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 feelings 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.

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**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.

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**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 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.