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ABSTRACT

Success Through Accepting Responsibility (STAR) is primarily a language program, although the values have a relationship to social studies topics. Through language development the words, concepts, and skills of personal responsibility may be taught. This principal's handbook outlines a school-wide systematic approach for building a positive school climate around self-esteem and personal responsibility. Following an introduction, the handbook is organized into eight sections: planning and implementation; kick-off activities; year-long activities; sustaining events and activities; end-of-year activities; parent and community involvement; evaluations and reports; and principal's memos. (DB)

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Success Through Accepting Responsibility

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Principal's Handbook: *Creating a School Climate of Responsibility*

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SUCCESS THROUGH ACCEPTING RESPONSIBILITY

PRINCIPAL'S HANDBOOK: Creating a School Climate of Responsibility

REVISED EDITION

This program is based on a need for school-wide effort to improve school climate, student attendance, achievement, and self-discipline. It teaches the skills of personal and social responsibility, increases respect for self and others through building high self-esteem, and aids in the reduction of substance abuse.

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PREFACE

SUCCESS THROUGH ACCEPTING RESPONSIBILITY: Creating a School Climate of Responsibility

Success Through Accepting Responsibility (S.T.A.R.) is primarily a language program. Through language development, you will be teaching the words concepts and skills of personal responsibility. While this may seem like a small step, the fact is many children do not possess the basic language of responsible behavior. It is our responsibility in the schools to assist the home and community to instill in our children the appropriate language and concepts of responsible behavior. Acquisition of these concepts will lead to appropriate behavior.

One need only read the newspapers to feel the full impact of the confusion faced by our youth. Some find the pressures of young adult life too difficult and lose hope. They turn to drugs, sex, alcohol, violence and even suicide. Unfortunately, many of our children learn what they think is appropriate behavior from negative sources. Because of the pressures on youth learning to be productive, successful people can not be left to chance.

Our easy-to-use handbook outlines a school-wide systematic approach for building a positive school climate around self-esteem and social and personal responsibility. Success Through Accepting Responsibility can't solve all school problems, but it can give you the tools you need to assist your students in taking responsibility and developing the concepts and skills for ethical decision making used by successful people.

GOALS OF PERSONAL RESPONSIBILITY EDUCATION

THE GOALS OF SYSTEMATIC PERSONAL RESPONSIBILITY EDUCATION ARE TO ENABLE YOUTH TO:

- 1. ACCEPT THE CONSEQUENCES OF THEIR ACTIONS**
- 2. USE ETHICAL DECISION MAKING AND PROBLEM SOLVING**
- 3. ACCEPT THE BASIC STANDARDS OF GOOD CITIZENSHIP -- SUCH AS, INTEGRITY, TRUSTWORTHINESS, COURAGE, RESPECT, AND SERVICE TO OTHERS**
- 4. ACCEPT THAT ATTENDANCE, PUNCTUALITY AND RELIABILITY ARE PERSONAL RESPONSIBILITIES**
- 5. SET AND ACHIEVE REALISTIC GOALS**
- 6. USE TIME AND STRESS MANAGEMENT SKILLS**
- 7. USE COOPERATION AND TEAM BUILDING**
- 8. DEVELOP SELF-CONFIDENCE, SELF-ESTEEM, AND POSITIVE ATTITUDES**
- 9. UNDERSTAND THAT LEARNING IS A JOINT RESPONSIBILITY OF THE TEACHER AND THE STUDENT**
- 10. UNDERSTAND THAT SUCCESS COMES FROM TAKING INITIATIVE AND PERSEVERING**
- 11. UNDERSTAND THAT YOUNG PEOPLE CAN PARTICIPATE IN SOCIETY NOW**
- 12. UNDERSTAND THAT THE RIGHTS OF CITIZENSHIP IN A DEMOCRACY EXISTS BECAUSE PEOPLE FULFILL THEIR RESPONSIBILITIES AS CITIZENS**

Which Skills Lead to Job Success?

George R. Boggs
Associate Dean of Instruction
Butte College

Skills which must be acquired for vocational preparation clearly lie outside the definition of general education as "common learning experiences." However, before we pass over this area too quickly, we should note that the most consistent research findings reveal that the amount of knowledge one acquires in the specific content area is generally unrelated to even marginally acceptable performance in an occupation. These startling findings lead us to ask, "What abilities and traits are viewed as important by industry?"

Representatives from the world of work consistently tell us that the development of specific cognitive skills is only part of a holistic education. In fact, employers rate entry-level job skills below ten other traits as a predictor of job success:

1. Be honest and dependable.
2. Be reliable and punctual.
3. Get along well with people.
4. Cooperate with supervisors.
5. Accept and handle responsibility.
6. Be willing to undergo further job training.
7. Think of self as worthy person.
8. Communicate orally and listen effectively.
9. Work with minimum of supervision.
10. Solve personal and professional problems.
11. Possess entry-level job skills/knowledge.
12. Read with understanding.
13. Understand required mathematics.

One could reasonably expect vocational or occupational education to prepare a student for the eleventh priority. Perhaps we should look to general education to help develop the other twelve traits and abilities. Nothing intrinsic to general education requires it to be impractical. In fact, Levine (1978) contends that general education might be the best economic value in the long run. Those positive affective behaviors that predict career and life success can and should be developed through the curricula.

Courtesy: CALIFORNIA SCHOOL BOARDS
October/November 1983

PLANNING AND IMPLEMENTATION

Dear Principal:

Creating a successful responsibility-based school climate program can be professionally rewarding and personally satisfying for you and your staff. This handbook is designed to assist you in achieving that goal.

I appreciate how busy you are. I hope some of the following suggestions make your job of implementing the **Success Through Accepting Responsibility** program easier.

For this program to be most effective you need to get a full commitment from all involved. Use the planning and evaluation system to monitor your progress and keep track of your success.

Because this is primarily a language program, use the key words presented in this program such as **honesty, respect, kindness, commitment and generosity** throughout the school. The words, concepts and skills of personal responsibility will lead to appropriate behavior, so use the words as often as you can.

As you browse through this handbook you will realize you have already been doing many of the activities described. The major emphasis of this approach is to link all your school climate activities around the central goal of developing personal responsibility and communicating this goal regularly to staff, students and parents.

Your work with children is of utmost importance to all of us. Today's children are the future. Thank you for all you have done and will do for our kids. Good luck with your **Success Through Accepting Responsibility** school climate program.

Sincerely,

THOMAS JEFFERSON CENTER



B. DAVID BROOKS, Ph.D.
President

THE UNIFYING APPROACH OF SUCCESS THROUGH ACCEPTING RESPONSIBILITY

In order to provide unity to your school climate program, we suggest you use the theme **STAR** which is the acronym for **Success Through Accepting Responsibility**. **STAR** is also the acronym for the ethical decision-making process:

**STOP
THINK
ACT
REVIEW**

For students to make sound decisions they need to make more of their decisions consciously. They need to act less on impulse. The **STAR** decision-making process will help this to happen. **STOP, THINK, ACT, REVIEW** is just a simplified way of stating the scientific method of inquiry. Teaching students to **STAR** or use the **STAR** method will go a long way toward helping them to make more conscious choices and to help them be more aware of the consequences of their actions.

Below is a more detailed explanation of what each of the steps of the **STAR** process for ethical decision making means.

STOP

- * Learning the **PERSONAL RESPONSIBILITY SKILL** of **STOPPING** to give myself time to think before choosing an action or behavior.
- * Learning the **PERSONAL RESPONSIBILITY SKILL** of taking the time to **STOP** and make ethical decisions.
- * Learning the **PERSONAL RESPONSIBILITY SKILL** of taking the time to **STOP** and realize that I have positive choices.
- * Learning the **PERSONAL RESPONSIBILITY SKILL** of taking the time to **STOP** and **CONSIDER THE CONSEQUENCES** that can lead me to make better decisions.
- * Learning the **PERSONAL RESPONSIBILITY SKILL** of taking the time to **STOP** and find the positive in myself and others.

THINK

- * Learning the **PERSONAL RESPONSIBILITY SKILL** of **THINKING** through alternatives and consequences.
- * Learning the **PERSONAL RESPONSIBILITY SKILL** of **THINKING** about ethical issues such as honesty, respect, justice, integrity, generosity, kindness, courage and helpfulness.
- * Learning the **PERSONAL RESPONSIBILITY SKILL** of **THINKING** of elements of citizenship and community service.
- * Learning the **PERSONAL RESPONSIBILITY SKILL** of **THINKING** of myself as a worthy person and capable of being all that I can be.
- * Learning the **PERSONAL RESPONSIBILITY SKILL** of sharing what I am **THINKING** with others in order to get their feedback.

ACT

- * Learning the **PERSONAL RESPONSIBILITY SKILL** of accepting that I **A C T** or **Am Choosing To** behave in a particular way.
- * Learning the **PERSONAL RESPONSIBILITY SKILL** of setting goals and **ACTING** upon them.
- * Learning the **PERSONAL RESPONSIBILITY SKILL** of **ACTING** with perseverance to reach my goals.
- * Learning the **PERSONAL RESPONSIBILITY SKILL** of **ACTING** so that I manage my time wisely.
- * Learning the **PERSONAL RESPONSIBILITY SKILL** of maintaining a positive mental attitude while **ACTING** upon my goals.

REVIEW

- * Learning the **PERSONAL RESPONSIBILITY SKILL** of **REVIEWING** my actions and asking myself the question: Did my actions get me closer to or further from my goals.
- * Learning the **PERSONAL RESPONSIBILITY SKILL** of **REVIEWING** my goals and objectives and modifying them when it is appropriate.
- * Learning the **PERSONAL RESPONSIBILITY SKILL** of **REVIEWING** my actions and **REWARDING** myself for the progress I have made.
- * Learning the **PERSONAL RESPONSIBILITY SKILL** of **REVIEWING** my actions and **ACCEPTING MY MISTAKES** and learning from them.

SCHOOL THEMES

One way to reinforce the Success Through Accepting Responsibility lessons that are being taught in the classroom is to have monthly school-wide themes.

An effective means for accomplishing this is to have a series of monthly theme questions. The Monthly Theme Question can be distributed to teachers and other staff members. Students can be asked to discuss the question and list for themselves, or as a class, several ways to answer these questions.

They can answer the question for school and/or home. This helps them think through some of the skills being taught in the Success Through Accepting Responsibility lessons.

In some classrooms the teachers can write the Question on the board or a large piece of paper, then allow the students to decide on three to five skills which they can perform in relation to the question.

Example:

Classroom Question: HOW CAN I BE A STAR?

Student Responses written on the Board:

AT SCHOOL:

We can be on time
We can turn our work in on time
We can do our homework
We can wait to be called on
before answering

AT HOME:

I can be home on time
I can clean my room
I can pick up after myself
I can turn off the TV while doing homework

In executing the school-wide Success Themes, the staff and students are given the opportunity to focus on one responsible behavior, practice it and recognize its accomplishment. The following page lists examples of school-wide themes with school and home emphasis.

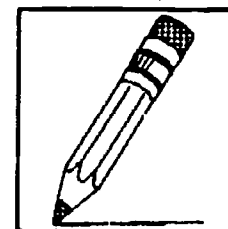
Success Through Accepting Responsibility

Question	School Emphasis	Suggested Home Emphasis
<i>How can I be a <u>star</u>?</i>	I can listen in school.	I can go to bed the first time I am asked.
<i>How can I be <u>kind and courteous</u>?</i>	I can say "please" and "thank you."	I can wait for others to finish before I speak.
<i>How can I make good <u>choices</u>?</i>	I can stop and think before I act.	I can learn to review my actions.
<i>How can I be of <u>service</u> to others?</i>	I can offer to help someone.	I can do regular chores at home without being asked.
<i>How can I show <u>courage</u>?</i>	I can raise my hand to participate in class.	I can say "NO" to strangers.
<i>How can I be <u>honest and trustworthy</u>?</i>	I can accept responsibility for my mistakes, rather than blaming others.	I can say "I'm sorry" when I've been unfair or unkind.
<i>How can I show <u>respect</u> for myself?</i>	I can talk positively to myself, rather than "putting myself down."	I can eat balanced, healthy meals.
<i>How can I show <u>respect</u> for others?</i>	I can wait my turn in line.	I can open doors for others.
<i>How can I carry out my <u>commitments</u>?</i>	I can review the goals I set.	I can allow enough time to do my homework neatly and thoroughly.
<i>How can I reward myself for being <u>responsible</u>?</i>	I can congratulate myself for my successes.	I can share my successes with people who care.

**HOW TO EFFECTIVELY USE THE
SUCCESS THROUGH ACCEPTING RESPONSIBILITY PROGRAM**

1. If you have not done so already, please read the letter to the principal.
2. Make a copy of this section of the Handbook to use as your planning sheets for this year. Save the original for future use. Three-hole punch the copy so you can keep it in this Handbook.
3. Take 10 to 15 minutes to browse through this Handbook, especially the pages entitled: The Unifying Approach of Success Through Accepting Responsibility and School Themes that describe the thematic emphasis on **STAR**. Look at the activities that are suggested.
4. Complete the School Climate Check List that follows this section.
5. Identify up to 10 behaviors you do not want to see in your school this year. For example: Fighting on the school yard, tardiness, etc.

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.



**PART II -- PLANNING AND IMPLEMENTATION
EFFECTIVE USES OF PROGRAM**

6. Make a list of the 10 behaviors you most want to see your students take responsibility for this year. State these in the positive. For example: 1) Students will cooperate on the schoolyard. 2) We will have a 98% average attendance rate for the school.

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

7. Answer the following question: What are we currently doing at our school to foster or reinforce the positive behaviors listed above? For example: 1) Citizenship Awards. 2) Annual school attendance assembly. 3) Positive telephone calls to parents.

1.

2.

3.

4.

5.

**PART II -- PLANNING AND IMPLEMENTATION
EFFECTIVE USES OF PROGRAM**

8. Concentrating on the behaviors you do and do not want to see at your school, go through the Handbook again and list the activities or elements and their pages that you may wish to consider for your school climate project. Don't be concerned if you are listing more than you can handle. Don't edit your list at this time.

POSITIVE OR NEGATIVE BEHAVIOR: Pushing and shoving at lunch.

ACTIVITY: Best lunch line trophy

PAGE: 0

**POSITIVE/NEGATIVE
BEHAVIOR**

ACTIVITY

PAGE

**PART II -- PLANNING AND IMPLEMENTATION
EFFECTIVE USES OF PROGRAM**

9. Now that you have identified some of the activities that will enhance responsible behavior at your school, you will want to form a committee for Responsible School Climate. This committee can be the single most important element for this program's success. You will want representation to be as broad as possible. The committee's responsibilities include: meeting once a month to plan and coordinate activities, conducting 20-minute inservice segments at monthly faculty meetings, introducing new themes, sustaining monthly activities, eliciting feedback from staff and evaluating the program.

a. List the names of staff members who would be willing to serve on the committee for Responsible School Climate and invite them to join. To ensure a strong program you will want to meet with the committee at least once a month.

1. (Chairperson)

2.

3.

4.

5.

b. Schedule your first committee meeting.

1. Date:

2. Place:

3. Time:

10. Following are suggested agenda items for your first committee meeting.

a. Overview:

Establishing a unifying language of responsibility. Answer the question: Are there words we want to use at school to promote responsible behavior?

**PART II -- PLANNING AND IMPLEMENTATION
EFFECTIVE USES OF PROGRAM**

How can we systematically link our efforts to build personally responsible students?

