



Ripple Effects for Teens Implementer's Guide



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Introduction

Ripple Effects for Teens is used across settings and tiers, with both groups and individuals, for students in grades 6 to 12. The program is primarily student-directed, but can also be educator-facilitated, or a combination of the two. This guide serves three purposes. To provide implementers:

- 1) A starting place for planning program delivery
- 2) Best practices of use
- 3) An overview of the learning system and suggestions to facilitate a lesson or expand on a lesson's content

After reading this introduction, choose the right place to start for you:

- If you are using the program as a one-time intervention, see “Using *Ripple Effects for Teens* as a One-time Intervention” for the suggested protocol.
- If you are designing a multi-session individualized or group plan, see the section “Designing a Targeted Plan.” Then, decide what content (lessons) to select, using the [Universal-Tier 1](#), [Prevention-Tier 2](#), [Behavioral-Tier 2/3](#), [Juvenile Justice](#) or [Mental Health/Behavioral](#) manual.
- If you want to learn more about the learning system and how you might facilitate a lesson, see the section “Facilitating the *Ripple Effects Whole Spectrum Learning System*.”

Need more guidance developing your site's implementation plan? Check out the “[Implementation Planning Guide](#)” or other resources on the [Implementation Support Webpage](#).

We are also here to support! Contact us for implementation or technical support at support@rippleeffects.com

Guidelines for Using *Ripple Effects for Teens*

Ripple Effects for Teens has the flexibility to be used with different learners in different ways. Research shows the program is most effective when youth have the opportunity to direct some of their use.

In the secondary setting, facilitative use of the program is seen for some youth in therapeutic settings; during group/class instruction; and with any learner who can only partly direct their own learning or asks for support. In all these instances, inclusion of independent, self-directed use of the program is highly encouraged.

If facilitating, the primary role of the implementer is to be a bridge to learner success. This may range from only providing an introduction to the program, login directions and a brief assignment to get started, to using the program's activities as a jumping off point to deepen the learning experience and build connectedness/community. Supplement TeleHealth or enhance synchronous distance learning instruction by walking through parts of the lessons, then provide youth with their own access.

When introducing *Ripple Effects for Teens*, do these things to help ensure success:

1. Emphasize that it's a tool for learning, not entertainment, a game or punishment. Let them know the program's purpose is to help youth build strengths/skills, learn more about themselves, solve problems, and understand reasons for problems.
2. Cover the basics. Make sure learners know how to log in and let them know if program use is required, that you will be checking to see if they have completed the interactive parts of the topic(s) or any other work that you have assigned. It's also important they understand that personal exploration they do outside of assigned topics, as well as their journal writing (Brain), is private and protected by their password. Let them know you are there to help them navigate the program, and the resources available if hard or strong feelings come up for them.
3. Connect the work to expected behavior, community values, academic objectives or something meaningful to the student. Identify the specific behavioral expectation you will have of the student as a result of using the program.
4. Know when to require, and when to invite use. For youth who are in "fight, flight or freeze mode," present as unwilling to participate, or have access to the program as a 24/7 mental and behavioral health support, invite them to use the program as a personal problem solving tool. Let them know other youth find this tool useful, that what they explore is private, and share with them the resources available if they need help/assistance.

Possible prompts to introduce the program (insert your context specific language in underlined areas):

- “You are an important part of our learning community and (i.e. if you are here), something isn't working. Your job today is to do some work around that. This is a program we use to address what isn't working, but more importantly problem-solve the reasons for it. I want you to start by completing the topic for which you were referred. When you finish with the topic let me know.” (When learner notifies you of completion, prompt them to do some problem-solving around underlying reason)
- “We want you to be (i.e. successful here at school/a successful learner), and we believe that you know you best. This is a program that learners use to learn more about themselves and build the skills they need to be successful...”
- “We want you to get along with your peers and my guess is that you want that too. Because when learners (i.e. fight/bully) it not only hurts the other person, but also hurts (i.e. you/other learners). This is a program we use to help learners build skills to deal with (i.e. stuff/challenging situations/frustration/feelings/reasons behind/etc). What is something you think would help (i.e. prevent you from getting in fights)? OK, I want you to find that topic and work on it.” (If learner doesn't know, suggest they pick a topic from one of the KEYS categories to complete or start with the topic for which they were referred.)
- “There are a lot of reasons learners (i.e. use drugs (smoke marijuana, vape, drink). We care about you and want you to make life choices that help your learning, relationships and health. To that end, this is a program we use in (i.e. health class/ISS/ advisory) so that learners can ... (i.e. better understand why they are making choices & build skills around those choices/build decision making skills/find and build healthy skills for dealing with the hard things in their life/learn more about the drugs they are using and how their impact, etc.)”

Possible prompts to encourage learner-directed personal problem-solving:

- “Choose a topic that’s on your mind. You don’t need to talk to me about the topics you choose, but if you want to, or want help using the program, I’m here for you.”
- “This is a program lots of learners have said is helpful to them for solving problems or dealing with hard things in their lives. I’ll show you how to sign in, then you look through the TOPICS list and choose the topics you want to do. I won’t be able to see what they are.”
- “A lot of times when kids get in trouble, they have some hard things going on in their life. Lots of those topics are in this list. Find one that works for you. (Maybe scroll through the list with the learner just to demonstrate the range of topics.”
- “Think about a challenge or problem you are having in school. What do you think is the reason behind it? See if you can use the program to help problem-solve it. I’m here if you have any questions or want to talk.”

Using Ripple Effects for Teens as a One-time Intervention

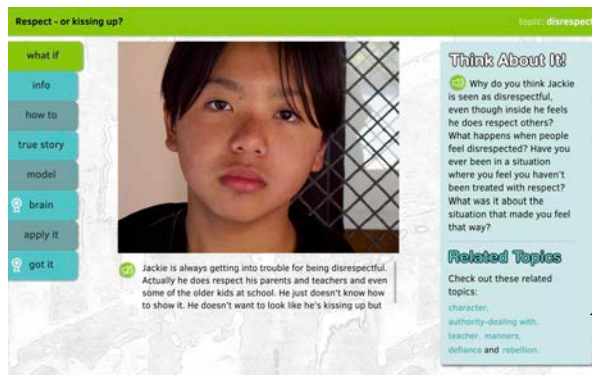
Steps for a personalized, trauma-informed intervention to address problem behavior, build skills, and problem-solve underlying causes or personal challenges

1. Help the learner access the program and login. Then, introduce the program, setting expectations of use. If you are facilitating the program, create your own account in the program and project it onto a white board or share your screen.
2. Assign the problem/presenting behavior lesson from the **TOPICS** list. Or, assign a related skill-building topic from one of the **KEYS**.

