

Screen for Strengths & Ripple Effects for Kids Alignment

Screen for Strengths' Resiliency Asset Categories and Questions		Ripple Effects for Kids Lessons <small>(Lessons in bold listed more than once)</small>
Standing Strong	<ol style="list-style-type: none"> 1. I would do something I shouldn't do if my friends were doing it too. 2. If someone wants to borrow something, I would say "yes," even if I didn't really want to. 3. If someone tried to cut in line, I would tell them to go back. 4. I would stand up to a friend that made fun of someone. 5. If I didn't want to play with someone, but they kept asking me, I would play with them anyway. 6. I would change my mind about something if everyone else did. 	Assertiveness Peer pressure Assertive message Saying no Assertive voice Assertive body Beliefs Friend problems Upstander Secrets
Being Connected	<ol style="list-style-type: none"> 1. I feel like I'm really a part of this school. 2. I have good friends at this school. 3. I do sports or after school clubs. 4. The teachers here are nice and like me. 5. This school feels like a safe place. 6. I can ask teachers here if I need help with anything. 	Connecting with others Making friends Lonely Nervous Self-talk Joining a group Introducing Asking for help Conversations Thanking someone Kindness

Thinking of Others	<ol style="list-style-type: none"> 1. I can feel other people’s feelings. 2. I can imagine what my friends might need. 3. I can help others by saying something nice. 4. I really listen when a friend is talking. 5. I care about others. 6. I let my friends know I like them. 	Empathy Point of view Feelings - predicting Accident or on purpose Listening Help – giving it Expressing feelings Communicating feelings Showing care Compliments Inviting
Handling Feelings	<ol style="list-style-type: none"> 1. My body gives me clues about what I’m feeling. 2. I can calm myself down when I need to. 3. I can handle my feelings. 4. I know how to calm myself down when I’m nervous. 5. I can stay calm, even when a friend is mad at me. 6. I know how to cool off when I’m really mad. 	Self-awareness Calming down Calming breath Exercise Managing feelings Angry Afraid Frustrated Triggers - catching Self-talk Controlling impulses Reactions - controlling
Solving Problems	<ol style="list-style-type: none"> 1. If I have a problem, I ask for help. 2. When I have a problem, I usually know how to solve it. 3. If I’m trying to solve a problem, it helps me to come up with lots of ideas, even bad ones. 4. If my parents say I can’t have ice cream, I sneak it and eat it anyway. 5. If my friend does something they’re not supposed to, I just pretend not to notice. 6. If my parents set a rule I don’t like, I talk with them about changing it. 	Problem - solving Asking for help Problem – naming Ideas Options – weighing them Solutions - testing Predicting consequences Resolving conflict Peer pressure Assertive message Upstander Parent – talking to

Controlling Yourself	<ol style="list-style-type: none"> 1. I can say no to something, even if I really, really want it. 2. I say things and then wish I hadn't. 3. People say I'm good at controlling myself. 4. Sometimes I play, when I actually have homework to do. 5. Sometimes I can't stop myself from doing something, even when I know I shouldn't. 6. Sometimes my body just moves, before my mind even thinks about it. 	Aware of yourself Calming down Calming breath Self-control Reactions - controlling Refusal skills Blurting out Predicting consequences Decision making Self-talk Triggers - catching
Knowing You Can	<ol style="list-style-type: none"> 1. I'm sure I can learn what I'm supposed to in class. 2. I'm sure I can do the hardest schoolwork. 3. I'm sure I can learn the skills I need to make good friends. 4. Even if the work is really hard, I know I can learn it, if I keep trying. 5. I can learn skills to help control myself. 6. I'm sure I can learn to solve problems, without getting in trouble. 	Knowing yourself Motivation Believe you can Courage Making friends Trying Mistakes Perseverance Resilience Self-control Solving problems Goals