How can we use Success Through Accepting Responsibility or S.T.A.R. as a thematic approach?

Share the positive and negative behaviors you identified in your planning.

b. Develop an action plan:

Share with the committee the elements you have identified for possible inclusion in your responsible school climate program.

Brainstorm with the committee possible elements for creating a responsible school climate program.

NOTE: Do not be limited by the ideas in this Handbook.

Prioritize and select the elements the committee wishes to emphasize for the entire school year.

Prioritize and select the elements the committee wishes to start during the next three months.

- c. Plan how you will present your project to the staff.**
- d. Schedule staff inservice training. If you are not personally conducting the training, remember that your presence at the inservice will indicate to teachers and other staff members that this program is a priority for you.**
- e. Agree on who will be responsible for what specific actions prior to the next meeting. Write those agreements on paper with due dates and keep them in this Handbook.**
- f. Schedule next monthly meeting.**

SUCCESS THROUGH ACCEPTING RESPONSIBILITY

SCHOOL CLIMATE CHECK LIST

School climate is defined as the prevailing feeling or attitude within a school. The climate may either contribute to or destroy effectiveness at school. Unless students and staff believe the climate and environment foster teaching and learning, effective education is not attainable.

A positive school climate encourages commitment and personal responsibility for everyone at the school.

In order to assess the effect of the Success Through Accepting Responsibility program you may want to conduct pre- and post- School Climate Surveys. The School Climate Check List will enable you to assess various aspects related to school climate. You may wish to use the entire check list or only those sections you feel will meet your needs. The School Climate Check List may be duplicated.

Instructions for Administration:

Have each person taking the survey check yes or no to each of the statements. Tally the responses. "Yes" answers indicate positive climate. "No" answers indicate a need to examine the particular area for clarification or improvement.

**PART II -- PLANNING AND IMPLEMENTATION
SCHOOL CLIMATE CHECK LIST**

Student Morale	YES	NO
1. Students feel what they are learning is important and will help them in their personal lives.	_____	_____
2. Students are proud of their school.	_____	_____
3. Student attendance is good.	_____	_____
4. The various student social and/or racial groups (cliques) communicate with one another, respect one another and work together.	_____	_____
5. Students and staff participate in problem solving and school improvement activities.	_____	_____
6. There is a feeling of trust, caring and mutual respect among teachers and students.	_____	_____
7. Students feel they can talk to at least one staff member about personal problems.	_____	_____
8. Most students participate in school social activities.	_____	_____
9. Students are familiar with, and held accountable to, codes of conduct.	_____	_____

Student Achievement	YES	NO
10. All students at all skill levels are challenged, encouraged and expected to do well.	_____	_____
11. Students value the opinions of their teachers.	_____	_____
12. Students have an opportunity to demonstrate positive skills and talents.	_____	_____
13. Information about school and community resources, to help with specific problems, is made available and used by students.	_____	_____
14. Staff members model the behavior they wish to see in students.	_____	_____
15. Students are programmed into classes commensurate with their abilities.	_____	_____
16. Students receive prompt feedback about their performance on assignments.	_____	_____
17. Staff is available for, and students are encouraged to seek, assistance outside of class time for the academic pursuits.	_____	_____

Teacher Morale	YES	NO
18. Staff are proud to be part of the school.	_____	_____
19. Staff members exhibit a sense of cohesiveness, trust and acceptance among themselves.	_____	_____
20. Teachers feel their input on policy planning and implementation is encouraged and accepted by the administration.	_____	_____
21. Appropriate in-service training is provided regularly.	_____	_____
22. Teachers are involved in, and have input into, in-service training.	_____	_____
23. Certificated and classified staff communicate well with one another and work together for the benefit of the students and school.	_____	_____



**PART II -- PLANNING AND IMPLEMENTATION
SCHOOL CLIMATE CHECK LIST**

- | | | |
|---|-------|-------|
| 24. Staff know their efforts are supported by school and district administration. | _____ | _____ |
| 25. Teachers feel they are in control in their classrooms and are confident that site administrators will back them up. | _____ | _____ |
| 26. Teachers are comfortable with students. | _____ | _____ |
| 27. Teachers feel good about what they are doing. | _____ | _____ |

Administration	YES	NO
-----------------------	------------	-----------

- | | | |
|---|-------|-------|
| 28. The administration provides sufficient knowledge and training for teachers in handling discipline problems. | _____ | _____ |
| 29. The administration provides strong leadership. | _____ | _____ |
| 30. The administration is an effective support service to the classroom teacher. | _____ | _____ |
| 31. The administration provides the staff with a working knowledge of district goals and school-site goals in curriculum areas. | _____ | _____ |
| 32. The administrative staff work as a team, rather than as a group of individuals. | _____ | _____ |
| 33. The administration has made a serious attempt to balance the racial and ethnic composition of the school community. | _____ | _____ |

Curriculum	YES	NO
-------------------	------------	-----------

- | | | |
|--|-------|-------|
| 34. Alternative programs are available to assist the gifted as well as the slow learner. | _____ | _____ |
| 35. Staff members accurately diagnose student academic and social needs. | _____ | _____ |
| 36. Special programs, such as educationally handicapped and physically handicapped, etc., are understood and supported by the total staff. | _____ | _____ |
| 37. Special help is available for students with special needs. | _____ | _____ |
| 38. Counseling staff are involved in actual counseling, not just performing clerical duties. | _____ | _____ |
| 39. The curriculum reflects the ethnic, racial and sexual composition of the community. | _____ | _____ |
| 40. Teachers express and demonstrate a concern with and commitment to student achievement. | _____ | _____ |
| 41. Staff members develop curricular activities and create a learning environment to help students establish goals. | _____ | _____ |
| 42. Adequate resource materials are readily accessible to teachers. | _____ | _____ |
| 43. Curriculum combines academic and social learning skills. | _____ | _____ |
| 44. Standards of excellence cross all departments. For example, proper English skill are also required in social studies classes. | _____ | _____ |

PART II -- PLANNING AND IMPLEMENTATION
SCHOOL CLIMATE CHECK LIST

Discipline.	YES	NO
45. There is a set policy of discipline, such as a student handbook, and it is distributed to and discussed with all students.	_____	_____
46. Behavior problems are recognized and resolved promptly.	_____	_____
47. School staff know the difference between criminal violations and discipline incidents. Discipline problems are handled by the school. Criminal violations are handled by law enforcement.	_____	_____
48. Appropriate penalties are given for violations of discipline policy.	_____	_____
49. Conflict in the school is dealt with constructively, and all contributing factors are evaluated.	_____	_____
50. Safety of other students is considered when resolving discipline incidents.	_____	_____
51. There are resources to resolve conflicts which include student participation.	_____	_____
52. Alternatives to referrals, suspension and expulsion are built into the discipline policy.	_____	_____
53. Rules are fairly and consistently applied to all students.	_____	_____
54. There is strict adherence to and enforcement of school rules by the total staff.	_____	_____
55. Discipline serves to teach expected behavior, as well as provide punishment for inappropriate behavior.	_____	_____
56. Classroom management policies exist and are followed by all staff.	_____	_____
57. Discipline problems are handled by every staff member, not just administration.	_____	_____
Safety	YES	NO
58. A plan is operating to reduce vandalism.	_____	_____
59. The school has a litter prevention program.	_____	_____
60. The school is designed with crime prevention in mind, such as minimum entry points, proper landscaping, etc.	_____	_____
61. There are no areas of the school campus where students are apprehensive about their physical safety.	_____	_____
62. There is some type of on-site vandalism committee, which includes students.	_____	_____
63. There is no graffiti on the school buildings.	_____	_____
64. Fights and/or gang activity are unusual occurrences.	_____	_____
65. Students can carry money without fear of physical harm or threats by other students.	_____	_____

**PART II -- PLANNING AND IMPLEMENTATION
SCHOOL CLIMATE CHECK LIST**

Community	YES	NO
66. Neighbors are committed to calling law enforcement when suspicious or illegal behavior is occurring.	_____	_____
67. Local law enforcement officials, whose beats encompass the school, know and communicate with both youth and staff.	_____	_____
68. The community feels a sense of pride and ownership in the school.	_____	_____
69. Parents are involved in school planning for campus safety.	_____	_____

The School Climate Checklist was prepared by the School Safety Center of the office of the Attorney General, California Department of Justice.

PRINCIPAL'S MONTHLY CHECK LIST

Use the suggested check list below as a guide for tracking your program.

- 1. Are teachers using the correct monthly bulletin board?
- 2. Do lessons on responsibility appear on teachers' lesson plans?
- 3. Are teachers teaching weekly lessons on responsibility for one hour on the current monthly theme?
- 4. Did I complete the "Principal's Message" for the monthly newsletter?
- 5. Have the monthly newsletters to parents been prepared and distributed to the classrooms and mailed to community members?
- 6. Has at least one sustaining event or activity been planned for next month?
- 7. Are there any details left to be handled regarding this month's sustaining activity?
- 8. Has the Responsible School Climate Committee met?
- 9. Has the Responsible School Climate Committee been given time at this month's faculty meeting for offering suggestions and answering questions?
- 10. Am I and a staff member prepared to tell a positive student anecdote at the faculty meeting for this month?
- 11. Am I making classroom visits during responsibility lessons on the monthly themes?
- 12. Did I make an announcement to the students regarding responsible behavior in the halls, cafeteria, yard or bus?
- 13. Did I take the time to schedule these activities on my calendar?

Feel free to make changes on this list so it covers the items you want to address each month. If you choose, you may use the more detailed check lists on the following pages.

SAMPLE MONTHLY CHECK LIST

Month 1 - September

Date Completed

Committee Formed _____

Committee Meeting Held _____

Kick-off Activities Held _____

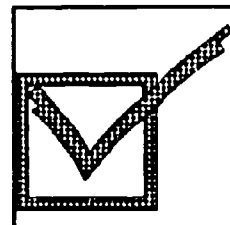
Activities	Person Responsible	Date Completed
_____	_____	_____
_____	_____	_____
_____	_____	_____

Year-Long Activities Selected

Activities	Person Responsible	Date Completed
_____	_____	_____
_____	_____	_____
_____	_____	_____

- Inservice for staff
- Principal's message for parent newsletter
- Newsletter distributed to:
 - Classrooms
 - Superintendent
 - Board members
 - Interested community members

- Classroom visitation completed?
- Next committee meeting planned?
Date: _____



SAMPLE MONTHLY CHECK LIST

Month: 2 3 4 5 6 7 8 9
 Oct Nov Dec Jan Feb Mar Apr May

- Committee meeting held
- Sustaining activities selected

Activities	Person Responsible	Date Completed
_____	_____	_____
_____	_____	_____
_____	_____	_____

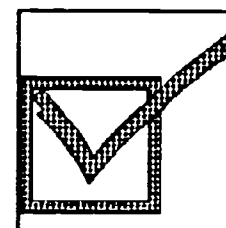
Are teachers holding class discussions about the monthly theme? Yes ___ No ___

- | | |
|--|--|
| <ul style="list-style-type: none"> <input type="checkbox"/> Principal's message for parent newsletter <input type="checkbox"/> Newsletter distributed to: <ul style="list-style-type: none"> <input type="checkbox"/> Classrooms <input type="checkbox"/> Superintendent <input type="checkbox"/> Board members <input type="checkbox"/> Interested community members <input type="checkbox"/> Has committee been given time at staff meeting to offer suggestions and answer questions? | <ul style="list-style-type: none"> <input type="checkbox"/> (Months 3, 6 and 10 only) Have evaluations been completed? <input type="checkbox"/> Did I make an announcement to the students regarding responsible behavior outside the classroom? <input type="checkbox"/> Classroom visitation completed? <input type="checkbox"/> Next committee meeting planned? |
|--|--|

Did I mention a positive student during staff meeting?

Did a staff member mention a positive student during staff meeting?