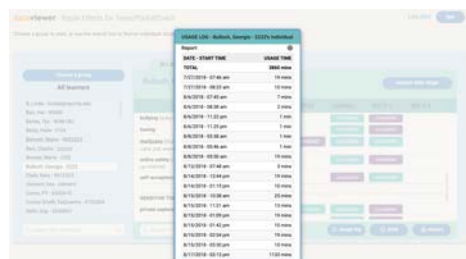


3. After the assigned topic is completed, ask the learner to choose and complete a topic from the **TOPICS** list that they think is connected to their behavior or something that is challenging them. Trust their instincts to find what they need and respect their privacy. In some cases, after using the program learners will disclose the underlying reason to a trusted adult.

Another way that learners can independently explore the program and find topics that are important to them is to choose a topic from the **“Related topics”** listed on the sidebar of the topic they were originally assigned.



4. Check the program's **SCORECARD** or the educator tool, *Data Viewer*, for completion of interactive parts of assigned topics or for usage data.



- “Problem” behavior lessons in Ripple Effects for Teens**
- Aggression
 - Alcohol
 - Attendance/Truancy
 - Attention
 - Bias
 - Bias activity
 - Blurting out
 - Bragging
 - Breaking rules
 - Bullying
 - Cheating - in school
 - Chew
 - Cliques
 - Curfew
 - Cursing/Swearing
 - Cutting class/Skipping
 - Defiance
 - Disrespect
 - Disrupting class
 - Dress code
 - Fighting
 - Gambling
 - Gossip
 - Graffiti
 - Hazing
 - Hitting
 - Horseplay
 - Hurting animals
 - Huffing
 - Instructions - following
 - Lying
 - Marijuana
 - Name-calling
 - Online bullying
 - Online harassment
 - Online threats
 - Pushing
 - Recklessness
 - Conflict w/ teacher
 - Selling drugs
 - Sexting
 - Sexual harasser
 - Shoplifting
 - Slurs
 - Smoking
 - Stealing
 - Suspended
 - Talking back
 - Tardy/Late
 - Teasing
 - Threats to kill
 - Vandalism
 - Vaping
 - Weapons

Guidelines for Designing a Targeted Plan (multi-session)

While the guidelines below are primarily intended for use of the program in Tier 2 & 3 settings, they can also be applied to some universal, curricular applications. For more information about designing implementations across tiers, see the implementation manuals on the Implementation Support Webpage.

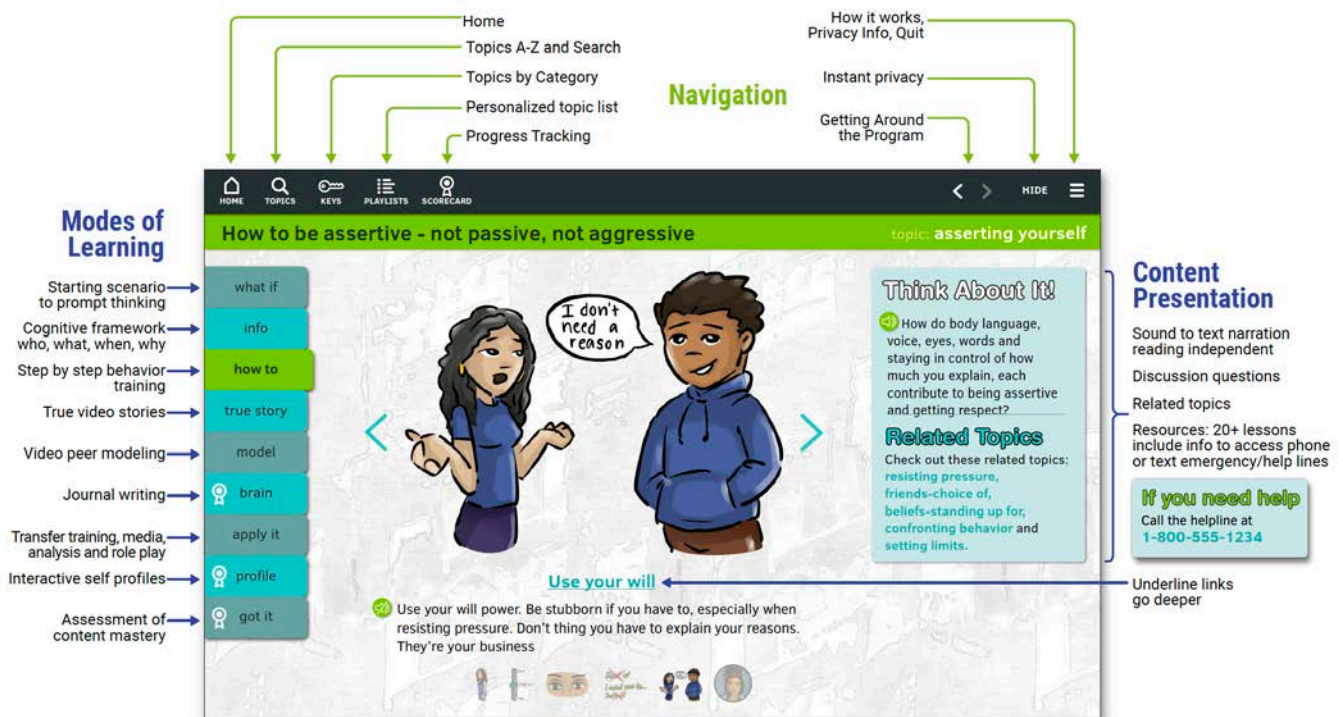
Research to date shows that:

