail images of activity sheets
Lesson 77

Getting Along With Others Using Social/Emotional Positive Actions

PURPOSE: To learn the social/emotional positive action of showing empathy as a way to treat others because it is a way you like to be treated, so you treat others that way.

<table>
<thead>
<tr>
<th>MATERIALS NEEDED</th>
<th>Board and chalk marker, pencils</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATERIALS PROVIDED</td>
<td>Envelopes, journals</td>
</tr>
</tbody>
</table>

PROCEDURE

1) SAY: At the end of our last lesson we all heard about the good things our classmates see in us to make us feel respected. That made us all feel pretty good, didn’t it? Can you imagine what it would have felt like if there were no comments written by your name? In a way, the act of imagining how something might feel is close to what we will be talking about today: empathy.

2) TEACHER: Write the word “empathy” on the board and pronounce it.

3) SAY: Empathy means to think how others feel. To do so, we try to identify and understand how and why people feel as they do. In today’s lesson, we’ll check back in with the Woodruffs for an example of how empathy works.

4) TEACHER: Read the story and discuss the questions that follow.

THE WOODRUFF FAMILY

Kurt and Kevin Understand

Samantha sat slumped down with tears streaming down her face. Kevin and Kurt came into the yard. “Hey, Sam,” Kurt said, going over to her and putting his hand on her shoulder. “What’s wrong?”

Samantha sniffed loudly. “I can’t find Perkins. I’ve looked everywhere.” “Oh, don’t worry,” said Kevin. “He’ll turn up soon.”

“But I miss him.” She sniffed again.

“Sure you do.” The boys sat down by her. Kurt put his arm around her shoulder. “We know you’re worried that something bad will happen to him and that he might not come back.”

Samantha nodded. That was just what she was thinking. They really did understand how she felt. Somehow, knowing that they understood her worries made her feel a little better. She looked at them and smiled. “Come on,” said Kurt. “We’ll help you find him.”

DISCUSSION QUESTIONS

- How did Kevin and Kurt help Samantha feel better? (Kurt put his hand on Samantha’s shoulder, then put his arm around her shoulder; the twins reflected that they understood why Samantha was sad; the twins helped Samantha look for her cat.)

- Why is it important to try to understand others’ feelings? (Showing empathy lets others know that you understand their feelings. We all want others to empathize with us. It is a way we like to be treated, so we treat others that way. It is a positive action to show empathy, and when we do it we feel good about ourselves. When we don’t show others empathy, we don’t feel good about ourselves because we know that we wouldn’t want others to not think about how we feel—to not understand what is happening to us.)

- Can you think of a time when someone really seemed to empathize with you? How did you feel? (It made you feel good because you could tell that person was really trying to understand your feelings.)

5) TEACHER: On the board, write the following words and phrases, instructing students to complete the phrases, and then write about their experiences.

**Words to Remember**

- **Words about getting along with others**
- **Words about being helpful**
- **Words about fairness**
- **Words about empathy**
- **Words about kindness**

- **Words about being happy**
- **Words about working together**
- **Words about helping others**
- **Words about being kind to others**
- **Words about being a friend**

Today I could tell that someone was having a hard time, and I helped them.
Student Activity Booklets

+ There are 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 4: 1-1-4)
+ 30 copies in each kit

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

+ Multiple full-color posters at every grade level

+ Posters are coded: LESSON-UNIT GRADE (ex. Lesson 8, Unit 2 for Grade 4: 8-2-4)
Grade 6 Demonstration Lesson

Lesson 34 • Unit 2 • Grade 6

Physical and Intellectual Positive Actions for a Healthy Self-Concept

Purpose: To introduce the students to the concept of creative problem solving.

Materials Needed: Chalkboard and chalk, pencils
Materials Provided: Positive Action Envelopes, Positive Action Journals

Procedure:

1) SAY, "One of the fun things about life is that it presents lots of problems." (Pause.) "Yes, you heard me. Life without problems would be no challenge. Problems can seem overwhelming, that’s for sure, but they present us an opportunity to use our thinking skills. There are few thrills in life greater than matching wits with a problem and coming out on top—just by using your head and your own resources."