Date _____



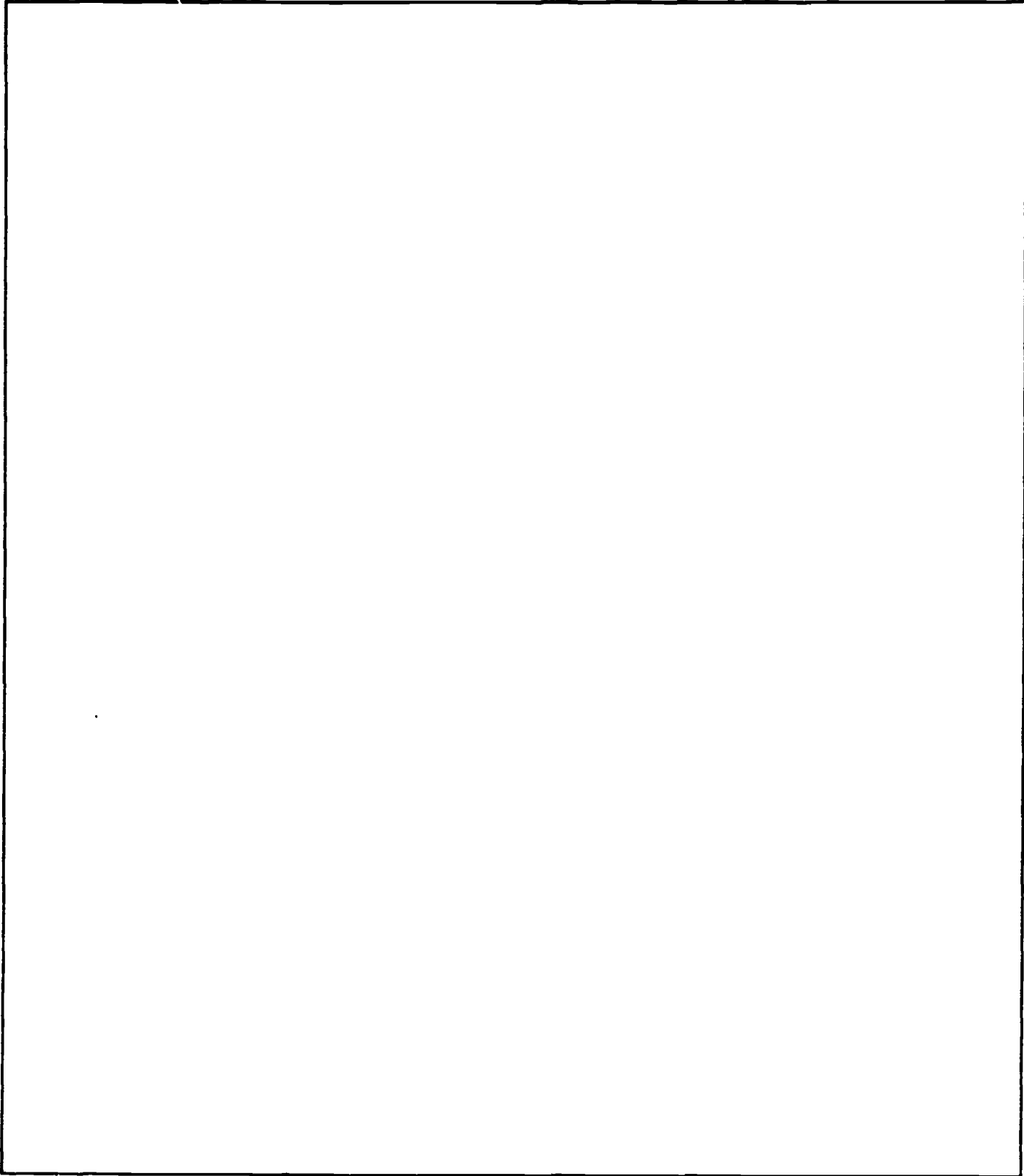
SAMPLE MONTHLY CHECK LIST

FINAL MONTH - JUNE

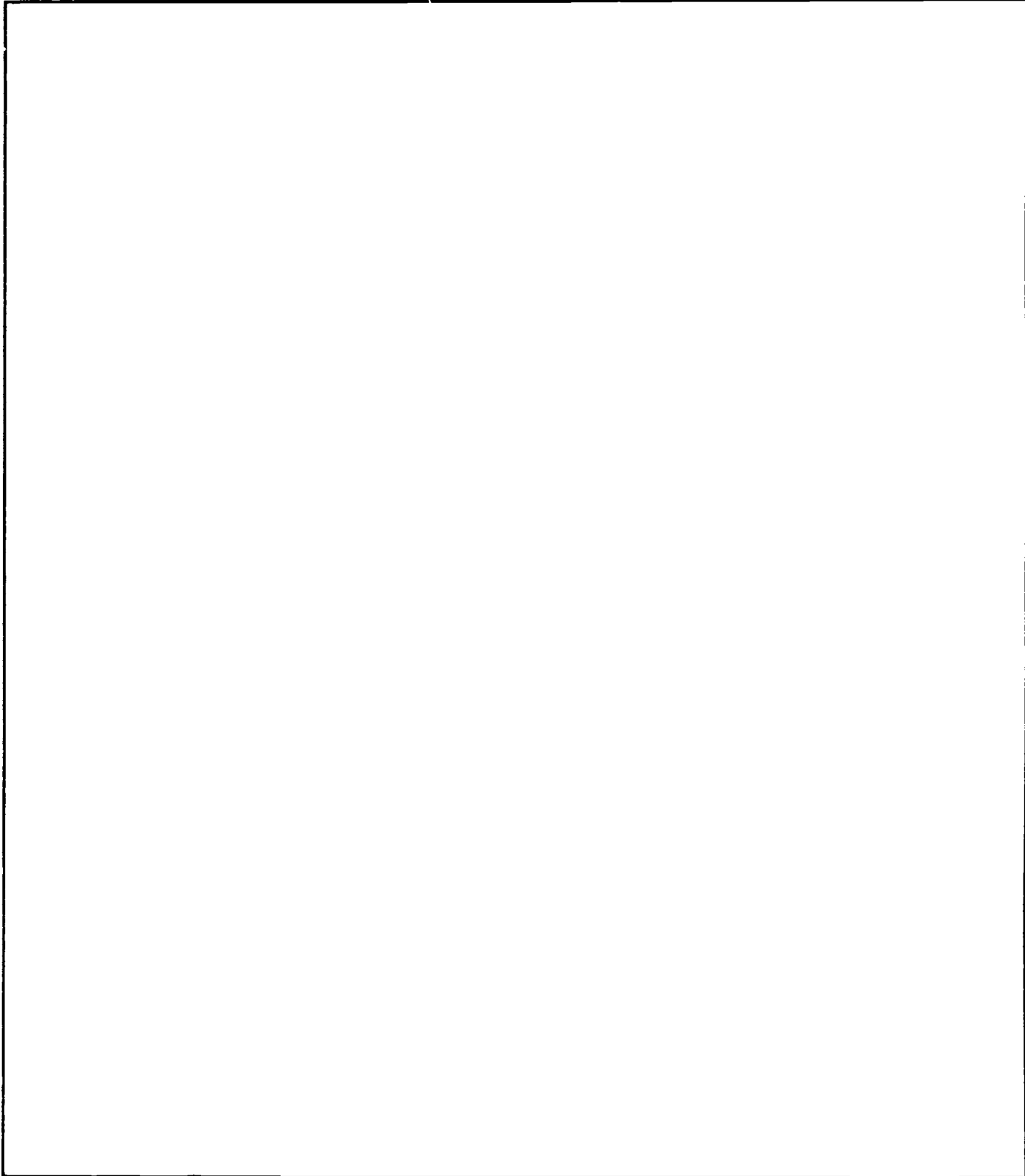
- Committee meeting held:
 - Discussed the year's program
 - Identified weaknesses
 - Identified strengths
- Evaluation completed
- Committee identified for next year

Comments: _____

PRINCIPAL'S PLANNING PAGE



PRINCIPAL'S IDEA SHEET



KICK-OFF ACTIVITIES

INTRODUCTION:

The activities in this section are designed to be used at the beginning of the year to launch the Success Through Accepting Responsibility program. They will help the staff "set the tone" for a responsible school climate. Through these activities the staff can set the following expectations:

1. Students will act responsibly
2. Responsible behavior leads to success inside and outside school
3. This emphasis on responsible behavior will be school-wide
4. Responsible behavior will be recognized and rewarded
5. The program will include certificated and non-certificated staff
6. The staff should discuss the goals of Personal Responsibility

INSERVICE TRAINING FOR STAFF

Conduct in-house inservice training for teachers and other staff members who are not yet familiar with the program.

You may want to include new officers or volunteers from your parents' organization, as well as some upper grade student leaders who might soon become involved in the Personal Responsibility (P.R.) Club.

It is important to establish clear expectations for the program. You will need to address concerns of the staff such as, "This will never work" or, "We already do this. Why start something new?" or, "We did this before and it didn't work. Why should it work now?" These issues can best be addressed through frank and open discussion with the staff.

WHY WE TEACH PERSONAL RESPONSIBILITY

As educators we might ask ourselves, "Why is it necessary to teach responsibility?" The answer rests with the fact that responsibility is a basic premise of successful living. In our striving to be effective human beings it is probably the most basic fact of life. Our actions, responsible or irresponsible, determine not only what happens to us but how we impact others. Therefore, we cannot let the learning of the words, concepts and skills of responsible behavior happen by chance. The family, the greater community and the schools have a shared interest in teaching these concepts and skills.

Our actions have consequences. Who we are and what we do matters. We are personally responsible for our actions.

For example, let's look at two actions that are common today -- the first one negative and the second one positive.

ACTION: I take drugs.

POSSIBLE CONSEQUENCES: I may injure my body. I may become less caring and thoughtful in my interaction with others. I may spend less time on my school work. My grades may suffer. I may drop out of school. In order to hide my actions from my family I may become more secretive. Since "druggies" hang together I may change my friends. I may become so involved with drugs, I steal to pay for my habit.

Also, there may be long-range consequences related to taking drugs. If I drop out of school it may affect my ability to earn a living.

Our actions have consequences. Who we are and what we do matters.

This is also true if we take positive actions. Let's look at a positive action.

ACTION: I take my education seriously.

POSSIBLE CONSEQUENCES: I will learn more in school. I am better prepared for future occupations. I establish good, lifelong work habits. I develop friends who, like me, take education seriously.

PART III -- KICK-OFF ACTIVITIES

Again, there may be long-range consequences related to taking my education seriously. My understanding of life, and my satisfaction with it, may be greater. My income may be increased. The contribution I make to the welfare of others will probably be more significant.

From a broader point of view our democratic society is based on the premise that free men and women who welcome their responsibilities can create a society that works for everyone. Therefore, it is incumbent upon us to address the issue of responsibility which relates directly to citizenship. Public education has part of the responsibility to teach students to be constructive in their own lives so we can be collectively successful as a society. Traditionally it has been the role of the public schools to teach "The first R" - Responsibility. Public education . The United States was founded, in part, to educate the populace for responsible citizenship. As a matter of fact, many of our textbooks were devoted to the building of character. In the McGuffey Readers, for example, every page was filled with stories exemplifying the importance of honesty and perseverance. While educators still teach about responsibility, they seldom do it in a focused, systematic and school-wide manner. By having a school-wide theme focusing on responsibility you can expect a dramatic, positive change in student behavior and attitude.

Are there specific skills we can teach to increase responsible behavior? There definitely are.

Recently the Council for Economic Development published a report on the status of education in America entitled, *Investing In Our Children*. In that report they coined the term, "the invisible curriculum" which refers to teaching character education. The report said, "We urge schools and teachers to institute policies and practices that are specifically designed to encourage self-discipline, reliability, perseverance and other positive traits." The Council was specifically concerned about excessive absenteeism, tardiness and other behaviors that relate to school and job performance.

Briefly, some other specific skills that require development and can and should be part of curriculum are:

Awareness of options -- Strategies and techniques for identifying alternatives.

The ability to make conscious choices -- A process for decision making including the exploration of ethical considerations.

The ability to develop an action plan -- Skills necessary to formulate and achieve goals.

PART III -- KICK-OFF ACTIVITIES

Confidence in one's ability to complete the action plan -- Skills for maintaining the self-esteem and perseverance needed to face reversals and complete projects.

An evaluation process -- Skills of dispassionately reviewing actions to see if one is moving closer to or further from goals -- also, the assessment skills needed for goal revision.

Responsibilities of Citizenship -- As a participant in society individuals must understand that there are rights, privileges and responsibilities associated with being a citizen.

Awareness of the differences as well as likenesses among people -- We have a common core of values. Yet in a pluralistic society there are cultural differences that must be understood and respected.

Naturally, educators also are concerned with these issues. **SUCCESS THROUGH ACCEPTING RESPONSIBILITY** will help your school focus on these concepts and skills.

SUPPORT MATERIALS FOR INSERVICE TRAINING

The teaching and learning of responsibility begins with the understanding that language, words, symbols, gestures and body language all help shape our perception of the world and, therefore, our behavior. For example, we take our foot off the gas pedal and apply our brakes when we see a stop sign because we have learned the meaning of the word "STOP" and recognize the 8-sided red sign. Over time, the response of "hitting the brakes" is automatic.

Therefore, if we speak and think in an irresponsible way, we are more inclined to act irresponsibly. Conversely, if we understand the word "respect" and the concepts related to it we are more likely to act in a respectful and responsible manner. When we give respect we get respect.

If we think and act responsibly then responsible acts will become automatic.

Share with the staff the following list of words and phrases that are counterproductive to responsible behavior:

PHRASES OF DEPENDENCE UPON OTHERS (from popular songs)

"I can't live if living is without you."

"You make me so very happy."

"You make me feel like a natural woman."

"You're nobody 'til somebody cares."

"It all depends on you."

"You make me feel brand new."

"As long as he needs me"

"If you go away"

"People who need people"

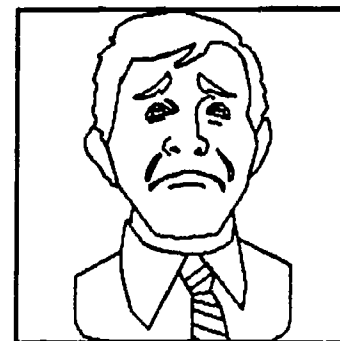
"You are the sunshine of my life."

"No one else can make me feel the colors that you bring."

"Without you, I'm nothing."

A LIST OF NEGATIVE "I'M"s

I'm shy	I'm a lousy cook
I'm lazy	I'm a poor speller
I'm timid	I'm nervous
I'm afraid	I'm sickly
I'm clumsy	I'm accident prone
I'm anxious	I'm short-fused
I'm forgetful	I'm hostile
I'm not mechanical	I'm solemn
I'm poor at mathematics	I'm apathetic
I'm a loner	I'm boring
I'm fat	I'm not musical
I'm sloppy	I'm not athletic
I'm stubborn	I'm immature
I'm meticulous	I'm careless
I'm vindictive	I'm irresponsible



A LIST OF VICTIM STATEMENTS: These statements indicate that I have no power or that someone else made me do it.

You hurt my feelings.	You make me feel bad.
I can't help the way I feel.	I just feel angry. Don't ask me why.
He makes me sick.	Heights scare me.
You're embarrassing me.	You made a fool of me in public.

OTHER EXAMPLES OF NEGATIVE SELF-TALK

I've always been that way. I can't help it. That's just my nature.

Have your staff discuss the way our language seems to shape some of our behavior and how student language is reflected in student behavior.

Now have your staff list some positive "I'm"s they want to instill in their students' language. Remember, we are what we think. If we can learn to think of ourselves as "good readers," "friendly" or "capable" we will tend to develop behavior that is compatible with the way we think.

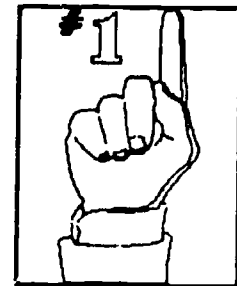
POSITIVE ADJECTIVES

ACTIVE
AGREEABLE
BUSY
BEAUTIFUL
BRAVE
BUBBLY
CUTE
COOL
CARING
COOPERATIVE
CLEVER
CONFIDENT
DARING
DEPENDABLE
DELIGHTFUL
DYNAMIC
DEAR
EAGER
ENERGETIC
ENJOYABLE
ENTERTAINING
ENTHUSIASTIC
EXPERT
FAIR
FRIENDLY
FAST
FUN
FANTASTIC
FRISKY
GREAT
GOOD
GENTLE
GIGGLY
GENUINE
GYMNASTIC
HANDY

HAPPY
HELPFUL
HEALTHY
HONEST
INTERESTING
IMPISH
INDUSTRIOUS
INCREDIBLE
INTELLIGENT
JOKING
JOLLY
JOVIAL
JOYFUL
KEEN
KIDDING
KIND
KNOWING
LIKABLE
LOVING
LIVELY
LEADER
LOVELY
MERRY
MILD
MINDFUL
MUSCULAR
MUSICAL
NEAT
NICE
NIFTY
OBJECTIVE
OUTGOING
OBSERVANT
OPTIMISTIC
ORIGINAL
PEACEFUL

PLEASANT
PRETTY
PERKY
PERSISTENT
POSITIVE
QUALIFIED
QUITE
RACER
RADIANT
RESOLUTE
RESPECTFUL
SCHOLARLY
SMILING
SPECIAL
SUPER
THOUGHTFUL
TACTFUL
TERRIFIC
TRUSTWORTHY
UNDERSTANDING
VERBAL
VIBRANT
WISE
ZESTFUL

Note: The above list was provided by Jerry Westfall of Fowler Junior High in Tigare, Oregon. It may be copied for your students.



SCHOOL CLIMATE ACTIVITIES

The next several sections offer suggestions for creating a school climate of responsibility.

As a staff member you are already doing many things that foster a positive school climate. These suggestions will help you bring those activities and others you choose under the umbrella of responsibility education.



ACTIVITY: CLASSROOM RULES

GOAL: To allow students to be involved in identifying some classroom rules.

This activity will help students to understand how and why the rules of the classroom were generated. This activity can best be accomplished by:

1. Helping the students to look for the rules that state what we want and not what we don't want. Use: "Raise hand in class to be called upon" rather than: "Don't shout out the answer."
2. Ask the students questions such as the following:

How can we as a class be responsible?

How can we be successful in class?

What can we do to be successful as a class?

How can we have a class that works for everyone?

How can I accept responsibility for my own success in class?

How can I be a STAR?

ACTIVITY: SCHOOL RULES

GOAL: To allow students to be involved in identifying some school rules.