- 3 ½-4 hours of content aimed toward one outcome/learning objective. This is 12-14 topics (lessons). Allow time for personal exploration.
- Those 12-14 lessons can be structured to the configuration that best matches the technology, staffing, constraints (time) and learning objective(s).
- Topics take on average 10 to 20 minutes to complete. One 30-minute session generally allows time to cover one topic and time for personal/student-directed exploration.
- Direct/encourage youth to choose one out of every four lessons, based on their own interest; the rest being assigned by the implementer.
- This can be translated into one or more sessions per week. The only constraint is that sessions be spread out enough to allow youth opportunities to practice and internalize what they are learning.
- Some youth in Special Education, or similar settings, will require more intensive skill building in the targeted area beyond the 12-14 lessons or more extensive skill training across skills. These youth might have two or more targeted intervention plans over the course of a year.
- Many youth, across settings and grades, report that in addition to having time to self-direct their learning, they also enjoy leading parts of lessons and participating in group exercises & discussions using the programs activities. The “apply it” exercises are a great place to find ideas.
- Select topics from the scope and sequences in the implementation manuals found at <https://rippleeffects.com/teachers/>

TIP: For youth who present as unwilling to participate or have an Oppositional Defiance Disorder, we recommend more emphasis on “putting youth in the driver’s seat” to activate use of self-determination and control to engage. For example, create a list of 20 topics and have a youth choose the 12 topics that they think might be most beneficial to them. Or, if facilitating a lesson, have youth choose the mode of learning they want to do next.

Facilitating *Ripple Effects Whole Spectrum Learning System*™

The overview diagram below introduces the *Ripple Effects Whole Spectrum Learning System*. Each peer-narrated lesson includes up to 13 modes of learning. On the following pages is a walkthrough of nine of the learning modes, including brief suggestions how you might facilitate and promote effective use. Although the walkthrough follows the order of a traditional lesson plan, the order can be up to your discretion, matching your instructional needs and adapting to the interests of your students. Project the program onto a screen if working with a group, or sit next to a student if working one-to-one.

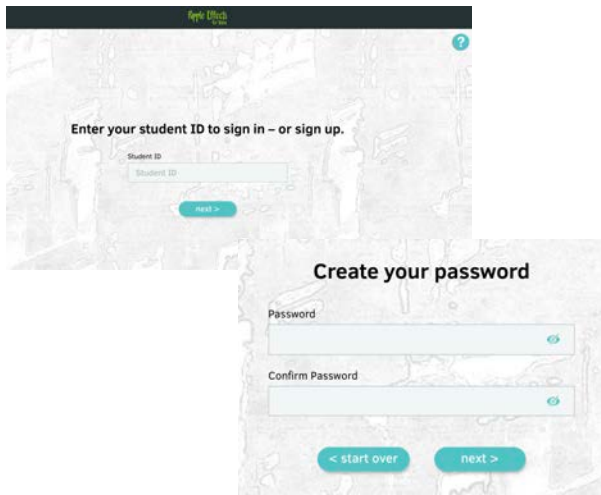


Password protection for learner privacy

Sites that use Clever or ClassLink for student rostering and single sign-on will have their student records and passwords imported and managed by those third-party providers.

Sites that use the Ripple Effects Dashboard System for student rostering can import names and grades in advance, while passwords are set by the learner.

Choosing a password begins the process of self-regulated learning. It puts the learner in charge, lets them save their work, and protects their confidentiality. Reset passwords in Educator or Admin Dashboard. In many elementary settings or SpEd settings, passwords



The screenshot shows a user interface for logging in and creating a password. At the top, it says "Enter your student ID to sign in - or sign up." Below this is a text input field labeled "Student ID" with a "next >" button. Underneath is a "Create your password" section with two text input fields: "Password" and "Confirm Password", each with a "next >" button. At the bottom of the password section are two buttons: "< start over" and "next >".



Peer guides - virtual mentors

Designed to feel like peers of the learner, guides both represent multiple ethnic & racial groups, but often appear ethnically ambiguous. They speak with diverse voices, providing information and encouraging identification with the material. At left are a few of the guides from the *Teens* program.

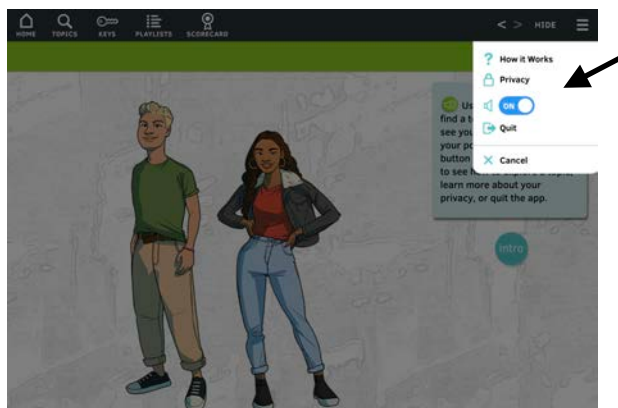
“intro” button

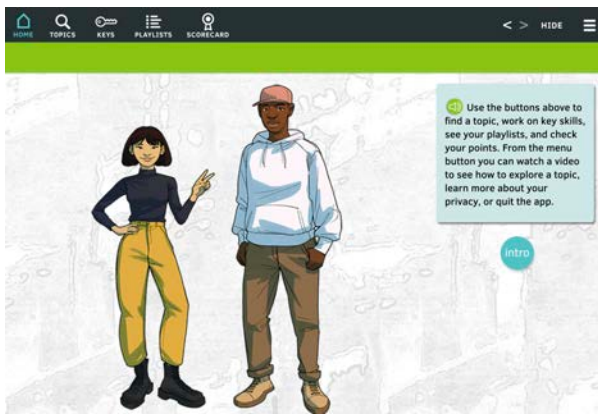
Guides briefly describe how to navigate the program and suggest ways to learn more - “click on the **intro** button.”



? How it Works: Program orientation

Under the menu bar, the ? **How It Works** launches a two minute help movie, orientated to youth, walking them through a lesson. The overview video can be used to scaffold initial instruction.





