

# Positive Action®

## School-wide Implementation Checklist

Everyone in the school community is responsible for fully implementing the *Positive Action* program because each person has an important role to play. The purpose of this checklist is to summarize the steps that school personnel take to implement *Positive Action* in their school.

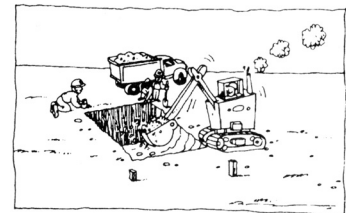
### Introduce *Positive Action* to faculty and staff for adoption.

If *Positive Action* has not been used in your school before and you are considering adopting it, follow these preliminary steps to get started off on the right foot:

- Attend the meeting conducted by your principal introducing the *Positive Action* program to the faculty, staff, and parents.
- Meet individually with your principal to discuss and resolve any concerns that you might have regarding using *Positive Action*. Give your personal commitment to support and follow the program.

## 1 *Positive Action* philosophy.

*Positive Action* is based on the Happy Circle philosophy that when we have a positive thought followed by a positive action, we get a positive feeling about ourselves. To fully implement the *Positive Action* philosophy, you apply it personally, in your school position, as a member of the school team, and as a member of the community.



### Personally you:

- Think positive thoughts.
- Choose positive actions.
- Feel good about yourself because you chose positive actions.

### In your school position as \_\_\_\_\_ you:

- Encourage students to think positive thoughts.
- Encourage students to do positive actions.
- Reinforce students' positive actions so they will feel good about themselves.

### As a member of the school team you:

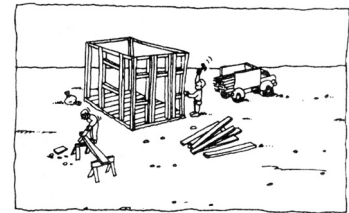
- Encourage other school team members to think positive thoughts.
- Encourage other school team members to do positive actions.
- Reinforce team members' positive actions so they will feel good about themselves.

### **As a parent or a member of the community you:**

- Encourage your family, friends, and acquaintances to think positive thoughts.
- Encourage your family, friends, and acquaintances to do positive actions.
- Reinforce their positive actions so they will feel good about themselves.

## **2 Positive Action unit concepts.**

The unit concepts provide the structure upon which the *Positive Action* program is built. They build self-concept by teaching specific physical, intellectual, and emotional positive actions. To fully implement the Positive Action unit concepts you apply them personally, in your school position, as a member of the school team, and as a member of the community.



### **Personally you:**

- Understand how the Thoughts-Actions-Feelings Circle forms your self-concept. (Unit 1)
- Have a physically healthy lifestyle. (Unit 2)
- Continually grow intellectually. (Unit 2)
- Manage your time, energy, talents, possessions, money, thoughts, actions, and feeling wisely. (Unit 3)
- Treat others as you like to be treated. (Unit 4)
- Practice self-honesty. (Unit 5)
- Set goals for self-improvement and take steps to achieve them. (Unit 6)
- Use these *Positive Action* unit concepts as a framework for making decisions and solving problems.

### **In your school position as \_\_\_\_\_ you:**

- Help students understand how the Thoughts-Actions-Feelings Circle forms their self-concept. (Unit 1)
- Help students to choose a physically healthy lifestyle. (Unit 2)
- Encourage students to grow intellectually. (Unit 2)
- Encourage students to manage their time, energy, talents, possessions, money, thoughts, actions, and feelings wisely. (Unit 3)
- Encourage students to treat others as they like to be treated. (Unit 4)
- Encourage students to practice self-honesty. (Unit 5)
- Encourage students to set goals for self-improvement and to take steps to achieve them. (Unit 6)
- Encourage students to use these *Positive Action* unit concepts as a framework for making decisions and solving problems.

### **As a member of the school team you:**

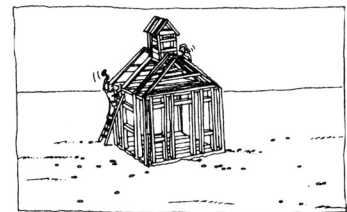
- Help team members to understand how the Thoughts-Actions-Feelings Circle forms their self-concept. (Unit 1)
- Encourage team members to have a physically healthy lifestyle. (Unit 2)
- Encourage team members to grow intellectually. (Unit 2)
- Encourage team members to manage their time, energy, talents, possessions, money, thoughts, actions, and feelings wisely. (Unit 3)
- Encourage team members to treat others as they like to be treated. (Unit 4)
- Encourage team members to practice self-honesty. (Unit 5)
- Encourage team members to set goals for self-improvement and to take steps to achieve them. (Unit 6)
- Encourage team members to use these *Positive Action* unit concepts as a framework for making decisions and solving problems.

### **As a parent or a member of the community you:**

- Help your family, friends, and acquaintances to understand how the Thoughts-Actions-Feelings Circle forms their self-concept. (Unit 1)
- Encourage your family, friends, and acquaintances to have a physically healthy lifestyle. (Unit 2)
- Encourage your family, friends, and acquaintances to grow intellectually. (Unit 2)
- Encourage your family, friends, and acquaintances to manage their time, energy, talents, possessions, money, thoughts, actions, and feelings wisely. (Unit 3)
- Encourage your family, friends, and acquaintances to treat others as they like to be treated. (Unit 4)
- Encourage your family, friends, and acquaintances to practice self-honesty. (Unit 5)
- Encourage your family, friends, and acquaintances to set goals for self-improvement and to take steps to achieve them. (Unit 6)
- Encourage your family, friends, and acquaintances to use these *Positive Action* unit concepts as a framework for making decisions and solving problems.