1. Have the students in each classroom participate in a discussion of responsible behavior outside the classroom. Have each classroom teacher ask students questions such as the following:
 - a. How can we be STARS (responsible) in the halls?
 - b. How can we be STARS (responsible) in the cafeteria?
 - c. How can we be STARS (responsible) on the schoolyard?
 - d. How can we be STARS (responsible) on the bus?
2. Have teachers compile a list of responses to these questions. Be sure the responses are stated in terms of what we want the students to do, not behavior we do not want. "I WILL SIT IN MY ASSIGNED SEAT ON THE BUS" -- not, "I WON'T GET OUT OF MY SEAT ON THE BUS."
3. You can continue to use this process of asking about behavior in non-classroom areas by using the questions for the month. "HOW CAN I BE KIND AND COURTEOUS IN THE CAFETERIA?" - "HOW CAN I SHOW RESPECT FOR OTHERS ON THE BUS?"

See pages titled: "School Themes" in the Planning and Implementation Section.

**PART III -- KICK-OFF ACTIVITIES
SCHOOL CLIMATE ACTIVITIES**

ACTIVITY: PRINCIPAL'S VISITS

GOAL: To emphasize to all classes that this is considered by the principal to be a very important school program.

1. You may wish to take a "Caught Being Good" Citation with you on these classroom visits and reward a good listener.
2. These visits need not be long. They should focus on what you want to see this year at school and not what you don't want to see. For example: "I will be looking for students who cooperate on the schoolyard and for those who wait their turn in line at the lunch counter."
3. You may want to use these visits to ask some questions, such as the following:
 - a. How can you be responsible at school?
 - b. How can you be responsible in the cafeteria?
 - c. How can you be responsible toward other students?
 - d. How can you be responsible on the way to and from school?

Asking these questions will help students begin to think about how they can behave responsibly. Questions such as the ones listed above can help students identify specific responsible actions.

With your visits, you will be able to add emphasis to the program by letting the students know you feel it is important

ACTIVITY: KICK-OFF ASSEMBLY

GOAL: To set the tone and inform the entire student body at one time that this year the school emphasis will be on developing responsible behavior.

1. At this assembly you will want to make clear that this program includes everyone - staff, students and parents.
2. You may want to announce some of the awards, privileges, trophies, etc. that will be given for responsible behavior shown by individuals or classes.
3. You may want to take this opportunity to announce the school rules the students have participated in developing. You may choose to have students help with this.
4. Remember to balance the program so that students perceive the program as a positive opportunity to be successful and not just as rules and regulations to control the school.
5. At or following the assembly you may wish to display any awards, trophies or certificates that will be part of the program.
6. You may wish to combine this assembly with a welcoming assembly to introduce school staff.
7. You may wish to have some of the classes sing songs or perform in some other way.
8. You may want to have a special speaker, presentation or film that emphasizes some aspect of responsibility.

YEAR-LONG ACTIVITIES

INTRODUCTION:

Included in this section are activities that can be used throughout the school year to build your responsible school climate program. These activities will:

1. Systematically tie together the various ongoing school climate activities under the umbrella of responsibility.
2. Enhance, recognize and reinforce responsible behavior.
3. Include students, staff and parents.

As your responsible school climate program grows and you create new activities with your staff, you will want to add a page on each one of them to this section.

PART IV -- YEAR-LONG ACTIVITIES

ACTIVITY: DAILY POSITIVE ANNOUNCEMENT

GOAL: This list of 218 positive thoughts help focus the entire school community on success.



Each day present one of these thoughts to the students and staff. They can be presented over the intercom or in the daily bulletin.

1. There is very little difference in people, but that little difference makes a big difference. The little difference is attitude. The big difference is whether it is positive or negative. Clement Stone
2. If you think you can or you think you can't, you are absolutely right.
3. It is great to be great, but it's greater to be human. Will Rogers
4. Minds are like parachutes: They only function when open.
5. Some men see things as they are and wonder why. I see things as they never have been and wonder why not. George Bernard Shaw
6. A problem well stated is a problem half solved.
7. There are two ways you can spread light: You can be the candle that makes it shine or the mirror that reflects it.
8. Happiness is the mosaic of life made up of many kind acts throughout a busy day. Edward Whiting
9. It is good to help a friend but nobler to conceal it.
10. Those who have room in their hearts for others will find accommodations for themselves everywhere.
11. Cheerfulness keeps up a kind of daylight in the mind, filling it with a steady and perpetual serenity. Addison

PART IV -- YEAR-LONG ACTIVITIES

12. The reflections on a day well spent furnishes us with joys more pleasing than ten thousand triumphs. Thomas Kempis
13. The best preparation for tomorrow's work is to do your work as well as you can today. Elbert Hubbard
14. Life itself can't give you joy,
Unless you really will it;
Life just gives you time and space--
It's up to you to fill it.
15. Kindness in words creates--confidence.
Kindness in thinking creates--profoundness.
Kindness in giving creates--love.
16. Be pleasant until 10:00 in the morning and the rest of the day will take care of itself.
17. If you have a sympathetic disposition, don't waste it on yourself.
18. They drew a circle that shut me out,
But love and I had the wit to win;
We drew a circle that took them in.
19. We cannot do everything at once; but we can do something at once.
20. The highest reward that we receive from good work is the ability to do better.
21. It takes both rain and sunshine to make a rainbow.
22. Happiness is not a station you arrive at, but a manner of traveling.
23. All the flowers of all of the tomorrows are in the seeds of today.
24. What sunshine is to flowers, smiles are to humanity.
25. Be what you wish others to become.

PART IV -- YEAR-LONG ACTIVITIES

26. Let us realize that what happens around us is largely outside our control, but that the way we choose to react to it is inside our control.
27. There are two things that go into the makeup of friendship, one is truth, the other is understanding.
28. We find in life exactly what we put into it. Emerson
29. Perfection consists not in doing extraordinary things, but in doing ordinary things extraordinarily well. Antione Arnould
30. Don't part with your illusions. When they are gone you may still exist, but you have ceased to live. Mark Twain
31. To teach is to learn. Japanese Proverb
32. The object of teaching a child is to enable the child to get along without the teacher. Elbert Hubbard
33. Life can be understood backwards, but it must be lived forwards. Kierkegaard
34. Kites rise highest against the wind--not with it. Winston Churchill
35. It is all sunshine that makes a desert. Arabian Proverb
36. Nothing great was ever achieved without enthusiasm. Emerson
37. Energy and persistence conquer all things. B. Franklin
38. Counting time is not so important as making time count. James Walker
39. The purpose of life is that you matter--because you are who you are. Emerson
40. The way to have a friend is to be one. Ralph Waldo Emerson
41. Happiness is a butterfly, which, when pursued, is always just beyond your grasp, but which, if you will sit down quietly, may alight upon you. Nathaniel Hawthorne

PART IV -- YEAR-LONG ACTIVITIES

42. Within our reach lies every path
We ever dream of taking.
Within our power lies every step
We ever dream of making.
Within our range lies every joy
We ever dream of seeing.
Within ourselves lies everything
We ever dream of being.
43. Excellence costs a great deal. May Sarton
44. I have learned silence from the talkative; tolerance from the intolerant and kindness
from the unkind. Kahlil Gibran
45. The less people speak of their greatness the more we think of it. Francis Bacon
46. Charity and pride have different aims, yet both feed the poor.
47. Be kind and merciful. Let no one ever come to you without leaving better and
happier. Mother Teresa
48. Unselfishness ennobles, satisfies. Don't put off the joy derivable from doing helpful,
kindly things for others. B.C. Forbes
49. Where the heart is willing it will find a thousand ways, but where it is unwilling it
will find a thousand excuses. Dayak Proverb
50. He who does kind deeds becomes rich. Hindu Proverb
51. Give to every other human being every right that you claim for yourself--that is my
doctrine. Thomas Paine
52. Give and forgive. Marie Therese Rodet Geoffrin
53. A good boss is one who makes his men think they have more ability than they
have, so they consistently do better work than they thought they could.
Charles E. Wilson
54. I had rather never receive a kindness than never bestow one. Seneca

PART IV -- YEAR-LONG ACTIVITIES

55. It is difficult to say what is impossible, for the dreams of yesterday are the hopes of today and the realities of tomorrow. **Robert H. Goddard**
56. Do not keep the alabaster boxes of your love and tenderness sealed up until your friends are dead. **Henry Ward Beecher**
57. Five things constitute perfect virtue: gravity, magnanimity, earnestness, sincerity, kindness. **Confucius**
58. To do good things in the world, first you must know who you are and what gives meaning in your life. **Paula P. Brownlee**
59. Learning is like rowing upstream: not to advance is to drop back. **Chinese Proverb**
60. Do you see difficulties in every opportunity, or opportunity in every difficulty.
61. Never let yesterday use up today.
62. Success, like beauty, in all things is individual.
63. Cooperation is doing with a smile what you have to do anyway.
64. All people smile in the same language.
65. Talent knows what to do; tact knows when and how to do it.
66. A smile increases your face value.
67. No one can make you unhappy without your consent.
68. People may doubt what you say, but they will always believe what you do.
69. He who cuts his own firewood is twice warmed.
70. The difference between ordinary and extraordinary is that little extra.
71. Be someone who finds something good in each day...then give it to others.

PART IV -- YEAR-LONG ACTIVITIES

72. Love doesn't make the world go round. Love is what makes the ride worthwhile.
Franklin P. Jones
73. Some works are accomplished through inspiration, while others may take perspiration.
74. The race is not always to the swift, but to those who keep on running.
75. The hand that gives, gathers.
76. In helping others, we help ourselves, whatever good we give out completes the circle and comes back to us.
77. Never fear shadows. They simply mean there's a light shining somewhere.
Renkel
78. If I cannot do great things, I'll do small things in a great way.
79. The first step toward solving a problem is to begin.
80. Plan your work,
Work your plan.
81. Encouragement is like sun after a shower.
82. Happiness is not a goal, it is a by-product. Eleanor Roosevelt
83. There is no such thing in anyone's life as an unimportant day. Woollcott
84. We cough to clear our throats, we sigh to clear our hearts. Matthews
85. May the very best day of your past be the worst day of your future.
86. Nothing succeeds like success. Old French Proverb
87. You must never tell a thing. You must illustrate it.
We learn through the eye and not the noggin. Will Rogers
88. Better three hours too soon than a minute too late. William Shakespeare

PART IV -- YEAR-LONG ACTIVITIES

89. Do not judge a man until you have walked a day in his moccasins.
American Indian Saying
90. I cried because I had no shoes, 'til I met a man who had no feet.
Chinese Proverb
91. Shall we make a new rule of life from tonight: Always try to be a little kinder than necessary.
Sir James M. Barrie
92. A single act of kindness,
Like a stone tossed in a pond,
Sends rings of ripples outward
That travel far beyond,
And joining other ripples,
Flow outward to the sea;
A single act of kindness
Affects Eternity.
93. Mishaps are like knives, that either serve us or cut us, as we grasp them by the blade or the handle.
James Russell Lowell
94. The biggest problem in the world could have been solved when it was small.
Witter Bynner
95. Here's one of the rules
That we learn just by living:
Respect is a thing
That is gotten by giving.
96. Liberty means responsibility. That's why most people dread it.
George Bernard Shaw
97. Men love to wonder, and that's the seed of science. Ralph Waldo Emerson
98. The more we study, the more we discover our ignorance. Percy Bysshe Shelley
99. A wise man sees as much as he ought, not as much as he can.
Michel de Montaigne

PART IV -- YEAR-LONG ACTIVITIES

100. Speech is civilization itself. The word, even the most contradictory word, preserves contact--it is silence which isolates. **Thomas Mann**
101. There are two days in the week about which and upon which I never worry. One of these days is yesterday and the other is tomorrow. **Robert Jones Burdette**
102. A retentive memory may be a good thing, but the ability to forget is the true token of greatness.
103. Our greatest glory is not in never falling, but in rising every time we fall. **Confucius**
104. Many of us are like wheelbarrows--useful only when pushed and too easily upset.
105. When you're through changing, you're through.
106. By touching others you renew your own dreams--and celebrate living. **Ralph Waldo Emerson**
107. The birds of worry and care fly over your head--this you cannot change; but that they build nests in your hair--this you can. **Chinese Proverb**
108. Silence is the element in which great things fashion themselves. **Thomas Carlyle**
109. Lost, yesterday, somewhere between sunrise and sunset, two golden hours, each set with sixty diamond minutes. No reward is offered for they are gone forever. **Horace Mann**
110. If a man empties his purse into his head, no man can take it away from him. An investment in knowledge pays the best interest. **Ben Franklin**
111. To err is human; to forgive divine. **Pope**
112. Procrastination is the thief of time. **Young**
113. Mistakes will not tarry long if they are not hospitably received.
114. What is worth doing at all is worth doing well.

PART IV -- YEAR-LONG ACTIVITIES

115. Man's self-concept is enhanced when he takes responsibility for himself.
William C. Shutz
116. Perhaps the most important single cause of a person's success or failure educationally has to do with the question of what he believes about himself.
Arthur W. Combs
117. Everything has its beauty but not everyone sees it. Confucius
118. An optimist is wrong just about as often as a pessimist is, but the big difference is that he has a lot more fun.
119. Whatever one believes to be true either is true or becomes true in one's mind.
John C. Lilly
120. Our highest aspirations will be fulfilled if we always remember to take one step at a time!
The Word from Unity
121. The music that can deepest reach and cure all ill is cordial speech. Emerson
122. All work is as seed sown; it grows and spreads, and sows itself anew.
Thomas Carlyle
123. Bloom where you are planted.
124. One "lessons in living" is to learn to accept the assistance of others, or to be willing to ask for it when working toward a worthwhile goal! The Word from Unity
125. What happened in the past is not nearly as important as living with complete self-assurance in the present.
The Word from Unity
126. There are only two lasting bequests we can hope to give our children. One of them is roots; the other wings.
Hodding Carter
127. The ideals which have always shone before me and filled me with the joy of living are goodness, beauty, and truth.
Albert Einstein
128. This time, like all times, is a very good one, if we know what to do with it.
Ralph Waldo Emerson

PART IV -- YEAR-LONG ACTIVITIES

129. A seed is a promise. Paul Sweeney
130. Expression is the most important thing you wear.
131. To live without loving is not really to live. Moliere
132. Failure is success if we learn from it.
133. What you spend, you may have. What you save, you may lose. What you give away, comes back to you.
134. Everyone is a darn fool for at least five minutes every day. Wisdom consists in not exceeding the limit. Elbert Hubbard
135. The happiest people aren't without worries. They have learned to cope with them. Arnold Glasow
136. Expand your thoughts and you will enlarge your world.
137. The whole worth of a kind deed lies in the love that inspires it. The Talmud
138. Light is the task where many share the toil. Homer
139. A misty morning does not signify a cloudy day.
140. A good motto is: Use friendliness but do not use your friends. Frank Crane
141. If I can stop one heart from breaking, I shall not live in vain;
If I can lose one life the aching, or cool one pain, or help one lonely person into happiness again I shall not live in vain. Emily Dickinson
142. If I keep a green bough in my heart, the singing bird will come. Chinese proverb
143. So live--decently, fearlessly, joyously--and don't forget that in the long run it is not the years in your life but the life in your years that count! Adlai E. Stevenson
144. Never regret yesterday. Life is in you today and you make your tomorrows. L. Ron Hubbard