Home Screen

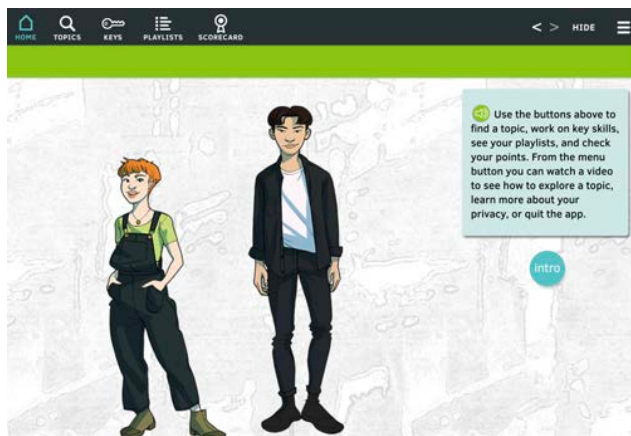
The home screen is the jumping off point. The menu across the top is for navigating the program and accessing content. It appears on all screens within the program.



HIDE: Privacy protection

When the **HIDE** button is activated, a “RESPECT PRIVACY” screen covers the entire window and turns off the sound. This feature protects learners' privacy.

To return to the content, a learner just needs to activate the **Show** button.



Accessing content

From the top menu, there are three ways to approach the content:

- 1) An index of topics (A-Z), accessed through the **TOPICS** button. [Ripple Effects for Teens topic list](#).
- 2) A built-in scope and sequence aligned with CASEL's five SEL competency areas, accessed through the **KEYS** button.
- 3) The **PLAYLIST** button leads to a list of topics, customized to the individual or group. Topics are selected by the educator/implementer through the *Playlist Creator Tools* located in the Educator and Admin Dashboards.

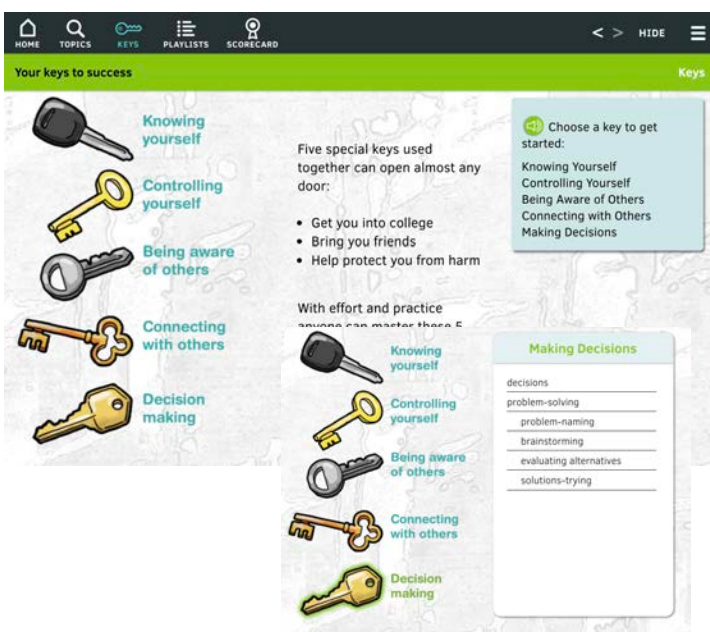


TOPICS: A-Z index of lessons for non-linear sequencing

The **TOPICS** button leads youth to a comprehensive hyperlinked alphabetical index, with topics listed in ways that youth and experts/educators separately refer to them (i.e. resilience and bouncing back). [Teens has 400+ unique lessons](#), with equivalent names nearing 1000. Users can scroll through the topic list, or “**search topics**” for their topic.

This mode supports constructivist learning, enabling users to approach the material from a concrete, personal point of view and to explore via non-linear sequencing. Directing students to identify and complete a topic that is meaningful, concerning or an area that they need to work on engages & motivates the learner.

Customize the TOPICS list to maximize site level decisions in how to handle areas considered sensitive, inappropriate, potentially controversial. This is done in the site’s Admin Dashboard and/or District Dashboard.



KEYS: Table of contents for sequenced social emotional learning (SEL)

One way to approach the content is through categories of topics via the **KEYS** button. This approach enables systematic, sequenced learning.

The Collaborative for Academic, Social and Emotional learning (CASEL) identifies five core competencies as essential to school and life success. They are: self-awareness, social awareness, self-management, responsible decision-making and relationship skills.

Ripple Effects for Teens provides dozens of micro-skill building tutorials to scaffold training in each of the five core SEL competencies.

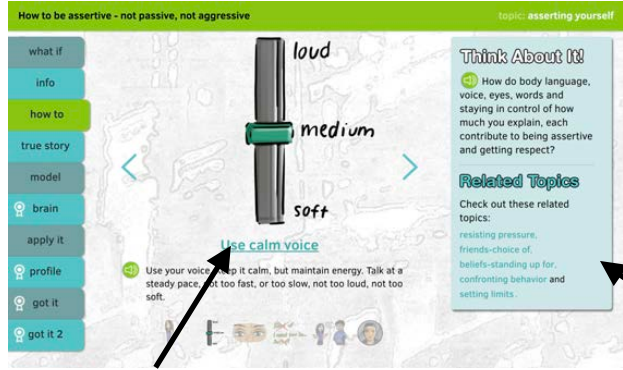


PLAYLIST: Personalizing interventions

The **PLAYLIST** button allows learners to easily access their customized list of assigned topics. Educators are able to personalize and differentiate interventions by selecting and assigning topics to each youth or for a designated group/grade, using the *Individual or Group Playlist Creator* found in the Educator and Admin Dashboard.

Check marks display when all interactive components of a topic are completed, helping learners self-monitor their progress, promoting personal responsibility and independent learning, as well as executive function practice. 11

Embedded hyperlinks: scaffolding, personalizing, deepening learning

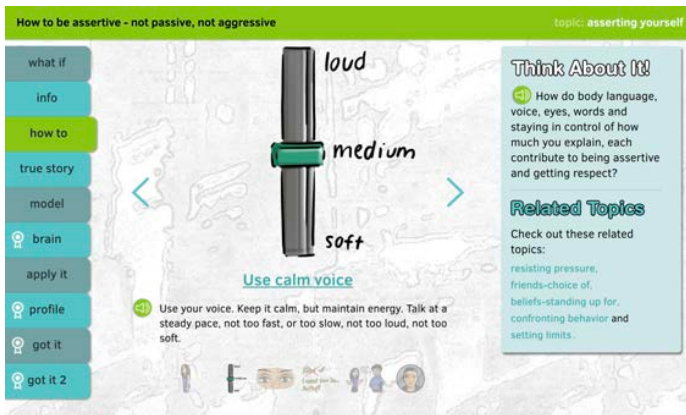


Underlined text in the **INFO**, **HOW TO**, and **Related Topics** box (bottom right sidebar), applies a constructivist approach to learning by encouraging users to build on what they know.