## **3 Positive Action curriculum.**

When it's fully implemented, the *Positive Action* classroom curriculum provides a systematic way of teaching and practicing these important positive action unit concepts in the classroom. To implement the curriculum fully,



### **The Principal and/or Positive Action Coordinator:**

- Provides a complete *Teacher's Kit* for every classroom.
- Provides appropriate *Drug Education Supplement Teacher's Kits* for fifth-grade and middle-school classrooms.

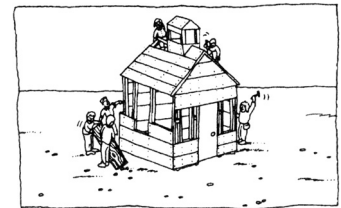
- Has a *Principal's Kit* that contains *Support Staff Manuals* and *Parents' Manuals* to support the classroom curriculum.
- Provides time for *Positive Action*, preferably in the morning.
- Provides support and reinforcement for the curriculum throughout the year.

### Teachers:

- Have a complete set of materials that are in good condition, including manuals, posters, and visual aids, and enough hands-on materials, including activity sheets (or activity books), for every student.
- Understand every part of the *Teacher's Kit*, including the *Teacher's Manual*.
- Follow the school's schedule for teaching *Positive Action*.
- Prepare lessons in advance by reading them and by getting the materials out of the kit so they are ready to use.
- Focus each lesson on its purpose statement.
- Adapt lessons to meet special needs and interests.

## 4 *Positive Action* school climate program.

*Positive Action* is fully implemented and develops a positive school climate when all classes learn the same concept at the same time, and when students are encouraged to practice positive actions all day long.



### Personally you:

- Integrate *Positive Action* into all school activities.
- Adapt and expand *Positive Action*.
- Let your *Positive Action* program reflect your creativity.
- Use the *Positive Action* vocabulary everywhere.
- Contribute to and support the *Positive Action* newspaper.
- Write and deliver ICU Notes when appropriate.
- Contribute your good ideas to the "*Positive Action* Idea Exchange."
- Participate actively in assemblies and in other activities.
- Reflect your community's special characteristics in your *Positive Action* program.

### The Principal and/or *Positive Action* Coordinator:

- Provides appropriate teacher and staff training.
- Uses videos for continued training of faculty, staff, and others.
- Obtains and uses the *Principal's Kit*.
- Organizes and oversees the *Positive Action* Committee.

- Before school begins, oversees completion of the “*Positive Action Calendar*” with unit start dates, assemblies, special events, in-service sessions, and staff meetings.
- Distributes to teachers “Word-of-the-Week” cards, unit stickers, a “*Positive Action Calendar*,” “Positive Notes,” tokens, the “*Positive Action Idea Exchange*,” and the teacher’s ICU Box.
- Distributes to support staff “Word-of-the-Week” cards, a “*Positive Action Calendar*,” “Positive Notes,” the “*Positive Action Idea Exchange*,” and the *Support Staff Manual*.
- Distributes *The Parents’ Manual* to parents.
- Provides music cassettes and songbooks to music teachers for school climate and classroom uses.
- Uses the principal’s ICU Box to collect ICU Notes, and on Fridays reads selected notes to the school.
- On Mondays announces the Word of the Week to the school and reinforces the word throughout the week.
- Gives out unit stickers to deserving students.
- Conducts regular *Positive Action* assemblies using balloons and certificates to recognize positive actions and achievement.
- Conducts *Positive Action Day* and the Year-End Event.
- Plans for the *Positive Action* newspaper.
- Adapts and expands the school climate program to meet the needs of the school.
- Promotes and encourages the use of the “*Positive Action Idea Exchange*.”

### **Teachers:**

- Follow the “*Positive Action Calendar*.”
- Use the “Word-of-the-Week” cards.
- Give stickers to deserving students.
- Award tokens when they are earned.
- Promote the use of the teacher’s ICU Box.
- Write and deliver “Positive Notes.”
- Serve as a member or otherwise support the *Positive Action Committee*.

### **Support staff personnel:**

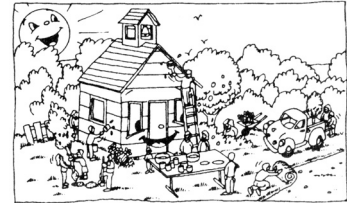
- Read and follow the *Support Staff Manual*.
- Follow the “*Positive Action Calendar*.”
- Use the “Word-of-the-Week” cards.
- Write and deliver “Positive Notes.”

### **Parents:**

- Read and apply *The Parents’ Manual* at home.
- Discuss with their children the *Positive Action* lessons that their children learned in school that day, and encourage and reinforce positive actions at home.

- Attend assemblies and other events, and read the *Positive Action* newspaper and other materials that are sent home.
- Check out a sample *Family Kit* from the school to become acquainted with it, and then purchase their own *Family Kit*.

## 5 Parents and community.



A fully implemented *Positive Action* program encourages parents and the community to be a part of the program. To fully implement the program, all school personnel:

- Create a *Positive Action* environment where parents are comfortable and welcome.
- Encourage parents to be involved at school.
- Keep parents informed about *Positive Action* all through the year with letters, bulletins, and the regularly published *Positive Action* newspaper.
- Make *Positive Action* the focus of all school events, including Back-to-School Night and PTO meetings.
- Encourage families and other community members to be involved in all *Positive Action* events and activities, including assemblies.
- Encourage every family to have both *The Parents' Manual* and the *Family Kit*.
- Encourage the application of *Positive Action* principles and vocabulary to all the positive things that happen throughout the community.
- Keep the media informed of all *Positive Action* events, activities, and achievements.