PART IV -- YEAR-LONG ACTIVITIES

145. Most of the shadows of this life are caused by our standing in our own sunshine.
Ralph W. Emerson
146. Keep your fears to yourself, but share your courage with others. Phillips Brooks
147. It is good to have your feet on the ground -- but keep them moving.
Arnold Glasow
148. I like to see people proud of the place where they live; I like to see people live
so that their place will be proud of them. A. Lincoln (Adopted)
149. The most wasted day of all is that on which you have not laughed.
150. We cannot change yesterday--that is clear--or begin tomorrow until it is here; so
all that is left for you and for me, is to make today the best that it can be.
151. I find the great thing in this world is not so much where we stand, as in the
direction we are moving. Oliver Wendell Holmes
152. Ignore dull days, forget the showers; keep count of only shining hours.
Louis Untermeyer
153. The happiness I give -- Does not deplete my store; I freely give and find -- That
I have more and more! Gracie Cornett
154. The only freedom a human being can ever know is doing what you ought to do
because you want to do it.
155. I am not afraid of tomorrow, for I have seen yesterday and I love today.
William Allen White
156. Cheerfulness will open a door when other keys fail.
157. Let there be peace in the world and let it begin with me.
158. Success is becoming the best that you have within you to become.
159. Write on your hearts that every day is the best day of the year.
Ralph Waldo Emerson

PART IV -- YEAR-LONG ACTIVITIES

160. Make new friends, but keep the old; one is silver, the other is gold.
161. Give the gifts that last -- gifts of love and care. Wilda W. Morris
162. Those who bring sunshine to the lives of others -- cannot keep it from themselves. James Barrie
163. Real friends are those who know all about you and love you just the same.
164. You can't control the weather but you can control the atmosphere of your mind.
165. One reason why a dog is such a lovable creature is that its tail wags instead of its tongue.
166. What counts is not the number of hours you put in, but how much you put in the hours.
167. A smile is a curve that can set a lot of things straight.
168. Believe in yourself and what others think won't matter. Emerson
169. Take time to live -- the world has much to give.
170. Three essentials for happy living:
 1. A faith to live by.
 2. A self to live with.
 3. A purpose to live for.
171. If at first you do succeed -- try to hide your astonishment. Harry F. Banks
172. We can throw stones; Complain about them; Stumble on them; Or... build with them. William Arthur Wood
173. Who seeks a faultless friend remains friendless. Turkish Proverb
174. When angry count ten before you speak; if very angry, a hundred.. T. Jefferson
175. Opportunities are very sensitive, if you slight their visit you will seldom see them again. Longfellow

PART IV -- YEAR-LONG ACTIVITIES

176. We shape ourselves the joy or fear,
Of which the coming life is made,
And fill our Future's atmosphere
With sunshine or with shade. Whittier
177. Necessity is the mother of invention.
178. No chain is stronger than its weakest link.
179. If you have built castles in the air,
your work need not be lost;
that is where they should be.
Now put foundations under them. Henry David Thoreau
180. No act of kindness, no matter how small, is ever wasted.
181. A good plan today is better than a perfect plan tomorrow. Patton's Law
182. Far away there in the sunshine are my highest aspirations.
I may not reach them, but I can look up and see their beauty,
believe in them, and try to follow them. Louisa May Alcott
183. To hear complaints with patience, even when complaints are vain, is one of the
duties of friendship. Samuel Johnson
184. Consider that this day ne'er dawns again. Dante
185. Never take your eye from the goal, nor disturb the calmness with which you pursue
it. Pablo Casals
186. Do what you can, with what you have, where you are. Theodore Roosevelt
187. Keep thinking thoughts of hope and success. Positive talk can help overcome
unhappy thoughts. Raj K. Chopra
188. Remember that American ends with I can.
189. The right angle from which to approach any problem is the try angle.

PART IV -- YEAR-LONG ACTIVITIES

190. The largest room in the world is the room for improvement.
191. The best preparation for tomorrow is the proper use of today.
192. The dictionary is the only place where success comes before work.
193. We may be taught by every person we meet.
194. One of the best things we can have up our sleeves is a funny bone.
195. Happiness is a thing to be practiced like a violin.
196. If you are standing upright, don't worry if your shadow is crooked.
Chinese proverb
197. How can anyone be sad and watch a sunset. Bella Lugosi
198. The best way out is always through. Robert Frost
199. A man's true wealth is the good he does in this world. Bendixline
200. Happiness adds and multiplies as we divide it with others.
201. Wherever you are, it is your own friends who make your world. William James
202. Enthusiasm is a great hill climber.
203. The smile on your face is the light in the window that tells people that you are at home.
204. There is no sense in advertising your troubles. There's no market for them.
205. Every great and commanding moment in the annals of the world is the triumph of some enthusiasm.
Ralph Waldo Emerson
206. Win without boasting. Lose without excuse.
207. In a case of dissension, never dare to judge till you've heard the other side.
Aristophanes

PART IV -- YEAR-LONG ACTIVITIES

208. The life which is unexamined is not worth living. **Socrates**
209. Moderation is best and avoid all extremes. **Plutarch**
210. Human felicity is produced not so much by great pieces of good fortune that seldom happen, as by little advantages that occur every day. **Ben Franklin**
211. Everything is funny as long as it is happening to somebody else. **Will Rogers**
212. Climb high; Climb far; Your goal the sky; Your aim the star.
213. Next to entertaining or impressive talk, a thoroughgoing silence manages to intrigue most people.
214. Learn to do by doing.
215. No man can ever rise above that at which he aims. **A. A. Hodge**
216. Perhaps the most valuable result of all education is the ability to make yourself do the thing you have to do when it ought to be done whether you like it or not.
Thomas Huxley
217. Hearts like doors; Can be opened with ease; When you have the proper keys; And two of these are; "Thank You" and "If You Please."
218. Laugh, and the world laughs with you; Weep and you weep alone; For the sad old earth must borrow its mirth; But has trouble enough of its own.
Ella Wheeler Wilcox¹

**'Note: This list of announcements was provided this author at a conference.
Regretfully, the editor is unknown.**

PART IV -- YEAR-LONG ACTIVITIES

ACTIVITY: JUNIOR P.R. CLUB

GOAL: To help students develop the concept of service as a way of being personally responsible.

The Personal Responsibility Club for students is a school service organization. It will help students practice school, home and community service. One aspect of the P.R. Club program should be the training of members. Some suggestions for services the club should perform include:

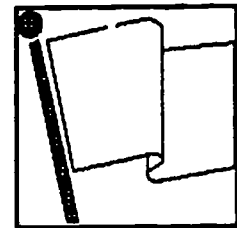
1. Show new students around the campus and introduce them to others.
2. Ushering at school events.
3. Conducting the weekly flag-raising ceremony.
4. Hosting the leadership conference.
5. Assisting younger students.
6. Monitoring in the halls.
7. Helping on the schoolyard.

PART IV -- YEAR-LONG ACTIVITIES

ACTIVITY: FLAG-RAISING CEREMONY

GOAL: To introduce students to flag courtesies and to bring students together for weekly recognition ceremonies.

The following "Flag Courtesies" should be stressed:



WHENEVER SALUTING THE FLAG

1. Stop what you are doing and stand at attention.
2. Remove caps and hats (males only).
3. Place your right hand over your heart.
4. Focus your attention on the flag.
5. Recite the Pledge with clarity and sincerity.

WHENEVER THE NATIONAL ANTHEM IS SUNG OR PLAYED

1. Stop what you are doing and stand at attention.
2. Focus your attention on the flag.

NOTE: A salute at this time is not necessary.

"I AM A STAR" certificates could be distributed after the flag-raising ceremony. This section contains a sample, "I AM A STAR" certificate.

ACTIVITY: "I AM A STAR" CERTIFICATES

GOAL: To identify and reward students who display responsible behavior at school.

1. Have teachers identify the student to receive a STAR certificate for the week.
2. You may choose to have one boy and one girl receive the certificate.
3. You may choose to give only one certificate every other week.
4. You may choose to present the certificate at a weekly flag-raising ceremony on the schoolyard, in the cafeteria or in the classroom.
5. A picture of the students who receive the certificates may be posted on a bulletin board for school-wide recognition.
6. Specific behaviors can be identified by the staff and "looked for." For example: "This week we are going to be looking for good listeners."
7. Have teachers track the names in their classrooms to ensure that as many students are recognized during the year as is realistically possible.
8. Establish a clear time when teachers are responsible for giving names to the school secretary.
9. You may choose to invite parents to the ceremony.
10. Below are some suggested steps to help you organize this activity:
 - Step 1: Explain the system of weekly student recognition to the teachers.
 - Step 2: Order certificates from an outside source or reproduce the graphic on the next page.
 - Step 3: Brainstorm other ideas for a system of student recognition for personally responsible behavior.
 - Step 4: You may want to consider selecting one staff member per month to receive the personal responsibility award from you.

I AM A STAR

Awarded To

Signed _____
Date _____

I AM A STAR

Awarded To

Signed _____
Date _____

ACTIVITY: "CAUGHT BEING GOOD" CITATIONS

GOAL: To recognize students for individual acts of responsible behavior.

All staff can be provided with "Caught Being Good" citations from the reproducible example that follows. When a staff member gives a citation, he or she should identify the behavior observed -- for example, "Sylvia patiently waited her turn." These citations are particularly useful in helping those students who are trying to make changes in their behavior.

Students may receive redeemable coupons from certificated and classified staff members when they exhibit a positive behavior.

Suggested redeemable rewards are as follows:

- * Coupon to skip 1 homework assignment
- * Coupon for an ice cream
- * Coupon for a gift from the Treasure Chest. (NOTE: These gifts are inexpensive school supplies such as pencils)
- * Coupon from a local merchant or business person (e.g., ice cream, hamburger, beverage, roller skating)

Here are some suggested steps for planning:

- Step 1: Explain the system of student recognition to all certificated and classified staff.
- Step 2: Decide what type of rewards you would like to give and begin to assemble them.
- Step 3: Reproduce the graphic on the following page and distribute copies to all certificated and classified staff.
- Step 4: Decide where and at what time of day the rewards will be redeemable. Make that announcement.

PART IV -- YEAR-LONG ACTIVITIES

Student:	Caught Being Good!
Teacher:	
Comments	

Student:	Caught Being Good!
Teacher:	
Comments	

Student:	Caught Being Good!
Teacher:	
Comments	

Student:	Caught Being Good!
Teacher:	
Comments	

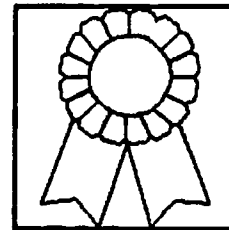
Student:	Caught Being Good!
Teacher:	
Comments	

Student:	Caught Being Good!
Teacher:	
Comments	

PART IV -- YEAR-LONG ACTIVITIES

ACTIVITY: STAFF RECOGNITION

GOAL: To identify and recognize those members of your staff who exemplify the traits of responsibility.



In order to encourage all members of the staff to look for and reward responsible behavior there should be some way to publicly or privately focus on staff members' responsible acts.

Recognition at meetings: During meetings specific mention can be made regarding an incident of responsible behavior. Example:

"I would like to thank Mrs. Phillips, our 8th grade teacher, and Mr. Harlow, our custodian, for their prompt reporting of the strangers who came on the school grounds last week."

Recognition by note or comment: In notes or comments it is helpful to identify the specific behavior. Examples:

"Diane, thanks for the report to the parents' meeting. You were obviously well prepared."

"Rosemarie and I appreciate the respect you showed your colleagues during the very difficult discussion at our last faculty meeting. The manner in which you respectfully listened to differing points of view helped us reach a good decision."

Some schools use the **CAUGHT BEING GOOD CITATIONS** for teachers.

Recognition by others: You might place a bulletin board in the staff room. Encourage staff members to place notes on the board recognizing their colleagues for specific acts related to the theme. These notes can be anonymous if they wish.

Courage:

"Thanks, Ted. You showed great courage by taking my class on that field trip."

"I think we can all thank Mary and Joe for the courage they showed during the flu scare last week."

PART IV -- YEAR-LONG ACTIVITIES

ACTIVITY: STOP AND THINK BELL

GOAL: To shift students' attention on the schoolyard to their behavior and prepare them to listen to instructions.

1. The designated staff member on the yard will blow a whistle or the school bell will ring in a specific manner before school, at recess, and after lunch.
2. When the students hear the bell or whistle they stop all activity, stand still, and mentally prepare to make the transition to the classroom.
3. The designated staff member on the yard then gives instructions for what is to happen next.
4. Students will need to be taught that this is more than a freeze bell. They will need to understand that there are two steps to be taken -- first, the stopping of all physical activity and second, doing the mental preparation for listening to instructions and preparing to work in class.
5. The Stop and Think Bell reinforces the decision-making language of **STOP/THINK/ACT/REVIEW**.

ACTIVITY: STOP AND THINK BENCH

GOAL: To provide a place on the schoolyard where students can go for "time out" to stop and think about their behavior.

1. Paint one or more benches on the yard a bright color and print on the bench in big letters, **STOP AND THINK**.
2. Use this bench for students who need to take "time out" on the yard.
3. Make a clear distinction between "time out" and punishment. Explain to the students that we all have times when we need to **STOP** and **THINK** so we can **REVIEW** our actions. Teachers can talk pleasantly to students who are using the **STOP AND THINK** bench in a tone that indicates they understand the need to take time to think. Supervising teachers may wish to ask students open-ended questions in a supportive manner, such as: "Is there a way you can handle this situation that might work better?" Other students should also be allowed to talk with students on the **STOP AND THINK** bench. Students should be allowed to help decide when they are ready to move off the **STOP AND THINK** bench.
4. You may wish to identify other places on the yard for punishment benches where no one is allowed to talk to students who are on those benches. The teacher decides when a student is ready to leave the punishment bench.

PART IV -- YEAR-LONG ACTIVITIES

ACTIVITY: THE STARS WALL OF FAME: OFFICE BULLETIN BOARD

GOAL: To provide a place for recognition of students who are identified as acting responsibly.

Create a space near the office to decorate "The Stars Wall of Fame" bulletin board for recognition of school stars and leaders. Make sure the space you select is clearly visible to students, parents and visitors. Consider asking the Junior P.R. Club or a class to be responsible for changing the board periodically. Student pictures can be placed on the board, backed by a star.

SUSTAINING EVENTS AND ACTIVITIES

INTRODUCTION:

In order to sustain a high level of involvement for your Success Through Accepting Responsibility program it will be helpful to frequently introduce special events or activities. In addition, you will find that the greater the variety of events and activities you use, the better motivated your staff will be. There are undoubtedly many activities you are currently doing that can be used to sustain enthusiasm for this effort. This section of the Principal's Handbook contains suggested events and activities you may want to use to ensure that staff and students continue to use the responsibility themes and concepts daily.

You have been provided monthly check lists in the Planning and Implementation section. There is a place on the check lists for you or the Responsible School Climate Committee member to enter the sustaining event or activity for the month.

IMPORTANT NOTE:

Included in this section is a teacher worksheet for introducing new events and activities. By giving staff members an opportunity to suggest additional events and activities you can increase their sense of ownership in the program.

ACTIVITY: NEW SUSTAINING EVENTS AND ACTIVITIES WORKSHEET

As your Success Through Accepting Responsibility program grows, you and your staff will begin to identify other events and activities that can become part of your effort. Use this worksheet to develop a plan for putting those good ideas into action. This can be a strength of your program. When staff members can share their ideas and see some of them implemented, it will increase their sense of ownership and give them pride in the program.

NAME OF SUGGESTED EVENT OR ACTIVITY: _____

GOAL: _____

WHAT SPECIFIC WORD, CONCEPT OR ACTION RELATED TO RESPONSIBLE BEHAVIOR WILL BE THE FOCUS OF THIS EVENT OR ACTIVITY?