2) "Who, now, is ready to tell us what you learned when you set out to find something new yesterday?" (Let the students share some of the interesting information they gathered.)

3) "Yesterday, when I asked you to go out and learn something new, I gave you a problem. How did you solve it? How did you decide where to look or what to do to learn something new?"

TEACHER: Let the students describe the process they went through, and then point out that there are steps in solving any problem:

- defining the problem
- thinking of possible solutions
- choosing a solution
- trying the solution
- checking to see whether it works

4) SAY, "Many people make a big mistake by failing to understand what the real problem is. If you fail a math test, you may jump to a conclusion—I need to study longer. But it may be that the length of the study has nothing to do with it. Maybe you have misunderstood one simple concept. Perhaps one question—the right one—would get the problem straightened out. Or maybe a quick review of a previous chapter would get you back on the right track. So the first step is to think about the problem openly. If you jump to quick conclusions you will often fail to see what really needs to be done."

5) "Thinking creatively about a problem means that you must be uncritical of possible solutions that come to mind—at least at first. Often you will limit yourself by saying, ‘Yeah, but I could never do that,’ or, ‘That wouldn’t work.’ At first, just consider all the possibilities."

6) TEACHER: Draw nine dots on the chalkboard:

Have the students draw nine dots on a sheet of paper in their Positive Action Journals, with the same configuration. Then challenge them to connect those nine dots with just four straight lines, never lifting the pencil from the page and never retracing. Don’t let them share their possible solutions with each other. Eventually show them one of several ways to solve the problem:

7) SAY, "What is interesting about this problem is that most people will say, ‘But that’s cheating. You went outside the box.’ My answer is, ‘What box?’ Who said anything about how long the lines could be? The limits were ones you imagined, not ones that anyone gave to you. To solve a problem, often you have to see it in a whole new way, consider possibilities of all sorts. In our next lesson, we will pursue this concept even further."
Student Activity Booklets

There are 25 student activity sheets used in the lessons throughout the manual.

Activity sheets are coded: LESSON-UNIT-GRADE (ex. Lesson 1, Unit 1 for Grade 6: 1-1-6)

(Note: All posters and visual aids are coded in the same way.)
High School Kit 1 Overview

+ This kit addresses life’s big question: “Who am I?” Students learn that the positive thoughts, actions, and feelings they have about themselves are related and how choosing positively will make them successful in the physical, intellectual, social, and emotional domains of life.

+ Lessons are thematically linked by the Thoughts-Actions-Feelings about Self Circle into groups of three and can be used separately or together: “Positive Thoughts,” “Positive Actions,” and “Positive Feelings.”

+ Through discussions, activities, and journaling, this kit provides a solid foundation of the Positive Action concepts and how to apply them.
Sample Lesson

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.

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?


Say: How can we take responsibility for our own thoughts and actions and 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?
Climate Goals

+ To create a place where everyone wants to be. It’s:
  + Positive
  + Safe
  + Inclusive
  + Involving

+ Where positive actions are:
  + Modeled & Practiced
  + Recognized & Reinforced
  + Creating new experiences
  + Contributing to the climate
Empower greatness Measured

Academics +

Behavior +

Character +

Social/Emotional Learning +

Physical/Intellectual Health +

And more +
Peer-Reviewed Articles Confirm Evidence-based

Studies Show Replicated & Sustained Outcomes

**Randomized Controlled Trial – Chicago** (ESSA – Strong Evidence)
+ Journal of Primary Prevention (2016)
+ Journal of Adolescent Health (2013)
+ Psychology & Health (2011)
+ Prevention Science (2011)

**Randomized Controlled Trial – Hawai‘i** (ESSA – Strong Evidence)
+ American Journal of Health Promotion (2013)
+ Journal of School Health (2012)