Links create linear sequencing between related points. This “expert guidance” ensures that learners are led to the most relevant strategies related to the topic they are exploring. Clicking on hyperlinked text takes learners to that particular topic.

By selecting hyperlinks, learners are choosing what is most salient to them or what they want to know. This deepens the learning and increases the likelihood that they will be able to retrieve the information in an applied setting.

Facilitators/educators utilize the **Related topics** or hyperlinks for deeper instruction in an area, address related risk and protective factors, or as a way to encourage learners to do self-directed learning or personal problem-solving.

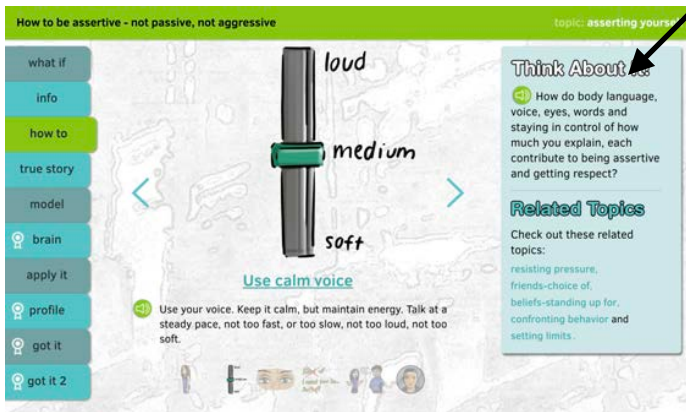


Content presentation: multiple modes of presentation & expression

Sound to text presentation - each learning mode is presented in audio form, spoken by a diverse group of youth. Audio functions include autoplay, replay, and pause. Throughout, users can read along by scrolling through matching text. Audio can be shut off from the hamburger menu at top right.

Visual presentation & expression - each learning mode includes either graphics with simplified text, videos, or scenario based photos. The journal exercise (**Brain**) allows text input, with some devices & platforms supporting graphic expression (i.e. emojis).

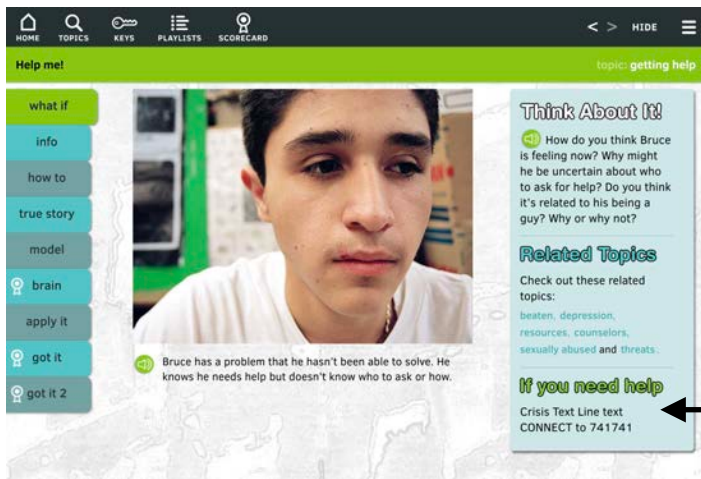
Speech to text expression - Some devices and certain platform plug-ins support speech to text in the **Brain** activity and “search topics” function.



Reflective inquiry

Providing time for youth to privately explore the program and go to topics that are most concerning or of interest to them provides opportunity for self-directed reflective inquiry.

Open-ended questions, **Think About It!**, on each screen prompt critical thinking and reflective inquiry. These questions can be used as discussion or writing prompts and align with various academic standards.



Resources: Info to get help

Twenty topics considered personal and social safety issues contain the information (numbers and links) to access national emergency/help lines.

Embedded within these topics' **how to** and **info** are instructions in asking for help, talking to a trusted adult and accessing resources.

LEARNING MODES



Learning mode: what if

BACKGROUND INFO

A mini-case study, this learning mode starts the lesson by presenting a challenge facing a young person. Inquiry based questions provide a structure for self-reflection & clarify the lesson through example.

Designed to develop higher order thinking skills, the supplemental questions invite reflection on the how and why behind each situation and prompts to brainstorm its potential solutions.

IF FACILITATING, YOU COULD...

Play the narration. Use the question prompts to start discussion. Remember to provide think time, seven to ten seconds, before taking the first response to broaden participation. If your group is large, consider pair-sharing to include more voices. This exercise is to start thinking. Spend 2-3 minutes. You might revisit this scenario at the end of the lesson as a check for understanding.

YOUR IMPLEMENTATION NOTES/IDEAS:

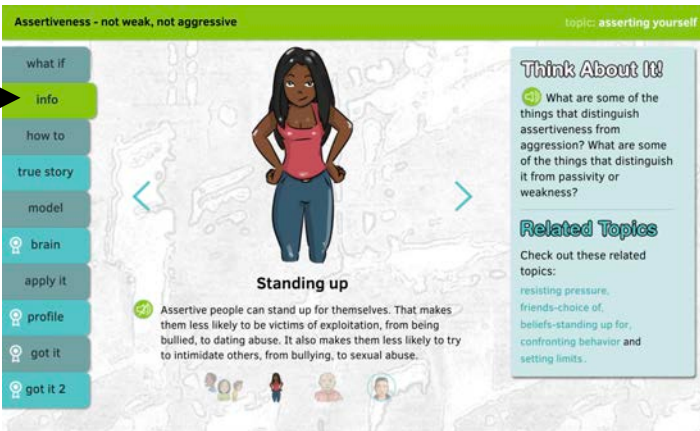
Learning mode: info

BACKGROUND INFO

Info uses an instructivist, or cognitive approach to transmit science-based information taken from research and best practices. Who? What? When? and theories of Why?

Often this kind of information, is included in a teacher's guide as "background information." Including it within the program enhances learning for those students who are analytical learners or need to know the "why." Others are curious as to the "why," especially for more personal topics.

Not all students learn from pure information, but many feel respected by having access to it.



IF FACILITATING, YOU COULD...