DESCRIPTION OF ACTIVITY: _____

PLANNING STEPS:

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

SUBMITTED BY: _____

PART V -- SUSTAINING EVENTS AND ACTIVITIES

ACTIVITY: I MAKE A DIFFERENCE IN MY CLASSROOM: SERVICE PROJECTS

GOAL: To help students translate the concepts of responsible behavior into action in the classroom.

Service to others is an underlying theme of responsible citizenship. Service projects in the classroom will help emphasize how students can practice what they are learning.

Some suggested classroom projects are:

- Tutoring
- Helping new students get acquainted
- Accepting responsibility for classroom monitor jobs
- Taking care of pets or classroom displays
- Distributing materials

In order to encourage students to accept responsibility for classroom service projects you might want to ask them this question: "How can we be of service to each other in the classroom?" A key to having students understand the concept of service is using the word "service" to describe the activity they are doing.

ACTIVITY: I MAKE A DIFFERENCE IN MY SCHOOL: SERVICE PROJECTS

GOAL: To help students translate the concepts of responsible citizenship into action in their school.

Service to others is an underlying theme of responsible citizenship. Service projects in the school will help students understand how to translate the concepts of responsibility into action.

To encourage students to accept responsibility for school service you may want to explore with them the following question:

How Can We Be Of Service To Others In Our School?

Have students list activities they can perform to be of service to others at school. Be sure to use the language of responsibility and refer to service projects using the word "service."

Elicit from the staff members other service projects around the school that students could be involved in.

EXAMPLES

Cross-age tutoring
Safety Patrol
Yard Cleanup
Big Brother/Big Sister
Pen Pals
Campus Beautification
Holiday Cards
Thank You Notes
Office Volunteers

PART V -- SUSTAINING EVENTS AND ACTIVITIES

ACTIVITY: I MAKE A DIFFERENCE IN MY COMMUNITY: SERVICE PROJECTS

GOAL: To identify service activities that students can perform away from school.

Elicit from the staff a list of community service projects that would be feasible for students to accomplish as a class activity or as an ungraded homework assignment. Students should keep track of the hours spent on service projects. Keeping track of the time can be rewarding in itself and provides information for other student recognition.

EXAMPLES

Holiday visits to convalescent homes
Favors, tokens or decorations for retirement homes
Letters or cards for childcare facilities
Aluminum can drive

NOTE: Don't forget about parental consent forms for off-campus field trips.

PART V -- SUSTAINING EVENTS AND ACTIVITIES

ACTIVITY: NEW YEAR'S RESOLUTION

GOAL: To provide an opportunity to set a goal related to a specific skill of responsible behavior.

Give each student a New Year's Resolution form. These forms may be provided in duplicate so the student can retain a copy and the teacher can keep a copy for future use.

NEW YEAR'S RESOLUTION	
Name: _____	
My New Year's Resolution for school: I RESOLVE TO: _____	

_____	is a person who has agreed to help me keep my Resolution.
Name	
_____	_____
Signature of Helper	Signature of Student

After the students have completed the forms, the teachers may want to retain a copy of them and set a date when students will review the Resolutions. Students should be encouraged to keep their copies in places that are accessible so they can refer to them periodically.

The Helper: By identifying a helper and having that person discuss and support the student in the Resolution, the chance for success is enhanced. A helper can be anyone: another student, a friend, a teacher or a parent.

PART V -- SUSTAINING EVENTS AND ACTIVITIES

ACTIVITY: ANECDOTES ABOUT SUCCESSFUL AND RESPONSIBLE STUDENTS

GOAL: To give staff members an opportunity to recognize and reward a specific responsible action.

Have teachers send to the office on 3 x 5 cards anecdotes about students. These anecdotes can then be mailed to the parents or recognized in some other fashion.

EXAMPLES

Anecdote: I observed Martha introducing herself to a new student on the schoolyard.
Mrs. Goodteacher, 5th grade

Anecdote: Mr. Smiley mentioned that Ted Jacobs helped him bring supplies from his car yesterday.
Mr. Hardcharger, 3th grade.

SAMPLE FORM

(Print on cards the size of a U.S. mail postcard)

<p>STUDENT'S NAME: _____</p> <p>REPORTING STAFF MEMBER'S NAME: _____</p> <p>ANECDOTE: _____</p> <p>_____</p> <p>_____</p> <p>We at _____ school would like to take this opportunity to congratulate you on your child's special effort to be a Success Through Accepting Responsibility.</p> <p>_____</p> <p>Principal</p>
--

ACTIVITY: STRESS MANAGEMENT STRATEGIES FOR STOPPING

GOAL: To teach students strategies for relaxing so they can better focus on a task or decision.

It is important that we teach students to **STOP** and **THINK** before they **ACT**. When we are relaxed we are more able to make sound decisions. We can teach students several relaxation techniques they can practice. Stress management is like any other skill - it takes practice, practice, practice. Finding time to teach some of these techniques will produce returns in positive classroom behavior and more attention to instruction and learning.

Examples of techniques you can practice with the students:

- Listening to relaxing music
- Stretching exercises
- Breathing exercises
- Imagining a relaxed atmosphere

On the following pages is a script for one stress management technique. You may want to review this with your staff and make the script available to teachers who would feel comfortable using it. If you poll the staff you may find you have a teacher who has a good working knowledge of stress management and how to use these strategies with students. He or she may be willing to provide inservice training for interested staff members.

RELAXATION RESPONSE SCRIPT FOR TEACHERS

BACKGROUND INFORMATION:

The technique we are about to learn is called the Relaxation Response. It will help you relax so you can make better decisions and work more easily in class.

In order to more effectively practice the Relaxation Response, I am going to ask you to do certain things.

When I ask you to sit comfortably I mean to sit up straight, place your feet flat on the floor and let your hands rest on your legs or on the table. Do not cross your arms or legs as this makes it harder for your blood to flow freely through them.

When I ask you to become aware of something or notice something, I mean pay attention to it. Just think about that part of your body as you might think about a strawberry ice cream cone or as if you were watching yourself on TV.

If I ask you to become aware of something, such as your feet, think about just your feet. You don't have to wiggle them or touch them -- just pay attention to or focus on them. Notice how they feel. Are they hot, cold, tired?

When I ask you to bring yourself into balance or balance yourself, I am asking you to pretend that there is a dotted line down the center of your body and that both the right and left sides of your body are the same. One side is not heavier, bigger, taller or smaller than the other. All right - let's preview the technique.

SCRIPT FOR THE RELAXATION RESPONSE:

1. Let's get ready by sitting in a comfortable position. Remember: Sit straight with feet flat on the floor and with your hands resting on your legs or on the table.
2. Become aware of your breathing. Breathing through your nose, notice the air as it goes in and out of your lungs. Feel the air as it gently goes in and out, in and out.

(Pause)

PART V -- SUSTAINING EVENTS AND ACTIVITIES

3. Now close your eyes. If you do not wish to close your eyes, you may simply look at your hands folded on the table.

(Pause)

4. Balance yourself. Remember: Pretend there is a dotted line down the center of your body and that both the right and left sides of your body are the same. One side is not heavier, bigger, taller or smaller than the other.

(Pause)

5. Now become aware of your feet. How do they feel? Hot? Cold? Tired? Relax your feet by simply using your mind to tell them to relax.

(Pause)

6. Next, notice your calves. How do they feel? Tight? Tense? Relaxed? Relax your calves by using your mind to tell them to relax.

(Pause)

7. Continuing to be aware of your breathing, notice and then relax your thighs (pause), hips (pause), seat (pause), stomach (pause), back (pause), shoulders (pause), arms (pause), hands (pause). Coming back up your arms become aware of the back of your neck (pause), your jaw and then the muscles in your forehead and around your eyes. Release and relax. Release and relax.

(Pause)

8. Take a moment to follow your breathing. (Pause long enough for students to take two or three breaths.)

9. Continuing your own comfortable breathing pattern, silently say to yourself each time you exhale or breathe out, the word "ONE". (pause) Breathe in, breathe out, silently saying to yourself "ONE". Breathe easily and naturally.

(Pause)

PART V -- SUSTAINING EVENTS AND ACTIVITIES

10. Do not worry about whether you are successful in achieving a deep level of relaxation. Just allow yourself to relax at your own pace. If you become aware of thoughts, just notice them and allow them to float away as you continue to silently say "ONE" each time you exhale.

(Pause for one or two minutes)

11. Now it is time to become aware of the room and the people around you once more.

(Pause)

12. Become aware of your feet on the floor and your seat in the chair and, when you are ready, open your eyes.

13. Remember that different class members may want different amounts of time, so sit quietly, following your breathing, as the class becomes ready to continue.

PART V -- SUSTAINING EVENTS AND ACTIVITIES

ACTIVITY: WRITING CONTEST

GOAL: To encourage students, through writing, to think about responsibility as it relates to a specific monthly theme.



Announce a student writing contest on any one of the monthly themes. The winning entries from each grade level may be printed in the parent organization newsletter, featured on the office bulletin board or presented to the student body in an assembly. You may want to call the students of winning entries to your office to be congratulated. Also, letters can be mailed home to their parents.

The student may choose to write an essay, for example, on one of the following three themes:

- A. Courage in school
- B. Courage as seen in newsworthy events
- C. Courage of a historical figure

A sample theme is printed below. You will need to set guidelines and dates for the contest and decide on judges.

Responsibility

To me, responsibility in life is being able to make complicated decisions on my own and live my own life by myself without having to rely on other people very often.

One day my Mom and I were shopping at King Soopers and when we went back to the car we saw we had a flat tire. One of the store clerks changed the tire for us. Later on my Mom wrote a letter to the manager and the clerk received a raise.

Responsibility also has a lot to do with the fable, "The Lion and the Mouse." In this fable a lion catches a mouse. The mouse begs the lion not to eat him so the lion lets the mouse go free. Later on in the story the lion gets caught by hunters and the mouse feels he owes responsibility to the lion so he chews the net the lion is caught in.

Responsibility for many people is very important. There are many people who must have responsibility in order to have success in life, such as Lee Iacocca. If he had not bailed the Chrysler Corporation out of a tight financial jam, they probably would not have made it. Responsibility in children is one of the most important lessons to be learned. Children must choose their friends. Also, they must learn to be responsible for their possessions and to lock up the house when they leave.

After reading my story you probably know what responsibility means to me.

Brian Clark - age 11 - 6th grade - Stratton Elementary School, Colorado Springs. Anthony G. Johnson, teacher.

PART V -- SUSTAINING EVENTS AND ACTIVITIES

ACTIVITY: POSTER CONTEST

GOAL: To provide an opportunity for students to use their artistic ability as a means of reinforcing a concept of responsible behavior.

Announce a poster contest on a monthly theme. Winning entries in each grade and category could be pinned with a blue ribbon and posted around the school. The more awards the better.

This activity works well toward the end of the semester or year. If you are having an open house, parents would enjoy seeing their children's work on display.

You may wish to use the following steps in planning:

- Step 1: Establish the guidelines of the contest.
- Step 2: Decide on the beginning and ending dates of the contest.
- Step 3: Decide who will judge the entries.
- Step 4: Decide on the method of recognizing the winning entries.
- Step 5: Decide how to best publicize the contest.

PART V -- SUSTAINING EVENTS AND ACTIVITIES

ACTIVITY: BE ALL YOU CAN BE: LEADERSHIP CONFERENCE

GOAL: To provide an opportunity for students to learn about leadership as it relates to responsibility and to share their experiences.

Hold a Leadership Conference for upper grade students who are recommended by their teachers as being class leaders. Invite guest speakers and rotate students in sessions by a red group, blue group and yellow group. Publicity should emphasize that attending the conference is an honor. This can be done on a regular school day although a Saturday morning workshop works well for some schools. Provide refreshments at the break.

If possible, invite lower grade students to attend a separate one-hour workshop with refreshments.

You will want to think of this as you would any educational conference. It is an opportunity for participants to both learn and discuss. One session might be set aside for students to tell each other what they are learning about responsibility as it relates to what they are learning about leadership.

Suggested steps for planning:

- Step 1: Select a date, time and place for the conference.
- Step 2: Brainstorm for the names of possible speakers. Select more speakers than you will be able to use.
- Step 3: Confirm speakers and alternates.
- Step 4: Decide how to best publicize the conference to the teachers, parents, staff and invited students.
- Step 5: Set a deadline date of when the student names are due in the office.
- Step 6: Prepare a press release for this activity. The speakers as well as the students will feel rewarded when they see the newspaper.

PART V -- SUSTAINING EVENTS AND ACTIVITIES

ACTIVITY: SCHOOL ASSEMBLIES

GOAL: To give students an opportunity to think about the basic skills and concepts of responsibility as presented in a forum outside the classroom.

Consider scheduling two assemblies during the year (in addition to the Kick-Off and End-of-the-Year assemblies) that focus on a monthly thematic question. Assemblies are good ways to center attention on a specific topic. There are many prepackaged professional presentations whose presenters will be glad to emphasize your theme. There are also films, little theater groups, in-school drama classes and musical performers that can be used for school-wide emphasis. Athletes are also often willing to talk about goal setting, courage and teamwork.

An example of how one monthly theme might be handled is "How Can I Show Courage?" Highlight the courage shown by Martin Luther King, Abraham Lincoln, John F. Kennedy, Wilma Rudolph and Eleanor Roosevelt.

ACTIVITY: I AM A STAR: STUDENT SKIT CONTEST

GOAL: To provide an opportunity for students to role play through skits the skills of responsible behavior.

The purpose of the contest will be to encourage students to share what they have learned in this program with others. The winning skits may be performed for local organizations such as Kiwanis, Rotary, Soroptimist and Women's Network, as well as for the parents of incoming students at a parents' meeting.

Some steps for planning:

- Step 1: Establish the guidelines of the contest.
- Step 2: Decide on the beginning and ending dates of the contest.
- Step 3: Decide who will judge the tryouts.
- Step 4: Decide on the method of recognizing the winning skits.
- Step 5: Decide how best to publicize the contest.

PART V -- SUSTAINING EVENTS AND ACTIVITIES

ACTIVITY: PARADE OF STARS: TALENT SHOW

GOAL: To provide an opportunity through a talent show for students to focus through the performing arts on the concepts and skills of responsible behavior.

Announce a school talent show. Remind the students that the more they use their talents, the more their talents will develop. The talent show should have a theme. For example, the theme might be Success Through Accepting Responsibility -- STARS. All the acts could relate to STARS. The talent show need not be serious or heavy. Skits, songs and readings can be light and fun and still bring attention to responsibility.

TRYOUTS:

1. Establish guidelines
2. Select dates for them and the show
3. Decide who will judge them

END-OF-YEAR ACTIVITIES

INTRODUCTION:

The activities in this section are designed to bring closure to the program for the end of the year and provide recognition to those students, staff and parents who have made the program a success. Another goal of the End-Of-Year Activities is to spotlight for everyone the strengths of the program.

ACTIVITY: PRINCIPAL'S PERSONAL COMMUNICATIONS

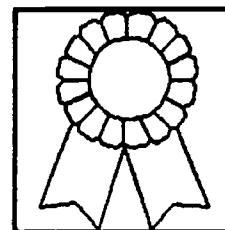
GOAL: To review the school climate program and point out the positive aspects observed during the year.

Communicate through announcements or visits to classrooms some of the positive developments and growth you have seen in the responsibility of the students.