**Randomized Controlled Trial – Southeastern State** (ESSA – Strong Evidence)
+ Prevention Science (2011)

**Quasi-Experimental – Nevada District, Hawaii** (ESSA – Moderate Evidence)
+ Prevention Science (2001)

**Long-term Matched-Control-Quasi** (ESSA – Moderate Evidence)
Key Outcomes

**ACADEMICS**
- Improved: 51% State Math Test Scores, 20% State Reading Test Scores, 21% School Quality, 43% African-American Males' Reading Scores, 21% All African-Americans' Math Scores, 30% Grade 7-8 Value-Added Reading Scores
- Reduced: 72% Grade Retention, 28% Absenteeism
- Improved to Reduced: 38% Higher Education After High School, 18% Employed After High School

**BEHAVIORS**
- Improved: 85% Disciplinary Referrals, 73% Suspensions, 62% Violence, 51% Bullying, 47% Tobacco, 46% Alcohol, 46% Got Drunk, 73% Illegal Drugs/Marijuana, 83% Voluntary Sexual Activity
- Reduced: 81% Aggressive Problem-Solving, 27% Negative Moral Center

**PHYSICAL HEALTH**
- Improved: 18% Hygiene Scale, 14% Sleep, 8% Healthy Food & Exercise
- Reduced: 8% Unhealthy Food, 23% Unhealthy Body Mass Index Percentile

**SOCIAL/EMOTIONAL & CHARACTER**
- Improved: 19% Pro-Social Behavior, 18% Affiliation with Good Friends, 17% Honesty, 8% Altruistic Behavior

**MENTAL HEALTH**
- Reduced: 17% BASC Depression Scale

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Key Outcomes

**LONG-TERM**

**MIDDLE SCHOOL**
- **IMPROVED**
  - 20% Math Achievement Scores
  - 16% Reading Achievement Scores

**ACADEMICS**
- 75% Truancy

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

**REDUCED**

**HIGH SCHOOL**
- **IMPROVED**
  - 15% Academic Achievement Scores
  - 18% Employed after HS
  - 38% Higher Education after HS

**ACADEMICS**
- 12% Truancy
- 37% Dropout Rates
- 30% In-school Suspensions
- 25% Out-of-school Suspensions

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

**REDUCED**

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

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Authoritative Groups Confirm Evidence-based

- **Approved Whole-School Reform Model** Provider for School Improvement Grants from the U.S. Department of Education—March, 2015
- **Top-rated** in the nation for improving academics, behavior and character by the U.S. Department of Education, What Works Clearinghouse.
- **Endorsed** by the Council of Administrators of Special Education as a comprehensive instructional approach to academics, behavior and character for the general as well as special education students.
- **Endorsed as a SELect Program** by Collaborative for Academic, Social and Emotional Learning (CASEL)—2013 Guide
- **Recognized as a Certified Model Program** by Blueprints for Healthy Youth Development, meeting the highest standards of evidence through independent review by the nation’s top scientists.
- **Listed** on SAMHSA’s National Registry of Evidence-based Programs and Practices list. A former CSAP Model Program. Re-reviewed April 2015.
- **Recognized as an Effective Model Program** with strong evidence for the outcomes they claim 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).
- **Identified** through the listing of evidence-based program directories for bullying prevention programs on the stopbullying.gov website. Directories are: Blueprints, FindYouthInfo.gov, NREPP and DOJ, all of which Positive Action is included.
- **Recognized as a Model Program with a Strong Evidence rating** by the National Dropout Prevention Center.
Implement with Fidelity

+ Follow the fidelity guidelines.
+ Implement with fidelity for optimal outcomes.
+ 4 Steps:
  + Plan
  + Prepare
  + Implement
  + Assess
An independent study performed by the Washington State Institute of Public Policy found that Positive Action returns $26.81 in benefits for every dollar spent. That's a 2580% Return on Investment (ROI)!
Positive Actions for Greatness

Positive Equals Great
“It is frequent repetition that produces a natural tendency.”

– Aristotle
More Information

Contact Your Program Consultant:

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