Have students listen privately (if one-to-one), or together projected on a screen. In either case, use the sidebar questions as discussion or writing prompts to help scaffold or deepen the learning & support reflective inquiry. Hyperlinks provide opportunity to dive deeper into content. Invite student(s) to choose one.

YOUR IMPLEMENTATION NOTES/IDEAS:

Learning mode: how to

BACKGROUND INFO

How to is direct instruction, or behavioral approach, to skill building. A set of 3 to 5 micro-skills per lesson are presented, with some skills hyperlinked to deep skill-building in that area. All of the evidence-based strategies offered have been shown to be effective in addressing risk, and building protective factors associated with school and life success, as well as health and well-being.

Users are given multi-part instructions in a "slide show format," that may include the following strategies:

- cognitive (i.e. "use an if/then sentence" or "avoid weak words like "sort of" or "kind of")
- behavioral (i.e. "...as you breathe in through your nose, focus" or "Use your eyes to communicate assertiveness...")
- affective ("understanding & recognizing feelings")
- attention (notice)


IF FACILITATING, YOU COULD...

Play the narration, then choose/create the instructional supports that match the kind of skills being demonstrated. Behavioral skills, like assertiveness, lend themselves well to kinesthetic, group activities. For instance, give each student a chance to hold a passive, assertive or aggressive position. Affective skills (i.e. understanding and recognizing feelings) lend themselves better to exploration with pictures, graphics or video. Graphics in this learning mode can also be used. Cognitive skills, like predicting consequences, are helped by using the questions in the sidebar. The "apply it" button provides suggestions for concrete exercises for every lesson.

YOUR IMPLEMENTATION NOTES/IDEAS:

Assertiveness = standing up for yourself topic: asserting yourself

- what if
- info
- how to
- true story
- model
- brain
- apply it
- profile
- got it
- got it 2



0:03 / 0:45

"One day, freshman year, I was invited to go to this big party, so I went. A good friend of mine, Juan, pulled out this big ol' joint and lit it up, and I started to walk out the room. As I was walking out the room, he grabbed my

Think About It!

Was Sherri passive, aggressive or assertive in standing up for her beliefs? Do you think people respected her more or less after she stood up for herself?

Related Topics

Check out these related topics:

- resisting pressure,
- friends-choice of,
- beliefs-standing up for,
- confronting behavior and setting limits.

Learning mode: true story

BACKGROUND INFO

Storytelling has been the primary affective mode of teaching and learning for thousands of years. Here, young people, often one developmental level older, tell first person stories of how they faced a problem and dealt with it. They provide motivation and modeling, and deepen affective involvement in the learning. Each video includes a formal story arc with setting, character development, plot and resolution.


IF FACILITATING, YOU COULD...

Be sure to let the stories talk for themselves, as the authenticity of real youth sharing their stories, in their own words, is key to their power. Supplemental questions, in sidebar, promote empathic identification with the protagonist and analysis of his or her character choices and consequences, using one's own experience as a point of comparison. Often students will be inclined to share their own stories, so be sure to establish guidelines for sharing if you are having a group discussion. NEVER permit them to disclose abuse or victimization in a group setting, as it can set them up for further exploitation. However, using the true story template, invite youth to choose a topic within the program and write and produce their own short resilience film.

YOUR IMPLEMENTATION NOTES/IDEAS:

model topic: asserting yourself

- what if
- info
- how to
- true story
- model
- brain
- apply it
- profile
- got it
- got it 2



0:04 / 0:07

To stand up, you have to use your voice, your eyes, and your posture.

TEEN 1: I said I wasn't going to do it.

TEEN 2: No.

Related Topics

Check out these related topics:

- resisting pressure,
- friends-choice of,
- beliefs-standing up for,
- confronting behavior and setting limits.

Learning mode: model

BACKGROUND INFO

A peer modeling video demonstrates one of the skills introduced in the "how to." Social learning theory underscores the importance of observational learning and of concrete modeling of specific behaviors, as key elements of social emotional learning. Consistent with the theory of Vgotsky's zones of proximal development, these videos feature youth who are a developmental level above the learner, to reduce the experience gap and increase identification between models and learners.

IF FACILITATING, YOU COULD...

Ability to pause the video and supplemental questions on the sidebar support practice and reflection. Use the videos as a point of reference for discussion about what the applied skills might look like for your students. Or, have learners create their own modeling videos to create their own personal library or learning portfolio. Assist students in adapting the modeling to their context. Refer back to the "how to" for skills to role play. And most importantly, in your everyday teaching, model the behaviors you see here. When you apply the skills outside the lesson, the teaching is reinforced.

YOUR IMPLEMENTATION NOTES/IDEAS:

Learning mode: brain (journal)

BACKGROUND INFO

Vgotsky was among the first to identify journaling as an instructional method that facilitates the process of internalizing dialogue to shape understanding. Other researchers have demonstrated how journaling can be an independent tool for developing self-understanding, as well as reinforcing the skill reflecting upon what is being discussed/experienced with others. In this way, journaling can serve as a self-assessment tool.

The **brain's** interactive, journal writing exercises utilizes the a model of the brain to show how it plays a role in what we think, feel and do.

In addition to drilling in the classical critical thinking process of identifying problems, clarifying options and choosing alternatives through a structured and assisted process of reflective inquiry, the **brain** adds two components which are important with social emotional issues. First, identifying feelings related to each experience. This gives a learner a means to name their experience, which is the first step in having power over it. Second, identifying who in the community a learner can turn to for help solving a problem or help. This knowledge further tools the learner, empowering them to take action.

Drag and drop word prompts provide a bridge to communication for English Language Learners and those with low language skills, helping to scaffold language development.