You will probably want to use some, or all, of the following techniques to communicate the success of the program.

1. A memo describing program success to staff, parents, the district office and community members.
2. Classroom visits where you can give your evaluation and get some feedback.
3. Presentation to the PTA or parent group.
4. Presentation to the school board.

ACTIVITY: AWARDS ASSEMBLY



GOAL: To publicly reward students who have displayed the characteristics of responsibility.

You may use the monthly themes as a way of recognizing successful students. Set specific criteria that teachers and staff can use to identify responsible behavior. Have staff members nominate students to receive the various awards at the assembly. Awards assemblies can be more effective if they are combined with an activity that students recognize as fun.

EXAMPLES:

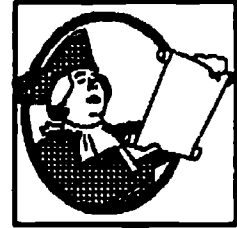
John is recognized as: The student of the year who was most conscientious in carrying out his commitments.

Mary is recognized as: The student of the year who was of the most service to others.

Frank is recognized as: The student of the year who has made the most progress in accepting personal responsibility for his actions.

NOTE: Do not give so many awards that they appear meaningless.

ACTIVITY: STUDENT GRADUATION SPEECHES



GOAL: To help students focus their attention on the aspects of responsible behavior that are the most meaningful to them.

Assist the graduation speakers with their speeches and encourage them to use the language of personal responsibility. You may want to encourage speakers to include some of the key words related to the monthly themes.

PARENT AND COMMUNITY INVOLVEMENT

INTRODUCTION:

The activities in this section are designed to assist you in working with parents and non-parent community members in order to raise their level of awareness for personal responsibility education.

PARENT AND COMMUNITY INVOLVEMENT:

As you go through the process of building your PTA, PTSA or other parent group, as well as your fundraising activities, you will want to include some of the vocabulary or concepts of the responsible school climate program. Some of the ways to accomplish this are as follows:

1. **Membership Building:**

Sierra Madre School in Pasadena, California, centered its PTA membership drive on the theme: Reach For the Stars. The emphasis was on heavenly stars and each classroom was represented by a rocket ship. As the enrollment for each class increased, the rocket ships were moved across a bulletin board until they reached 100% and landed on a star.

2. **Fundraising:**

You might link various concepts in your fundraising efforts. For example, if your students are selling candy bars, you might have a theme: My Stars and Candy Bars. For a certain number of candy bars sold, the student could be awarded a star for school service which could be exchanged for an award. Honesty, commitment and courage are concepts that can be used to motivate students during fundraising events.

3. Newsletter Message:

Included in the Principal's Handbook are ten monthly parent newsletters. A monthly newsletter to parents increases their awareness of your efforts to teach responsible behavior. Through your message in the newsletter you can encourage parents to become more involved in the education of their children. For example, when discussing school or classroom service by students, you might ask parents how they can be of service to the school.

4. Parent Meetings:

Parent meetings or seminars can be conducted in the same manner that teachers conduct classroom discussions around the monthly theme. For example, part of a parent meeting could focus on a question such as:

HOW CAN I, AS A PARENT, BE A STAR?

By asking parents to discuss the question, you will be able to elicit positive steps parents can take to be more effective. This parent-sharing-with-parent approach will not only give parents good ideas on parenting, it will leave them with the feeling that the parent meeting gave them an opportunity to learn.

5. Parent Training Programs:

You may choose to hold a series of parent seminars to help them explore the issues of parenting and personal responsibility. Four sessions usually work best. This provides them with enough time to learn and practice some new parenting skills.

NON-PARENT COMMUNITY INVOLVEMENT

It is helpful to include the non-parent, business and professional community in your program. Some ways to involve the non-parent community are:

1. **School Visit Day:**

On a designated day invite a segment of your community to walk through the school and have lunch in the cafeteria with the students. For example, one month you might invite realtors. Another month you might invite members of a service club. During these visits, have a responsible student, perhaps a member of your P.R. Club, conduct a walking tour and have her or him explain the Success Through Accepting Responsibility program.

2. **Mailing List:**

Begin to establish a mailing list of civic-minded community members who should receive the monthly parent newsletter. This is excellent public relations for your school.

3. **Responsible Citizens Award:**

Plan a procedure whereby students, staff and/or parents can nominate a community member for a certificate of appreciation. For example, you may decide to give a member of the community the Courtesy Award. You may discover that students and parents always find a clerk at the local market particularly courteous. You can make up an appropriate certificate and award it to the citizen at a school assembly or at his or her place of employment. Inform the press of the award. This will help your students link the school behaviors you are looking for to the rest of the community.

EVALUATIONS AND REPORTS

INTRODUCTION:

Evaluation is the cornerstone of a successful program. By using the various evaluation instruments provided in this Handbook, you will be able to assess the program's strengths and weaknesses. Several evaluation and report instruments have been provided for you. They can be reproduced to fit your needs. If these evaluation tools do not fill your particular needs, please feel free to design your own.

STAFF PERIODIC ANECDOTAL SURVEY

Elicit from your staff members comments about the program to date. FOR EXAMPLE: "I am soliciting feedback on the Success Through Accepting Responsibility program. Please give me any information you feel would be of value."

1. What are the strengths of the program?

2. What are the weaknesses of the program?

3. Do you like the program?
Why or why not?

4. Do you think the students like the program?
Why or why not?

**PART VIII -- EVALUATIONS AND REPORTS
STAFF SURVEY**

5. **What areas of growth have you noticed in the students?**

6. **I lease elaborate on what themes, events or activities have:**
 - a. **Encouraged quiet children to respond or become involved?**

 - b. **Encouraged class leaders to respond or become involved?**

 - c. **Resulted in parent comment or involvement?**

 - d. **Resulted in students doing something productive or positive?**

7. **What themes, events or activities have you enjoyed most as a teacher?**

Why?

STAFF SURVEY OF PROGRAM CONTENT

School _____

Date Program Began _____

Today's Date _____

Please indicate how successful each monthly theme was.

(Lowest Rating: 1 - Highest Rating: 5)

1. September: HOW CAN I BE A STAR?

LOW 1 2 3 4 5 HIGH

Comments: _____

2. October: HOW CAN I BE COURTEOUS?

LOW 1 2 3 4 5 HIGH

Comments: _____

3. November: HOW CAN I MAKE GOOD CHOICES?

LOW 1 2 3 4 5 HIGH

Comments: _____

**PART VIII -- EVALUATIONS AND REPORTS
STAFF SURVEY**

4. December: HOW CAN I BE OF SERVICE TO OTHERS?

LOW 1 2 3 4 5 HIGH

Comments: _____

5. January: HOW CAN I SHOW COURAGE?

LOW 1 2 3 4 5 HIGH

Comments: _____

6. February: HOW CAN I BE HONEST AND TRUSTWORTHY?

LOW 1 2 3 4 5 HIGH

Comments: _____

7. March: HOW CAN I SHOW RESPECT FOR MYSELF?

LOW 1 2 3 4 5 HIGH

Comments: _____

PART VIII -- EVALUATIONS AND REPORTS
STAFF SURVEY

8. April: HOW CAN I SHOW RESPECT FOR OTHERS?

LOW 1 2 3 4 5 HIGH

Comments: _____

9. May: HOW CAN I CARRY OUT MY COMMITMENTS?

LOW 1 2 3 4 5 HIGH

Comments: _____

10. June: HOW CAN I REWARD MYSELF FOR BEING RESPONSIBLE?

LOW 1 2 3 4 5 HIGH

Comments: _____

11. What other themes might you suggest?

a. _____

b. _____

c. _____

**PART VIII -- EVALUATIONS AND REPORTS
STAFF SURVEY**

FOR THE FOLLOWING QUESTIONS PLEASE INDICATE TO WHAT DEGREE STUDENTS HAVE SHOWN GROWTH IN THE AREAS INDICATED:

12. EXPRESSING KINDNESS:

LOW 1 2 3 4 5 HIGH

Comments: _____

13. BEING COURTEOUS:

LOW 1 2 3 4 5 HIGH

Comments: _____

14. MAKING SOUND DECISIONS:

LOW 1 2 3 4 5 HIGH

Comments: _____

15. EXPRESSING COURAGE:

LOW 1 2 3 4 5 HIGH

Comments: _____

**PART VIII -- EVALUATIONS AND REPORTS
STAFF SURVEY**

16. UNDERSTANDING HONESTY:

LOW 1 2 3 4 5 HIGH

Comments: _____

17. BEING HONEST:

LOW 1 2 3 4 5 HIGH

Comments: _____

18. EXPRESSING RESPECT FOR SELF:

LOW 1 2 3 4 5 HIGH

Comments: _____

19. EXPRESSING RESPECT FOR OTHERS:

LOW 1 2 3 4 5 HIGH

Comments: _____

20. LEARNING HOW TO KEEP COMMITMENTS:

LOW 1 2 3 4 5 HIGH

Comments: _____

**PART VIII -- EVALUATIONS AND REPORTS
STAFF SURVEY**

21. DEALING WITH CONFLICT:

LOW 1 2 3 4 5 HIGH

Comments: _____

22. TAKING RESPONSIBILITY FOR THEIR ACTIONS:

LOW 1 2 3 4 5 HIGH

Comments: _____

23. HANDLING POTENTIAL PROBLEMS:

LOW 1 2 3 4 5 HIGH

Comments: _____

24. BEING OF SERVICE TO OTHERS:

LOW 1 2 3 4 5 HIGH

Comments: _____

**PART VIII -- EVALUATIONS AND REPORTS
STAFF SURVEY**

25. UNDERSTANDING STOP THINK ACT and REVIEW:

LOW 1 2 3 4 5 HIGH

Comments: _____

26. WHAT OTHER AREAS OF GROWTH HAVE YOU OBSERVED?

27. WHAT DO YOU THINK MADE THE PROGRAM SUCCESSFUL?

28. WHAT DO YOU THINK WOULD MAKE THE PROGRAM MORE SUCCESSFUL?

29. WHAT IS YOUR FAVORITE 'PERSONAL RESPONSIBILITY ANECDOTE' FOR THIS YEAR?

30. IN ORDER, LIST THE THREE MOST SUCCESSFUL ACTIVITIES.

1.

2.

3.

PART VIII -- EVALUATIONS AND REPORTS

PARENT/COMMUNITY SURVEY

- | | YES | NO |
|--|-----|-----|
| 1. Are you aware that our school is involved in a SUCCESS THROUGH ACCEPTING RESPONSIBILITY program for our students? | ___ | ___ |

If your answer is 'Yes' please complete the following:

- | | | |
|---|-----|-----|
| 2. Have you noticed positive results due to this program? Please explain. | ___ | ___ |
| 3. Do you have ideas for enriching the program? In what way? | ___ | ___ |
| 4. Do you personally want to take part in adding to the program? In what way? | ___ | ___ |

If your answer to Question #1 was "No", please contact the school so we can give you more information about this program.

NAME: _____

ADDRESS: _____

TELEPHONE NUMBER: (____) _____

PRINCIPAL'S EVALUATION

SUCCESS THROUGH ACCEPTING RESPONSIBILITY PROGRAM

School _____ Beginning Date of Program _____

Date of this Evaluation _____

INCREASE DECREASE

1. Did referrals to the office for disciplinary problems
increase or decrease during the term of the program? _____

What evidence or documentation is there to support this?

2. Did absenteeism increase or decrease during the term
of the program? _____

What evidence or documentation is there to support this?

3. Did "on time to class" behavior increase or decrease
during the term of this program? _____

What evidence or documentation is there to support this?

**PART VIII -- EVALUATIONS AND REPORTS
PRINCIPAL'S EVALUATION**

4. Did vandalism increase or decrease during the term of the program? _____

What evidence or documentation is there to support this?

5. Please identify the behaviors you selected in the Planning and Implementation process when you started the program. Indicate whether they were positively impacted.

<u>BEHAVIOR</u>	<u>NATURE OF IMPACT</u>
Example: Fights on the yard at lunch	Example: Decreased by 15%
a. _____	_____
b. _____	_____
c. _____	_____
d. _____	_____
e. _____	_____
f. _____	_____
g. _____	_____
h. _____	_____
i. _____	_____
j. _____	_____

**PART VIII -- EVALUATIONS AND REPORTS
PRINCIPAL'S EVALUATION**

Please answer the questions below from your point of view as an administrator. **INDICATE HOW SUCCESSFUL EACH MONTHLY THEME WAS.** You may wish to review the teachers' evaluations prior to answering these questions.

1. September: **HOW CAN I BE A STAR?**

LOW 1 2 3 4 5 HIGH

Comments: _____

2. October: **HOW CAN I BE KIND AND COURTEOUS?**

LOW 1 2 3 4 5 HIGH

Comments: _____

3. November: **HOW CAN I MAKE GOOD CHOICES?**

LOW 1 2 3 4 5 HIGH

Comments: _____

4. December: **HOW CAN I BE OF SERVICE TO OTHERS?**

LOW 1 2 3 4 5 HIGH

Comments: _____

**PART VIII -- EVALUATIONS AND REPORTS
PRINCIPAL'S EVALUATION**

5. January: HOW CAN I SHOW COURAGE?

LOW 1 2 3 4 5 HIGH

Comments: _____

6. February: HOW CAN I BE HONEST AND TRUSTWORTHY?

LOW 1 2 3 4 5 HIGH

Comments: _____

7. March: HOW CAN I SHOW RESPECT FOR MYSELF?

LOW 1 2 3 4 5 HIGH

Comments: _____

8. April: HOW CAN I BE SHOW RESPECT FOR OTHERS?

LOW 1 2 3 4 5 HIGH

Comments: _____

**PART VIII -- EVALUATIONS AND REPORTS
PRINCIPAL'S EVALUATION**

9. May: HOW CAN I CARRY OUT MY COMMITMENTS?

LOW 1 2 3 4 5 HIGH

Comments: _____

10. June: HOW CAN I REWARD MYSELF FOR BEING RESPONSIBLE?

LOW 1 2 3 4 5 HIGH

Comments: _____

PART VIII -- EVALUATIONS AND REPORTS

ACTIVITY: REPORT TO THE SUPERINTENDENT

GOAL: To inform the superintendent of our success in teaching responsible behavior.

You may wish to include some of the following information in your report to the superintendent. Focus on the importance of letting others know what is going well in your school and why.

**MONTHLY AVERAGES BEFORE AND DURING THE
SUCCESS THROUGH ACCEPTING RESPONSIBILITY PROGRAM**

	Absences	Tardies	Vandalism	Referrals	Suspensions
Month #1					
last year:					
with program:					
Month #2					
last year:					
with program:					
Month #3					
last year:					
with program:					
Month #4					
last year:					
with program:					
Month #5					
last year:					
with program:					
Month #6					
last year:					
with program:					

PART VIII -- EVALUATIONS AND REPORTS

	Absences	Tardies	Vandalism	Referrals	Suspensions
Month #7					
last year:					
with program:					
Month #8					
last year:					
with program:					
Month #9					
last year:					
with program:					
Month #10					
last year:					
with program:					

PRINCIPAL'S MEMOS

INTRODUCTION:

The memos in this section are designed to save you time and energy in communicating some of the key instructions for the program to your staff. You can choose to use each memo as it is printed or make revisions. Graphics have been provided at the back of this section.

It is suggested that you send a memo out each month, Months 2-9. You may use the memos in any order.