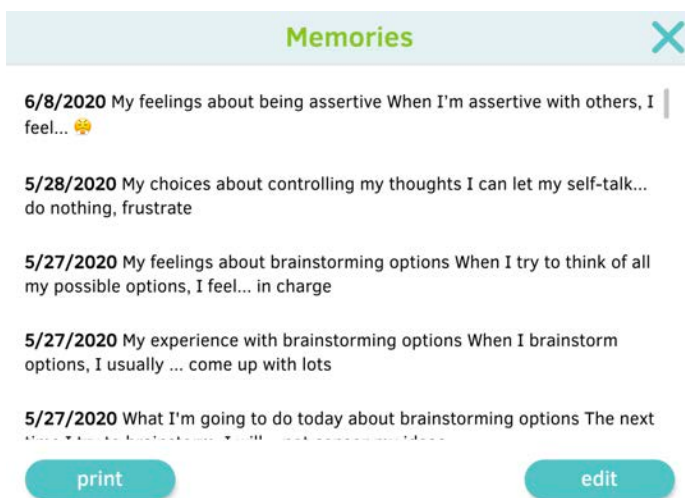
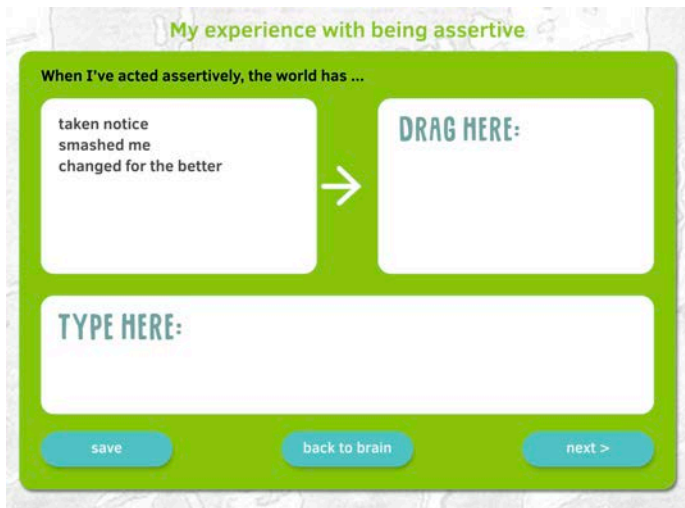
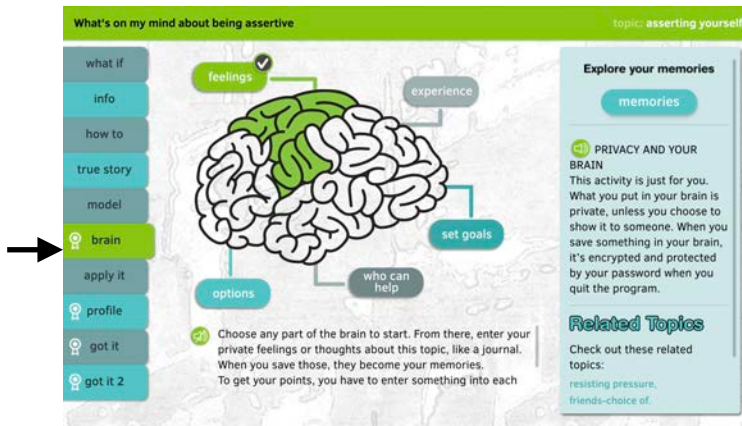
Type here is an open-ended text entry box, that provides room for learners to express themselves in any language compatible with their computer.

Password protection and encryption protect learner privacy, an important element in promoting openness.

Memories are stored in the learner's account, protected by their account password. Learners can choose to save their memories electronically, screenshot, export or print them. This record allows learners to document action plans and self-reflect on growth over time.

In certain settings (i.e. juvenile justice, behavioral health) that require adult supervision of all program user writing, learners can be asked to print their entries. The **brain's memories** can also function as part of a learning portfolio (i.e. SpEd). It is imperative to let the learner know that they will be required to do so ahead of time.

Learners earn 100 points in the **Scorecard** when all five parts of the **brain** are completed. Check marks indicate when a section is complete.



YOUR IMPLEMENTATION NOTES/IDEAS:

Use your body, eyes, voice, words and will to get respect topic: asserting yourself

- what if
- info
- how to
- true story
- model
- brain
- apply it**
- profile
- got it
- got it 2

Apply it out in the world
Take what you've learned out into the world. Choose an area that interests you to get ideas and exercises.

Related Topics
Check out these related topics:
resisting pressure, friends-choice of beliefs-standing up for, confronting behavior and setting limits.

Learning mode: apply it

BACKGROUND INFO

Learning becomes “fixed” when it is transferred. Evidence from brain science indicates that when students learn a procedure in a personalized situation, where many parts of the brain are involved simultaneously, they are more likely to remember it and transfer it to other contexts.

Apply it offers opportunities for common application of what has been learned, set in situations involving friends and family, media analysis, sports and role-plays. Exercises can be used as part of group, pair or individual work. Many align with various academic standards. Can be a way to build community, strengthen connections, answer questions, troubleshoot real-life challenges, and practice the desired skill. Print/Export available.

MEDIA

These extension activities prompt critical thinking, and encourage analysis of social media, television/movie, video games, music and other media forms. Learners analyze how the media might glamorize or reinforce certain social behavior or stereotypes, how social conflict is used to create “drama,” and how comedy uses “dysfunctional” behavior or minority groups for humor. Learners are asked to think about why certain techniques are used, who benefits, and who might be hurt.

FRIENDS & FAMILY

These extension activities offer a way to apply each lesson to the learner’s family or friends. While peers are the primary emotional focus for many adolescents, parents and guardians have the greatest life long influence. Both groups are subjects for these exercises which promote social communication and encourage youth to reach out to their community/family,

SPORTS

These extension activities apply key messages from every lesson to a sports setting. All learning is physically embodied at the cellular level, but for many learners, especially those who learn kinesthetically, it needs to be embodied in a more physical way. Learning is further deepened by engaging in the content in a “real life” application. Some learners, especially boys, can more easily access what might be considered “touch-feely” material when it is in the context of sports settings.

ROLE PLAY

These rehearsal scripts can be used with a partner, or in front of a mirror. They are intended to be practice, not performance. Rehearsal of social-emotional and language skills in real world contexts is important to creating “performance knowledge.”

MEDIA

2 Think of an example of when you were assertive – not aggressive, not passive – on social media. How did others respond? How is assertiveness different online than it is in real life? What role does tone play?

FRIENDS & FAMILY

2 Do a survey of your close friends and family. Which of the critical elements of body language, voice, eyes, words and will power does each use to get respect? Which of these things do they use in ways that weaken them?

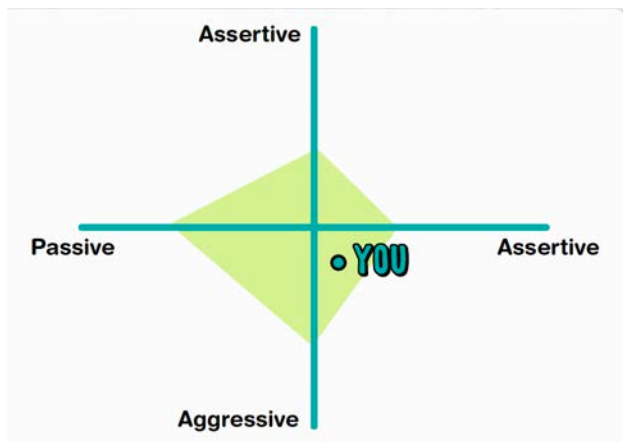
SPORTS

2 **Sports**
Take the three elements of body language, voice and eye contact. How are they used differently in different sports to gain a competitive advantage?

ROLE PLAY

2 **Role Play**
With a partner, make your eyes look assertive, then passive, and then aggressive. Can they tell which is which? Now use your voice in those three ways, saying something simple.

YOUR IMPLEMENTATION NOTES/IDEAS:



Learning mode: profile

BACKGROUND INFO

These self-assessments, are the 180 degree balance to the direct instruction offered in the **info** and **how to** screens. More than 40 topics, ranging in areas such as assertiveness, emotional regulation, learning style, temperament, contain **profiles**. The profiles are not diagnostic tools, but science-based, engaging exercises that use a motivational approach to:

- promote interpersonal “intelligence”, based on greater understanding of one’s personal strengths and weaknesses
- promote metacognition, an understanding of the working of one’s own mind
- provide the learner with the feedback using strength based language and descriptions
- help learners identify risk and protective factors
- provide individualized guidance on ways learners can grow core social emotional competencies, such as empathy, assertiveness, problem-solving and decision making skills, connections to community and impulse control based on learners’ presentation of experience.

After ranking six sets of four statements, learners get immediate, customized feedback, including a graphic profile and description in text and audio of what their answers mean for them. Results direct learners to further skill training in the program, based on their responses. The PROFILE mimics proven counseling approaches, in that participant input is mirrored back to them, and framed in ways that point them towards help.

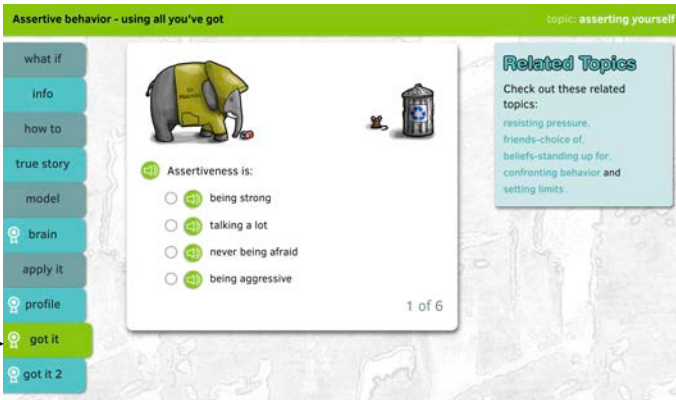
Profile results can be printed or exported, but are not saved within the program.

When learners complete a **profile** they earn 100 points in the **Scorecard**.

IF FACILITATING, YOU COULD...

Some of the topics within the program have profiles that can serve as “get to you” you activities. After a learner completes, have them print it out and discuss with them what they thought about it. Did it resonate? Did they disagree with it? Did they learn something about themselves? The “Strengths” topic is a great place to start.

YOUR IMPLEMENTATION NOTES/IDEAS:



Learning mode: got it

BACKGROUND INFO

Each lesson has a gamified multiple choice exercise. They are similar to traditional multiple choice assessments that they query for understanding facts, thinking processes and procedures, as well as providing “word problems” through which leaders must demonstrate deeper understanding. They differ from those conventional tests in that they are designed not to sort students into categories or act as a summative assessment, but to provide practice to bring every learner to mastery. Wrong answers are thrown out, enabling a trial and error approach to learning.

The interactive approach serves as additional exposure and practice with the content in the **info** and **how to**.

All **got its** have audio narration and playful sound cues. Many have an animated component that progresses as a learner advances, which further motivates some learners to engage with the material.

A few topics have a **got it 2** which follows a similar approach.

When learners complete a **got it or got it 2** they earn 100 points in the **SCORECARD**.

IF FACILITATING, YOU COULD...

Do this activity together. Before selecting, ask “why/why not.” Some answers might elicit responses like, “In this situation, it could be true...” or “In my family,…” When appropriate, give room and respect for opinions, personal experiences, and cultural differences.

YOUR IMPLEMENTATION NOTES/IDEAS:



SCORECARD: Reinforcement, feedback, motivation

A motivational, progress monitoring and reinforcement tool, the built-in **SCORECARD** records completion of the interactive learning modes (**brain, profile, got it**). Learners earn 100 points for each activity and a check when they’ve completed all interactive parts for a lesson. For some, earning points or completing all the interactive modes represents a challenge or progress towards a goal, and motivates them to engage.

When learners click on the **SCORECARD** they get immediate and ongoing reinforcement for participation (positive learning behavior), a key factor in shaping, changing and maintaining behavior.

Topics categorized as “sensitive” in the program do not appear by name, but are grouped under “private exploration.” To see which topics are considered “sensitive” in the program, see the [Teens topic list](#) on the implementation support webpage.

Extending Learning Beyond the Program

1. Look for opportunities to **reinforce positive behaviors** outside of the program. Ripple Effects offers the following support resources:
 - Posters – to use in your classrooms and hallways. See <https://rippleeffects.com/teachers/>
 - Coloring sheets – useful for internalizing messages and calming/de-escalation. See <https://rippleeffects.com/teachers/>
 - Reinforcement tools – whether you use Ripple Effects’ *Pounce* or your own tool, find an easy way to notice and record positive behaviors. Focusing on positive behaviors increases school-wide levels of positive reinforcement and contributes to a supportive school climate, and provides the student with positive feedback on their progress.
2. **Model** the core social-emotional competencies for your learners.
3. **Engage families** by communicating with them about the work you and your learners are doing; what the program is; and report on learners’ successes. See the “Extending Program Reach” section on the [Implementation Resource Webpage](#) for materials.