PRINCIPAL'S MEMOS:

TO: Staff
FROM: Principal
RE: Success Through Accepting Responsibility Bulletin Board

Remember to change your bulletin board for this month. I would like you to let me know how this month's class discussions go. This month I will be looking for students who are kind and courteous.

TO: Staff
FROM: Principal
RE: Class Meetings

You may wish to consider holding regular classroom meetings during which students are given the opportunity to make decisions, discuss alternatives and consequences, and set or review goals. Classroom meetings are helpful for fostering speaking and listening skills.

PART IX -- PRINCIPAL'S MEMOS

Remember these guidelines for conducting class meetings:

- 1. Students should raise their hands to speak.**
- 2. All ideas are O.K.**
- 3. All students should have an equal opportunity to share their views.**
- 4. Students should wait their turns.**

TO: Staff
FROM: Principal
RE: Classroom Teamwork Projects

As you are preparing your lessons, consider having the students work cooperatively on projects. This process can be used to teach respect for another's ideas. When doing group or teamwork projects discuss with your students the concepts (language) related to respect and cooperation.

TO: Staff
FROM: Principal
RE: Relaxation Techniques

It is important that we teach the students to **STOP** and **THINK** before they **ACT**. One simple way of doing this is to teach them several relaxation techniques they can practice. Finding time in your busy school day to teach some of these techniques may be very beneficial in affecting classroom behavior and helping students stay focused on schoolwork. I have attached a script for the Relaxation Response.

EXAMPLES OF TECHNIQUES YOU CAN PRACTICE WITH THE STUDENTS

Listening to relaxing music
Stretching exercises
Breathing exercises
Imagining a quiet scene in nature

PART IX -- PRINCIPAL'S MEMOS

TO: Staff
FROM: Principal
RE: Teacher/Parent Conferences

It is important to use the language of personal responsibility in your discussions with parents. If you need an additional copy of the Language Prompt Sheet, please pick one up from the office.

You will want to mention the **SUCCESS THROUGH ACCEPTING RESPONSIBILITY** program during conferences with parents.

TO: Staff
FROM: Principal
RE: Spelling Tests

I encourage you to use the words listed on the Language Prompt Sheet in your spelling and vocabulary tests. This is a powerful way to reinforce the school-wide development of the vocabulary we are stressing this year.

TO: Staff
FROM: Principal
RE: Holiday Themes

Remember to tie the holiday to the **SUCCESS THROUGH ACCEPTING RESPONSIBILITY** themes of the month.

Below are some examples:

Halloween: How can I be kind and courteous to the Trick or Treaters?
Thanksgiving: How did the pilgrims make good choices?
Christmas: How have I watched others being of service during this season of the year?
Washington's Birthday: How was Washington honest?
Mother's Day: How am I carrying out my commitments to my mother?

PART IX -- PRINCIPAL'S MEMOS

TO: Staff
FROM: Principal
RE: Language Prompt Sheet

Attached is a personal responsibility language prompt sheet. Please use these words as often as you can throughout the year. In addition, if you invite guest speakers to your classroom, provide them with a copy of the prompt sheet. I will be using this vocabulary when I talk with students and parents.

KEY TERMS OF PERSONAL RESPONSIBILITY

LANGUAGE PROMPT SHEET

Act	Perception
Alternatives	Persistence
Appropriate Behavior	Positive and Negative Self-Talk
Attitude	Priority
Caring	Problem Solving
Citizenship	Punctuality
Commitment	Reliability
Consequences	Respect
Convictions	Review
Cooperation	Reward
Courage	Self-Awareness
Courtesy	Self-Confidence
Dependability	Self-Control
Empathy	Self-Discipline
Ethical Decision Making	Self-Esteem
Generosity	Self-Image
Goals	Service
Good Character	Stress Management
Helping	Success
Honesty	Teamwork
Honor	Think
Inappropriate Behavior	Time Management
Integrity	Tolerance
Justice	Trustworthiness
Kindness	Value s

From the Office of the Principal

To:

Date:

From:

Subject:

Greetings from Your Principal

To:

Date:

From:

Subject:

Important Notice

To:

Date:

From:

Subject:

Principal's Memo

To:

Date:

From:

Subject:

NEWS FLASH !

To:
From:
Subject:
Date:

From the Desk of the Principal

To:
From:
Subject:

Date:

DIRECTIONS FOR USE OF THE PARENT NEWSLETTERS

What Is The Purpose Of The Newsletters?

The purpose of the newsletters is to acquaint parents with the **Success Through Accepting Responsibility** program so they can work with the teachers to support the students in developing skills of personal responsibility.

What Is In Each Packet?

- A. Instruction sheet on how to use the newsletters
- B. Matrix of 10 monthly, thematic questions and suggested answers
- C. 1 sample of a completed newsletter
- D. 1 original black line master of each of the two sides of the 10 monthly letters
- E. Series of ideas for monthly Principal's Messages.

What Is The Format Of Each Newsletter?

See sample newsletter.

- Page 1: School Emphasis
- Page 2: Suggested Home Emphasis
- Page 3: Parent/Child Activity
- Page 4: Principal's Message

How Do I Use The Principal's Message Page?

Use the space on page 4 to send information home. You may or may not want your message to relate to the personal responsibility program. We suggest that at least one item of news be unrelated to the issue of responsibility. This will encourage the parents to read the information thoroughly as they look for important announcements. **Sample Principal's Messages are provided in this packet. Remember: Make a new master of each page you use in order to save a master for next year.**

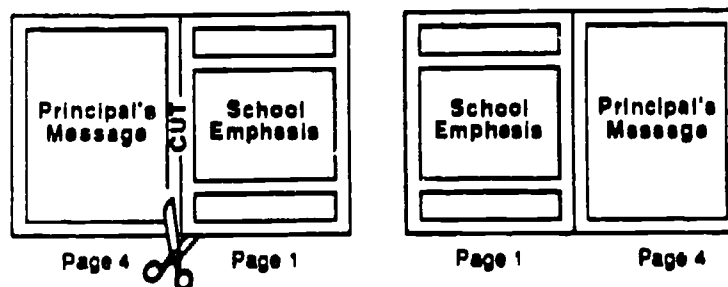
Do I Need To Send All 10 Newsletters?

Ideally, you will send 1 newsletter home each month. This provides continuity for the program. If you are not able to send the entire series, send as many newsletters as you can. **The more powerful your commitment, the more successful the program will be.**

What If I Am Not Able to Reproduce Double-Sided Material?

The newsletter is designed to be a single sheet, double-sided. If it is not possible to reproduce a 2-sided newsletter, send a 1-sided sheet only. In this case, we suggest you send pages 1 & 4. Cut the black line master to reverse the 4th and 1st pages.

For example:



Why Is There A Letter Code On The Edge Of Each Master?

You will notice a letter code on the edge of each sheet:

A B C D E F G H I J

The purpose of the code is to make sure that the 2 original masters provided for each month do not get separated. You may wish to remove the code prior to reproducing the newsletters and to mark the code on the back for future reference. Also, the code will signal you to the appropriate Principal's Message.

Is There A Correct Chronological Sequence For Using The Newsletters?

The coding and the matrix will enable you to use the newsletters in the recommended order. We believe that "How Can I Make Good Choices?" works well with the month of November when it is election time. "How Can I Be Of Service To Others?" works well in December when many people are doing good deeds for others during the holiday season. "How Can I Reward Myself For Being Responsible?" works well at the end of the year when students are receiving awards. Except for Letter A which begins the program and the Letter J which ends the program, you may adjust the sequence to better meet the needs of your school.

Success Through Accepting Responsibility

Question	School Emphasis	Suggested Home Emphasis
<i>How can I be a <u>star</u>?</i>	I can listen in school.	I can go to bed the first time I am asked.
<i>How can I be <u>kind and courteous</u>?</i>	I can say "please" and "thank you."	I can wait for others to finish before I speak.
<i>How can I make good <u>choices</u>?</i>	I can stop and think before I act.	I can learn to review my actions.
<i>How can I be of <u>service</u> to others?</i>	I can offer to help someone.	I can do regular chores at home without being asked.
<i>How can I show <u>courage</u>?</i>	I can raise my hand to participate in class.	I can say "NO" to strangers.
<i>How can I be <u>honest and trustworthy</u>?</i>	I can accept responsibility for my mistakes, rather than blaming others.	I can say "I'm sorry" when I've been unfair or unkind.
<i>How can I show <u>respect for myself</u>?</i>	I can talk positively to myself, rather than "putting myself down."	I can eat balanced, healthy meals.
<i>How can I show <u>respect for others</u>?</i>	I can wait my turn in line.	I can open doors for others.
<i>How can I carry out my <u>commitments</u>?</i>	I can review the goals I set.	I can allow enough time to do my homework neatly and thoroughly.
<i>How can I <u>reward myself for being responsible</u>?</i>	I can congratulate myself for my successes.	I can share my successes with people who care.

Date

Dear Parents,

May I extend to you a warm welcome on behalf of the staff as we begin a new school year. This year our students are learning about the importance of accepting responsibility for their successes. This month we are having the students ask the question: "HOW CAN I BE A STAR?" The word "STAR" stands for SUCCESS THROUGH ACCEPTING RESPONSIBILITY. Each month this year our children will be exploring a different aspect of how to be responsible. Our staff is seeking your help in this effort.

We encourage you to discuss with your child ways to become a STAR by being responsible at home. A suggested home emphasis for this month is that your child will be responsible to go to bed the first time he or she is asked.

We want your child to have a good year at school. If there is anything we should know to help this happen, please call us.

Sincerely,

Name of Principal
Name of School
Address of School
Phone Number of School

Date

Dear Parents,

This month the SUCCESS THROUGH ACCEPTING RESPONSIBILITY program is having the students ask themselves: "HOW CAN I BE KIND AND COURTEOUS?" Our staff is stressing the importance of saying "please" and "thank you." We urge you to discuss with your child the positive effect that polite words and actions have on people at school, at home, and at work.

A suggested home emphasis for this month is that your child can wait for others to finish before he or she speaks. You might mention how much more smoothly families run when we wait for our turn.

Cordially,

Name of Principal
Name of School
Address of School
Phone Number of School

Date

Dear Parents,

A meaning for STAR that our students have been learning this month is STOP, THINK, ACT, AND REVIEW. These four terms of a decision-making process are particularly important as we focus on this month's question: "HOW CAN I MAKE GOOD CHOICES?" The school emphasis is that students should STOP and THINK before they ACT. You may want to add to the school discussion by mentioning, for example, how important it is for adults to stop and think before they vote.

The suggested home emphasis points out that we can learn to review our actions. A story from your own life about a time when you did or did not review your actions might be interesting to your child. We thank you for your support of this responsibility program.

Sincerely,

Name of Principal
Name of School
Address of School
Phone Number of School

Date

Dear Parents,

As we continue working with our students in the SUCCESS THROUGH ACCEPTING RESPONSIBILITY program, the students are asking the question: "HOW CAN I BE OF SERVICE TO OTHERS?" The school has chosen the special emphasis: I can offer to help someone. You may want to discuss with your child some of the fine service contributions adults make to this community.

You may, also, wish to discuss with your child how he or she can provide service to family members. One way to reinforce this concept is to use the suggested home emphasis: I can do regular chores around the house without being asked.

Cordially,

Name of Principal
Name of School
Address of School
Phone Number of School

Date

Dear Parents,

We can teach children about bravery and courage by reading stories to them about heroes and heroines. However, can we be sure that when the time calls for it, they will be able to show courage?

We can model courage in our own lives by showing children how to say "No" to people and things that are not good for us. Your child often hears "Say No to Strangers" from teachers. We hope you can reinforce this important message at home.

Cordially,

Name of Principal
Name of School
Address of School
Phone Number of School

Optional Idea: You may want to address the issue of saying "No" to drugs and alcohol. You should anticipate how the parents in your school might respond.

Date

Dear Parents,

Classroom teachers are working with our students in answering the question: "HOW CAN I BE HONEST AND TRUSTWORTHY?" It is important for our students to accept responsibility for their mistakes, rather than blaming others. As we all know, this basic honesty is important to employers as well.

As parents, you may want to work with your child on the suggested home emphasis: I can say "I'm sorry" when I've been unkind or unfair. This concept is difficult for many youngsters so be patient, yet persistent, with your child.

Thank you,

Name of Principal
Name of School
Address of School
Phone Number of School

E

124

125

F

Date

Dear Parents,

We are very pleased with the progress our students are making this year in learning about SUCCESS THROUGH ACCEPTING RESPONSIBILITY. This month we are asking the following question: "HOW CAN I SHOW RESPECT FOR MYSELF?" The school emphasis is that students can talk positively about themselves, rather than "putting themselves down."

At home we urge each family to discuss the importance of showing respect for one's body and eating balanced meals. The emphasis on good eating habits while young will lead to a healthy future for your child.

Cordially,

Name of Principal
Name of School
Address of School
Phone Number of School

Date

Dear Parents,

This month we are emphasizing respect for others at school in our SUCCESS THROUGH ACCEPTING RESPONSIBILITY program. Our students are learning to wait their turn in line.

A suggested home emphasis is opening doors for others. If you make positive comments about this behavior, you will find your child doing this behavior more frequently. You may wish to discuss with your child the other ways you can show respect for each other in your family. It might surprise people to see these old-fashioned manners becoming popular again.

Thank you,

Name of Principal
Name of School
Address of School
Phone Number of School

Date

Dear Parents,

We are continuing to work with our students to help them become STARS by presenting the following question: "HOW CAN I CARRY OUT MY COMMITMENTS?" We believe that all our students have experienced some successes this year in meeting personal goals. The school emphasis is to teach students to review their goals.

One of the most important school commitments to be carried out at home is homework. Student responsibility in this area can be supported at home by use of the suggested home emphasis: I can allow enough time to do my homework neatly and thoroughly. As we all know from experience, commitments are essential to success.

Sincerely,

Name of Principal
Name of School
Address of School
Phone Number of School

Date

Dear Parents,

Success comes to our students as they learn to accept responsibility for their decisions, behavior, and performance. This month we are considering "WHAT ARE THE REWARDS FOR BEING RESPONSIBLE?" We are asking students to consider the following emphasis: I can congratulate myself for my successes.

At home you can encourage your child to answer the monthly question as many ways as possible, but you may want to emphasize that he or she can share successes with people who care. Positive recognition from others goes a long way toward developing self-esteem.

The staff would like to take this opportunity to thank you for your help this year and we ask you to take a moment to reward yourself for the help you gave your child this school year on these monthly newsletters. On behalf of the staff, I wish you a most pleasant summer vacation.

Thank you,

Name of Principal
Name of School
Address of School
Phone Number of School

SAMPLE PRINCIPAL'S MESSAGES FOR LETTERS A - J

THIS MONTH'S SUCCESS STORIES

Name of Student - positive action

Name of Student - positive action

RESEARCH NEWS

Research shows that employers are more concerned with the lack of politeness by their employees who work with the public than with any other single problem.

ANNOUNCEMENT OF UPCOMING EVENT

Your child has been asked to participate in an essay contest this month. The assigned topic is HONESTY. The winning essays will be published in the local newspaper. Although you are not allowed to assist your child in the writing of the essay, you are asked to offer support and encouragement.

SCHOOL NEWS

We have seen a great deal of improvement in our school climate regarding politeness and acceptance of responsibility for actions. (Add some specific examples from your school.)

NOTES OR OTHER MESSAGE IDEAS: