rippleeffects

Universal Promotion: Scope and Sequences for Positive Youth Development

Tools for Change

Digital tools for universal promotion

Ripple Effects personalized technology addresses the non-academic barriers to school success that students face. The positive youth development scope and sequences in this guide match to national standards for promoting social emotional competencies, "non-cognitive skills," positive mental health, and strong character.

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Scope and Sequences

Positive youth development

Exciting-but volatile-world is context

Today's youth will enter adulthood in a world that is dramatically different from anything their parents or teachers have previously experienced. For the first time in the history of the world, large numbers of people will live in a social and political context that is both free and diverse. Making this exciting, but potentially volatile, combination work for them will require a more sophisticated set of personal and social skills than has ever been required before.

Preventing risky behavior won't guarantee success

Avoiding school failure and staying off drugs and out of fights is not enough to equal personal and professional success.

Preventing high-risk behaviors . . . is not the same as preparation for the future. Indeed, an adolescent who attends school, obeys laws, and avoids drugs, is not necessarily equipped to meet the difficult demands of adulthood. Problem-free does not mean fully prepared. There must be an equal commitment to helping young people understand life's challenges and responsibilities and to developing the necessary skills to succeed as adults. What is needed is a massive conceptual shift — from thinking that youth problems are merely the principal barrier to youth development, to thinking that youth development serves as the most effective strategy for the prevention of youth problems (Pittman, 1991).

Strength-building programs

Positive youth development programs are all those programs in schools and community organizations based on universal strength building as a way to prepare young people for the challenges of adulthood in a rapidly changing world. They may be sports, religious or social programs; they may be school-based or community-based efforts. They may involve training teachers, training students, or supporting and training family members, faith leaders, or program workers in community based organizations.

An old concept redefined

Previously the cornerstone of religious education

Positive youth development is a not a new concept. It's been part of religious education for centuries. It's been at the center of the Boy Scouts for almost a hundred years and of the YMCA 60 years longer than that (and later the Girl Scouts and YWCA). Both the Scouts and the "Y" consider their organizations non-sectarian, but they have operated within an explicitly Christian framework. It is this historical link between religious training and character education that has kept the latter out of public schools for so long.

Response to social problems in schools

Only when serious social problems began seeping into the schools, and the prevention efforts that worked best against them were shown to be those that developed students' personal strengths, did the idea of finding a way to fit character education into schools begin to take hold. To gain widespread acceptance three things needed to happen:

- It had to be separated from the context of religious tradition
- It had to be linked directly to the mission of schools
- Its efficacy had to be validated by scientific methods

All three have now been done.

Apart from sectarian religion, linked to safety and school success

Democratic institutions depend for their success on fair, inclusive policies, honest officials, and an engaged electorate. Fairness, honesty, inclusiveness and activism are democratic values, as well as sometimes religious ones. Empathy and assertiveness, and the abilities to manage feelings, solve problems, control impulses, stand up to peer pressure, and connect to community have all been positively linked to academic success. Thus, while these social-emotional attributes may be considered virtues in some religious traditions, they are also rightly considered school competencies, to be gained like other competencies, through instruction and practice. Finally, a growing mound of scientific evidence links specific affective, behavioral, and cognitive strategies to positive health, safety and educational outcomes.

Key concepts and objectives

Public health, public safety and public education all are linked to youth development. With funding from the DHHS, in 2002, The Social Development Research Group™ defined positive youth development programs as those that shared the following key objectives:

Shared objectives

1. Promote bonding
2. Foster resilience
3. Promote social competence
4. Promote emotional competence
5. Promote cognitive competence
6. Promote behavioral competence
7. Promote moral competence
8. Foster self-determination
9. Foster spirituality
10. Foster self-efficacy
11. Foster clear and positive identity
12. Foster belief in the future
13. Provide recognition for positive behavior
14. Provide opportunities for pro-social involvement
15. Foster pro-social norms

A broad range of programs qualify

Many of these objectives are included in programs to develop resilience, through "asset building" as defined by the Search Institute™; programs to develop social and emotional competence, as described by CASEL (Collaborative for Academic, Social and Emotional Learning); programs to strengthen character, such as those of character.org and Character Lab; programs to promote academic achievement for every learner, consistent with federal legislation and mandates; programs to promote healthy choices, consistent with national health standards and frameworks, programs to promote civic engagement as part of a social studies curriculum, and programs to promote self-determination, starting from a positive ethnic identity.

Ripple Effects addresses all of them

Ripple Effects addresses all of these objectives with more than 100 strength-building, multimedia tutorials. (There are also hundreds of additional tutorials for secondary prevention and differentiated intervention). Individual tutorials can be combined to create curricula for a range of youth development programs configured to fit the goals and constraints of your site.

Evidence of effectiveness

Positive outcomes

Some, but not all, positive youth development programs have been shown to be effective. That is, the evidence shows a link to positive outcomes, including better school attendance, higher academic performance, healthier peer and adult interactions, improved decision- making abilities, and less substance use and risky sexual behavior (Catalano, 2002).

Value of consistency and adaptation

Research has shown that having a method to maintain implementation consistency from group to group, or site to site, is important to program success (Catalano). However, research has also shown that the ability to adapt a program to site-specific opportunities and constraints is necessary for long terms sustainability (Backer & Brounstein, 2002). The capacity to offer both fidelity and adaptation may account for the unprecedented success of Ripple Effects digital programs for promotion, prevention and intervention (Ray, 2000; Stern & Repa, 2002; Roona, 2004; DeLong, 2006).

How much time is needed?

Experts agree that programs require sufficient time for evidence of behavior change to occur, and to be measured. In general, long-term programs are more effective than one-shot programs for universal promotion (Greenberg, 2002). However, a single dose of intervention has been shown to be very effective when individualized to a particular student, facing a particular challenge. What the minimum effective dosage is has not been empirically proven. Several major universal promotion programs are designed for continuous delivery over a full school year. However, few school districts have the time to devote a whole year to such a program, so flexibility in program design is important.

Ripple Effects as stand alone or supplement

Ripple Effects has been shown to be an effective supplement for a range of research-based programs. It has also successfully been used as a stand-alone, long-term continuous program for positive youth development.

Designing scope and sequences

Scope and sequence - more than a lesson list

Many programs provide just one recommended scope and sequence, arranged by grade level. While this creates an important sense of logical order, it assumes limited content, and provides little flexibility for adapting to site-specific situations. Traditional programs often don't allow for differences in class length, teacher abilities, student backgrounds, learning and developmental differences, local curriculum requirements, district mandates, community values, or program boundaries.

Ripple Effects approach: expandable and contractible

Ripple Effects takes another approach. It has an expandable and contractible scope. Each lesson leads to a series of logically related others through a hyperlink structure. Any lesson can be covered in a single lesson, or can become the jumping off point for broader skill training of any length. The scope can be as wide or limited as you want. You can use the sample scopes that follow to adapt them to your constraints.

Building your curriculum

Start with your goal. Make sure it's realistic within the time constraints you have. Tally the total number of hours your students can devote to the program. Multiply that by 4 to get the number of lessons you can include. (They take about 15 minutes each.) Then let the outcomes you're aiming for drive every decision about which lessons to include. Use the sample curricula that follow as starting – not ending – points. Look at the links in the "How To" screen illustrations and the "Related topics" box to give you ideas about more topics to add. Once lesson topics are chosen, no additional preparation time is required because everything's in the program – audio-visuals, assessment materials and tracking mechanisms.

Involve students in choosing topics

Some settings require a teacher designated scope and sequence, but sometimes students are better served by letting them identify the skills they think are essential for meeting a particular outcome. For instance, if positive school climate is the goal, a number of different strategies have been proven effective in meeting it. Students are often the best judge of which of those strategies is most needed in their zone of action. 7

Social-emotional competence

Research shows it's critical

Research has proven conclusively that social-emotional competence is critical to success at every stage of life. It's more important to academic success than IQ, more connected to professional success than intelligence and technical expertise combined.

Not just one thing

But "it" is no one thing, rather it's a constellation of abilities, which together result in a strong and healthy sense of self, and a deep and wide appreciation of others, along with skills to navigate the inevitable conflicts between these two ends. People who have these key abilities are at an advantage at every stage of life. People who lack one or more of these abilities are at risk of becoming victims – or perpetrators – of violence, of failing school, and of engaging in risky health-related behavior.

Learnable abilities

These social-emotional abilities can be learned. Hundreds of strategies have been shown effective in teaching one or more components of these key abilities. Affective, behavioral, cognitive and transpersonal strategies, alone and in various combinations, have been shown to be effective for various people, in various situations at various times. But no one strategy works best for developing all the key abilities; no one set of strategies works best with every person; and they are most effective when used in strategic combinations.

Different schema for naming and organizing

Leaders in the area of social-emotional learning have developed varying schema for naming and organizing these competencies. CASEL divides it into five core competencies; Ripple Effects follows this schema for its "Keys." NIH identifies 19 core objectives. The Search Institute names 20 key internal assets. Character.org identifies 11 key principles, while Character Lab defines key strengths. These methods of organizing each have a strong internal logic and often overlap.

Compendium of proven effective approaches

Ripple Effects provides a compendium of proven effective strategies for users to organize according to whatever schema makes the most sense to them, given their diverse social and professional contexts. Those who want a built-in scope and sequence can simply click on the "Keys" button, and get Ripple Effects' own schema. Others can use this guide for sample curricula for universal promotion, and refer to our other guides for sample prevention curricula and sample individual treatment plans.

Social Emotional Learning (SEL) curriculum
– *Ripple Effects for Teens*

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 lessons to scaffold training in core SEL competencies.

To use Ripple Effects for Teens as a skill training course that covers the key areas in each of the five core competencies CASEL has identified as essential to school and life success, select lessons from the "Core topics" from each area. 29 lessons (8 hours)

Competency area				
Know who you are	**Take charge of yourself**	**Being aware of others**	**Connect with others**	**Make decisions**
Knowing yourself **Values** **Strengths** **Temperament** **Understanding feelings** **Background – community**	**Controlling impulses** **Self-calming** **Managing feelings** **Setting goals** **Motivation** **Self-determination**	**Empathy** **Perspective taking** **Appreciating diversity** **Respect – showing** **Showing care**	**Connecting with others** **Communication skills** **Social skills** **Joining a group** **Get respect** **Resolving conflict**	**Making decisions** **Solving problems** **Problem-naming** **Brainstorming** **Evaluating alternatives** **Predicting consequences**
Brain Self-aware Body image What you love Smarts Creativity Curiosity Courage Growth mindset Confidence-self Exercise type Self-efficacy Effort Perseverance Grit Resilience Identifying feelings Background - family	Physical sensations Breathing Self-talk Outside triggers Brush it off Exercise Expressing feelings Anger Disappointment Discouraged Embarrassment Envy Fear Frustration Hopeless Jealousy Sadness Shame Getting organized	Understanding motives Responsibility – for feelings Cultural differences Class differences Diversity – religious Diversity – gender Diversity – racial Diversity – physical Diversity – preferences Norms Gratitude Sharing Resources Counselors Getting support	Introducing yourself Helping others Communicating feelings Conversations Discussions – having Disagreeing respectfully Active listening Asking questions Making space Inviting someone Generosity Kindness Thanking someone Expressing sympathy Compliments – giving Apologies Assertive voice Assertive posture Getting help Confronting behavior	Risk taking Reflecting on performance Experimenting Reasons - giving Assertive message Social values Integrity Courtesy Fairness Justice Making things right Reliability Responsibility Trustworthiness

Core curriculum topics (left margin label)

Supplemental topics (left margin label)

Social Emotional Learning (SEL) curriculum
— *Ripple Effects for Kids*

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 Kids provides dozens of micro-skill building lessons to scaffold training in core SEL competencies.

To use Ripple Effects for Kids as a skill training course that covers the key areas in each of the five core competencies CASEL has identified as essential to school and life success, select lessons from the "Core topics" from each area. 26 lessons (8 hours)

Competency area				
Know who you are	**Take charge of yourself**	**Being aware of others**	**Connect with others**	**Make decisions**
Knowing yourself **Strengths** **Feelings – knowing yours** **Background**	**Controlling impulses** **Calming down** **Managing feelings** **Goals** **Reactions – controlling** **Self-talk**	**Empathy** **Point of view** **Diversity – appreciating** **Respect** **Caring – show it**	**Connecting with others** **Conversations** **Group-joining** **Resolving conflict** **Assertiveness**	**Making decisions** **Solving problems** **Problem-naming** **Brainstorming options** **Options – weighing them** **Solutions - testing**
Your brain Self-awareness Body type Smarts Curiosity Mindset Courage Self-esteem Self-efficacy Effort Perseverance Resilience	Calming breath Motivation Triggers Hands and feet Letting go Exercise Expressing feelings Angry Nervous Disappointed Discouraged Embarrassed Frustrated Envious Sad Ashamed Getting organized	Motives – understanding Appreciating differences Cultural differences Physical differences Sharing	Introducing Help-giving it Making friends Communicating feelings Arguing respectfully Listening Asking questions Inviting Sharing Kindness Thanking someone Compliments Apologies Assertive voice Assertive body Help-getting it Permission - getting	Predicting consequences Mistakes Experimenting Assertive message Character Courtesy Fairness Responsibility Trust

Core curriculum topics

Supplemental topics

Developmental asset model

The Search Institute™ has identified forty internal and external assets that are correlated with success through adolescence. Of those, the internal assets are under student control and can be gained through learning and practice. The chart below shows which tutorials Ripple Effects offers to build these internal assets.

Search Institute	Ripple Effects for Kids (Grades 2-5)	Ripple Effects for Teens (Grades 6-12)
Commitment to learning	Learning style, Curiosity	Learning style, Curiosity
Achievement motivation	Motivation	Motivation
School engagement	School – hate it, Teacher - problems	School – habits, Teacher
Bonding to school	Connecting with others	Connecting with others (Belonging), Alone
Positive values	Beliefs	Values, Values - social
Caring	Caring – show it, Care – for yourself	Care – showing it, Care – for yourself
Equality and Social justice	Money – not enough, Fairness	Justice, equality, money – not enough
Integrity	Standing up for yourself, Respect	Integrity, Standing up for beliefs
Honesty	Honesty	Honesty
Responsibility	Responsibility	Responsibility, accepting responsibility
Restraint	Impulse control, Reactions – controlling	Controlling impulses, Reactions – stopping,
Social competencies	Introducing, Compliments, Complaints, Apologies, Courtesy, Respect –when disagreeing	Conversations, Compliments – giving, Compliments – receiving, Complaints – making, Courtesy, Apologies, Listening, Inviting someone, Introducing yourself, Digital citizen, Disagreeing respectfully
Planning and decision making	Goals, Decisions	Making decisions, Goals
Interpersonal competence	Empathy, Point of view, Making friends	Empathy, Perspective taking, Making friends, Friendly

Cultural competence	Appreciating Diversity, Cultural differences, Physical differences,	Diversity – cultural, Diversity – appreciating, Diversity – disability, Diversity – ethnic, Diversity – gender, Diversity – physical, Diversity – preferences, Diversity – religious, Sexual orientation
Resistance skills	Refusal skills, Assertiveness	Refusal skills, Asserting yourself
Peaceful conflict resolution	Resolving conflict	Resolving conflict,Restoring justice
Positive identity	Strengths, Knowing yourself	Strengths, Self-efficacy, Identity, Knowing yourself
Personal power	Perseverance, Resilience, Agency	Self-determination, Perseverance, Grit, Agency
Self-esteem	Self-esteem	Self-esteem
Sense of purpose	Goals	Goals
Positive view of personal future	Growth mindset	Future, Optimism, Expectations, Mindset

RULER™ and Ripple Effects

Yale Center for Emotional Intelligence has developed an approach to integrate universal SEL into schools by teaching those skills associated with Recognizing, Understanding, Labeling, Expressing, and Regulating emotion. With the RULER model, emotion is the bridge to all other learning, including behavioral training.

Ripple Effects programs supplement RULER by reinforcing in a format that is differentiated, engaging, and socially and culturally relevant to today's students, as seen in the chart below.

Ripple Effect programs contain hundreds of topics that fortify RULER by providing students the opportunity to privately explore and problem solve their personal risk factors or challenges that may underlie their emotional distress, externalizing behaviors and/or school failure.

RULER™ (Grades K-8)	Ripple Effects for Kids (Grades 2-5)	Ripple Effects for Teens (Grades 6-12)
R – Recognizing emotions in self and others	Feelings – knowing yours, Self-awareness, Empathy, Point of view	Feelings, Feelings – naming, Feelings – owning them, Empathy, Perspective taking, Mindfulness, Body clues
U – Understanding the causes and consequences of emotions	Understanding feelings, Feelings – mixed, Feelings – changing, Feelings – predicting, Triggers, Brain	Feelings – changing, Feelings – mixed, Feelings – predicting, Internal triggers, Outside triggers, Creativity, Brain
L – Labeling emotions accurately	Afraid, Angry, Anxiety, Nervous, Disappointed, Discouraged, Embarrassed, Frustrated, Hopeless, Sad, Ashamed, Envious/Jealous, Lonely, Left out	Anger, Anxiety, Betrayal, Disappointment, Discouraged, Embarrassment, Envy/Jealousy, Fear/Scared, Frustration, Hopeless, Sadness, Shame, Empowering yourself, Feelings – depressed, Curious, Gratitude, Resentment, Optimism, Rejected, Hate, Excluded
E – Expressing emotions appropriately	Expressing feelings, Communicating feelings, Respect, Responsibility, Assertive message, Distracted, Defiant, Fighting, Letting go	Feelings – expressing, Feelings – communicating, Respect – showing, Responsibility – for feelings, Standing up for yourself, Distracted, Defiant, Fighting, Letting go, Sympathy - expressing
R – Regulating emotions effectively	Managing feelings, Calming breath, Reactions – controlling, Impulse control, Calming down, Help – getting it, Resolving conflict, Self-talk, Mindset	Managing feelings, Calming breath, Reactions – stopping, Controlling impulses, Calming down, Help-getting it, Pressure, Happiness – practicing, Mindset, Stress

Second Step™ and Ripple Effects for Kids (grades 2-5)

Committee for Children's universal social emotional learning (SEL) program, Second Step, develops the underlying social emotional skills students need for personal and academic success.

Ripple Effects programs can be used to fortify and supplement Second Step by:

- Enhancing Second Step lessons in a format that is differentiated, engaging, and socially and culturally relevant to today's students.
- "Re-teaching" concepts. Ripple Effects for Teens and Ripple Effects for Kids reinforce lessons in the Second Step program for those students that need additional or targeted instruction in key skill areas.
- Having students privately explore topics to address personal risk factors that may underlie their social skill deficits or personal challenges without blame or shame.

Ripple Effects for Kids' topics can be used to fortify and supplement Second Step lessons, as seen in the following chart.

Second Step™ lessons	Ripple Effects for Kids topics
SKILLS FOR LEARNING	
Being Respectful	Respect –getting it, Respect-giving it, Point of view, Listening, Attention, Empathy,
Listening with attention	Listening, Connecting with others, Attention – paying, Group – joining
Using Self-talk	Self-talk, Mindfulness
Being Assertive/Disagreeing respectfully	Assertive voice, Assertive message, Assertive body, Assertiveness, Making a complaint, Permission – getting, Refusal skills, Resolving conflict, Arguing respectfully
Planning to Learn	Making a plan, Organized
Conversation and Compliments	Conversations, Compliments, Communicating feelings, Connecting with others, Introducing, Inviting, Thanking someone, Apologies, Ignoring
Joining in	Group - joining
EMPATHY	
Empathy and Respect	Empathy, Respect
Identifying feelings	Feelings - knowing, Self-awareness
Learning more about feelings/ Understanding complex feelings	Feelings –mixed, Feelings – changing, Afraid, Angry, Anxious, Nervous, Disappointed, Discouraged, Embarrassed, Frustrated, Hopeless, Sad, Ashamed, Envious/Jealous, Lonely, Left out
Understanding different perspectives	Point of view
Feeling confident	Self-esteem

Respecting different preferences	Motives – understanding, Questions asking, Diversity – appreciating
Accepting differences	Prejudice, Stereotypes, Different, Diversity - appreciating
Predicting feelings	Feelings – predicting
Showing/Responding with compassion	Caring – show it, Sharing, Courtesy, Kindness, Forgiving
EMOTIONAL MANAGEMENT	
Introducing emotion management	Feelings - knowing, Self-awareness, Brain, Managing feelings, Triggers, Calming breath
Managing embarrassment	Embarrassed
Handling making mistakes	Mistakes
Managing anxious feelings	Anxiety, Nervous, Calming down, Self-talk
Managing hurt feelings	Calming down, Point of view, Motives - understanding
Managing Anger	Angry, Expressing – feelings, Assertive message
Finishing tasks	Calming down, Self-talk
Managing disappointment	Disappointed, Goals, Perseverance
Managing frustration	Frustrated, Managing feelings
Handling put-downs	Put-downs, Gossiping
Resisting revenge	Consequences - predicting
Avoiding jumping to conclusions/Avoiding assumptions	Feelings control you, Calming down, Point of view, Resolving conflict, Motives – understanding, Assertiveness
PROBLEM SOLVING	
Solving Problems	Calming down, Problem solving, Problem – naming, Brainstorming, Options – weighing them, Solutions – testing, Decisions, Safety, Consequences – predicting
Making a plan	Goals, Perseverance, Organized
Dealing with peer pressure	Peer pressure, Assertiveness, Refusal skills
Taking responsibility	Responsibility, Apologies, Mistake
Responding to playground exclusion/Peer –exclusion problems	Left out, Inviting, Resolving – conflict, Making friends, Teased, Asking for help, Courage
Seeking help	Help – getting it
Playing fairly on the playground	Fairness, Sharing, Group – joining
Dealing with gossip	Gossiping

Second Step™ and Ripple Effects for Teens (Grades 6-8)

Committee for Children's universal social emotional learning (SEL) program, Second Step, develops the underlying social emotional skills students need for personal and academic success.

Ripple Effects programs can be used to fortify and supplement Second Step by:

- Enhancing Second Step lessons in a format that is differentiated, engaging, and socially and culturally relevant to today's students.
- "Re-teaching" concepts. Ripple Effects for Teens and Ripple Effects for Kids reinforce lessons in the Second Step program for those students that need additional or targeted instruction in key skill areas.
- Having students privately explore topics to address personal risk factors that may underlie their social skill deficits or personal challenges without blame or shame.

Ripple Effects for Teens' topics can be used to fortify and supplement Second Step lessons, as seen in the following chart.

Second Step™ lessons	Ripple Effects for Teens topics
EMPATHY AND COMMUNICATION	
Working in Groups	Group skills, Listening, Making space, Discussions – having, Empathy, Feelings, Communication skills, Communicating feelings
Friends/Leaders and Allies	Friends, Empathy, Listening, Joining a group, Paraphrasing
Considering Perspectives	Perspective taking, Understanding motives, Appreciating diversity
Disagreeing respectfully	Disagreeing respectfully, Paraphrasing, Asking questions, Body language, Communication skills, Respect – showing, Questioning authority, Criticism
Being assertive	Asserting yourself, Assertive voice, Assertive posture, Assertive eyes, Assertive message
Negotiating and compromising	Negotiating, Problem – solving, Perspective taking, Understanding motives
Giving and getting support	Support – getting, Helping others, Discussions – having, Friend - helping, Friendly, Kindness
Handling a grievance	Complaint - making
BULLYING PREVENTION	
Recognizing bullying	Bullying
Bystanders	Upstander
Responding to bullying	Bullied, Courage, Asserting yourself
Cyber bullying	Cyber bully, Cyber safety
Sexual harassment	Sexual harasser, Harassment online, Harassment – sexual, Asserting – yourself

Bullying in friendships	Friends – fighting, Friends – choice of
Labels, stereotypes, and prejudice	Stereotypes, Prejudice, Identity slurs
Bullying in dating relationships	Dating abuse

EMOTIONAL MANAGEMENT	
Emotions – Brain and Body	Brain, Body clues, Self-talk, Identifying feelings, eelings, Feelings, Mindfulness
Calming –down strategies	Calming down, Self-talk, Exercise, Calming breath
Understanding anger	Anger, Brains, Stopping reactions, Body clues, Triggers – outside
Staying in control	Control – taking, Calming down, Perspective taking
Coping with stress	Stress/Pressure, Self-talk, Getting support, Resources, Self-calming, Exercise, Self-care, Calming breath
De-escalating a tense situation	Calming down, Self-talk, Anger,

PROBLEM SOLVING	
Using the action steps	Problem – solving, Problem – naming, Brainstorming, Evaluating alternatives, Solutions – trying, Decisions
Making a plan	Making things right, Solutions –trying, Goals, Experimenting

GOAL SETTING	
Making your plan	Setting goals
Evaluating your plan	Expectations, Evaluating alternatives, Reflecting on performance, Failure

SUBSTANCE ABUSE PREVENTION	
Tobacco and marijuana	Addicted, Tobacco – chewing, Marijuana, Smoking, Predicting consequences, Vaping
Alcohol and inhalants	Alcohol, Inhalants, Predicting consequences
Identifying hopes and plans	Future, What you love, Optimism
Making a commitment	Commitments
Myths and Facts	Substance abuse, Risk and protection
Norms and attitudes	Norms, Attitudes, Commitment, Friends – using drugs
Making good decisions	Decisions
Identifying future goals	Future, Goals
Keeping your commitment	Perseverance

Social Decision Making/Problem Solving™

Rutgers University's social emotional learning (SEL) program, Social Decision Making/Problem Solving (SDM/PS) develops youths' self-control, social awareness and decision-making skills in order for them to "make sound decisions, pursue healthy choices, and avoid the serious social problems."

As shown in the following table, Ripple Effects programs can be used to fortify and supplement SDM/PS by:

- Enhancing SDM/PS key skills in a format that is differentiated, engaging, and socially and culturally relevant to today's students.
- Reinforcing SDM/PS concepts for those students that need additional or targeted instruction in key skill areas.
- Having students privately explore topics to address personal risk factors that may underlie their social skill deficits or personal challenges, without blame or shame.

SDM/PS (Grades K-8)	Ripple Effects for Kids (Grades 2-5)	Ripple Effects for Teens (Grades 6-8)
READINESS PHASE		
Self-control Unit		
Introduction to Social Decision Making/Problem Solving	Rules, Respect, Introducing, Knowing yourself, Diversity-appreciating	Rules, Respect-showing it, Introducing yourself, Knowing yourself, Talking-in a group, Diversity-appreciating
Effective Listening	Listening	Active Listening
Listening Power	Listening	Paraphrasing
Strategies for Remembering	Learning style	Learning style
Following Directions	Instructions-following	Following instructions
Role Play	Each topic contains a transfer training exercise, called "Role Play" in the "Apply It" section.	
Be your BEST	Assertiveness, Assertive body (and eyes), Assertive message, Assertive voice	Asserting yourself, Assertive eyes, Assertive message, Assertive voice, Assertive posture
Feelings	Feelings-predicting, Feelings-understanding	Feelings, Identifying feelings, Feelings-predicting
Trigger Situations	Feelings-control you, Triggers	Triggers-outside, Triggers – inside/Self-Talk, Anger, Anxiety/Nervous, Frustration
Feeling Fingerprints	Feelings-understanding	Stress, physical sensations

Keep Calm	Calming down, Controlling impulses, Calming breath	Self-control, Breathing, Feelings-dealing with, Feelings Control, Self-talk, Calming down, Controlling impulses, Managing feelings, Relaxing
Trigger Journals/Problem Diaries	Each topic contains an interactive, journal writing exercise, "Brain," which utilizes a structured and assisted process of reflective inquiry. See also Ripple Effects for Teens topic "Reflecting on performance."	

Improving Social Awareness Unit

Friendship Skills	Friends-making	Friends, Friends-making, Friends-choice of, Friendly
Conversation Skills	Conversations, Inviting, Thanking someone, Ignoring, Disagreeing	Conversations, Asking questions, Introducing yourself, Inviting someone, Thanking someone, Expressing sympathy, Ignoring, Disagreeing respectfully
Giving and Receiving Praise	Compliments	Compliments-giving, Compliments-receiving
Giving and Receiving Help	Help-giving it, Help-receiving it	Asking for help, Expressing thanks, Helping others
Giving Constructive Criticism	Complaint	Complaints-making, I Statements, Needs-stating, Confronting behavior, Feedback
Receiving Criticism	Apologies	Criticism, Accepting responsibility, Apologies, Letting go
Understanding Different Points of View	Point of view	Perspective taking, Understanding motives
Joining a New Group	Group-joining, New kid	Joining a group, New kid

INSTRUCTIONAL PHASE

Feelings Identification	Feelings-knowing yours, Feelings-expressing	Solving Problems, Feelings-owning them, Feelings-expressing them
Identify the Problem	Problem Solving, Problem - naming	Identifying the problem
Goal Setting	Goals	Goals
Brainstorming Solutions	Ideas, Brainstorming options	Brainstorming
Anticipating Consequences	Predicting consequences	Consequences-predicting
Decide a Solution	Options –weighing them, Solutions -testing	Choices, Solutions-evaluation, Solutions-trying, Experimenting
Plan & Practice	Decisions, Trying	Decisions, Effort
Anticipate Obstacles	Perseverance, Mindset	Perseverance, Mindset, Optimism
Try it and Rethink it	Solutions-testing, Keep Trying, Perseverance	Solutions-trying, Reflecting on performance, Perseverance
Conflict Resolution	Conflict	Conflict-resolving

APPLICATION PHASE		
Real Life Applications	Ripple Effects programs provide numerous topics in SDM/PS Real Life Application areas. These contextual, culturally relevant topics promote opportunities for reinforcing the problem solving process. In addition to specific topics named below, related additional topics can be found in the suggested guides.	
Bullying	Bullied, Bully-you do it, Upstander; See "Bullying" list in Positive Behavior Intervention or Targeted Prevention manual	Bullying, Bullied-target, Upstander, Online – Bullying; See "Bullying" list in Positive Behavior Intervention or Targeted Prevention manual
Teasing	Name calling, Teased, Teasing	Put downs, Teasing, Name-calling
Tattling	Telling, Gossiping (related)	Blabber mouth, Ratting out
Alcohol and Drugs	Alcohol, Drugs, Peer pressure	Drugs, Alcohol, Pressure-resisting
Fairness and Prejudice	Discrimination, Stereotypes, Cultural differences; See "Diversity appreciation – Promoting respect" list in Universal Promotion manual	Cultural differences, Injustice-confronting, See "Diversity appreciation – Promoting respect" list in Universal Promotion manual
Problems in Our Lives	RE programs have hundreds of topics that students consider problems. Have students privately explore the programs to problem-solve their most pressing challenges.	
Change Target Behaviors	See Positive Behavior Intervention manual for lists of target behaviors.	
Academic Weak points	Effort, Study habits, Tests; See also "Academic achievement – developing learners" list in Universal Promotion manual	Effort, Study habits, Tests; See also "Academic achievement – developing learners" list in Universal Promotion manual
Class Problems	i.e. Blurting out, etc.; See Positive Behavior Intervention manual for lists of problems that frequently occur in the classroom	i.e. Cutting class, Copying, etc.; See Positive Behavior Intervention manual for lists of problems that frequently occur in the classroom
Community Problems	Neighborhood; See "Civic engagement – doin' democracy", "Health promotion," or "Restorative practices lists in Universal Promotion manual	Gangs, Money-not enough; See "Civic engagement – doin' democracy", "Health promotion," or "Restorative practices" lists in Universal Promotion manual
Community Service	See "Service learning" list in Universal Promotion manual	Democracy-doing; See "Service learning" list in Universal Promotion manual
Student Government	See "Civic engagement – doin' democracy" list in Universal Promotion manual	
Common and Current Recess Problems	See "Disruptive outside class" list in Positive Behavior Intervention or Targeted Prevention manual	
Problem Solving Discipline Remediation	See Positive Behavior Intervention manual for lists of most frequent discipline challenges.	
Academic Applications	Ripple Effects programs provide numerous topics that align to SDM/PS's Academic Application areas. For a comprehensive list of related topics, see the "Academic Achievement – developing learners" scope in the Universal Promotion manual.	
Test taking	Grades, Tests, Anxiety, Nervous	Tests, Study habits, Getting organized, Time management, Anxiety
Literature	Ripple Effects programs promote a student's growth and proficiency in the area of literature (reading) by: developing associated attributes (i.e. Creativity, Cause and effect, Point of view, Understanding motives, etc.); the structure in which the lessons are delivered, and through the reading, writing, listening and speaking skills used in working with RE lessons.	

Creative Writing	The programs' "Brain", "Apply It" and critical thinking questions provide students with opportunities to write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. Ripple Effects for Teens topic: Creativity
Health	Ripple Effects topics match to the National Health Education Standards developed by the US Department of Disease Control and Prevention. See "Health promotion" in the Universal Promotion manual for a complete list of topics.
History	Supplement with Kids topics (Point of view, Motives –understanding) or Teens topics (Perspective taking, Motives – understanding). Explore students' personal histories with the "Apply It" section's "Friends and Family." These exercises promote social communication aimed at shared meaning, a learning standard for language arts in most states. Related Kids topics (Background) and Teens topics (Perspective taking, Sense of place, Community history, Background – family)
Current Events, Media Analysis, Science, Advertising, The News, Geography/Travel	Each topic includes critical thinking exercises applied to current technology, media, sports, arts, family, and community information. In the "Apply It" section of each topic is a "Media" analysis exercise that requires critical thinking specifically applied to technology, media and information.

Technology	Digital citizen, Internet safety, Cell phone, Online gaming, Internet – bullying, Social media	Addicted – electronics, Appearance, Cell phone, Online gaming, Habits, Online bullying, Online safety, Online harassment, Online hate, Internet sexual exploitation, Internet privacy, Digital citizen, Porn, Sexting, Social media, Screens

Character Education

Flexible tools

Ripple Effects digital tools are flexible to address the needs for character education and safety training within the context of schools' primary mission that all students learn.

Fitting with community standards

Character education outside the home is a controversial issue. In a diverse society "good" character can mean different things to different people. However, there are some values, like honesty, tolerance and fairness that are intrinsic to a democratic society. As such, they are appropriate to be taught in public programs. As with other subject areas, we encourage you to tailor the program to be consistent with your community standards.

Universal training and individualized intervention

Ripple Effects can be used both for universal training in character education (building strengths) and for targeted intervention with students who have breached school or community norms (positive behavioral intervention). Teachers can reach outside the proposed character education unit to additional topics, which address learning, safety and mental health issues that also affect children's character development.

Customizable for schools

Schools, as well as religious education programs, can configure topics to fit their specific teachings and can block any topics they consider inappropriate.

A Ripple Effects approach to character education: building character

For universal character training, we recommend a curriculum that moves progressively from building a strong sense of self, to fostering a deep awareness of others, to developing a sense of justice and integrity, and then to deepening moral responsibility. Since the sample scope and sequence is oriented toward developing values-based decision making, we suggest starting the conversation of what this means, doing the topic "Character." Continue on to the modules, where each potentially has both asset and challenge topics associated with it.

Character Education - Ripple Effects for Teens

	Build a strong sense of self	Foster a deep awareness of others	Deepen moral responsibility	Work for justice
Core topics	Character Identity Values Agency Grit Growth mindset	Empathy Perspective taking Appreciating diversity	Honesty Integrity Responsibility Reliability Trustworthiness Respect – showing	Justice Fairness Confronting injustice Standing up for beliefs Asserting yourself
Supplemental topics	Assertive voice Assertive posture Assertive eyes Assertive message Assertive reasons Asking questions Goals Future Managing change Optimism	Curiosity Sharing Courtesy Forgiving Generosity Kindness Gratitude Expressing thanks Helping others	Mistakes – owning up Reflecting on performance Apologies Making things right	Complaints – making Exercising rights Confronting behavior Authority – dealing with Resisting pressure

Character Education - Ripple Effects for Kids

	Build a strong sense of self	Foster a deep awareness of others	Deepen moral responsibility	Work for justice
Core topics	Character Knowing yourself Beliefs Agency Mindset	Empathy Point of view Listening Diversity – appreciating	Honesty Responsibility Trust Respect	Fairness Assertiveness
Supplemental topics	Assertive voice Assertive body Assertive message Asking questions Goals Managing change	Appreciating differences Curiosity Sharing Courtesy Forgiving Kindness Thanking someone Help – giving it	Mistakes Apologies	Making a complaint Peer pressure

Character.org principles

For nearly three decades, character.org has worked "...to develop in young people core ethical and performance values that are widely affirmed across all cultures... to promote the intellectual, social, emotional, and ethical development of young people and share a commitment to help young people become responsible, caring, and contributing citizens."

Not only specific content, but the learning processes built into Ripple Effects Whole Spectrum Learning System align with character.org principles of effective character education, as described below. Educators can choose topics in order to create a customized character education program that conforms to local mandates, or that aligns with local standards or school culture.

Principle 1
Promotes core ethical and performance values as the foundation of good character.

Ripple Effects for Teens: Honesty, Fairness, Respect – getting it, Respect – showing it, Courtesy, Responsibility, Trustworthiness, Effort, Perseverance, Optimism

Ripple Effects for Kids: Honesty, Fairness, Respect, Courtesy, Responsibility, Trust, Perseverance, Effort

Principle 2
Defines "character" comprehensively to include thinking, feeling, and doing.

Thinking (Cognitive): Each Ripple Effects topic is introduced with a problem-solving scenario and questions that involve critical thinking. Many topics include training in predicting consequences through the use of if/then sentences, brainstorming, and using objective criteria of fairness, safety, and rightness in making decisions.

Ripple Effects for Teens: Predicting consequences, Brainstorming, Making decisions, Fairness, Justice, Reflecting on performance

Ripple Effects for Kids: Consequences – predict, Brainstorming options, Decisions, Fairness, Safety

Feeling (Emotional): Journal activities for every topic include identification of feelings related to that topic. Inspirational True Stories in each tutorial are used as both an affective instructional technique and as motivational counseling.

Ripple Effects for Teens: Feelings, Feelings - predicting, Feelings - managing, Anger, Sadness, Fear, Discouraged, Embarrassment, Perspective taking, Empathy

Ripple Effects for Kids: Feelings - understanding, Feelings – predicting, Expressing feelings, Angry, Sad, Afraid, Discouraged, Embarrassed, Point of view, Empathy

Doing (Behavioral): Several topics include training in refusal skills and impulse control, and specific behavior training matched to anti-social behavior that is commonly seen in schools, such as lying, cheating, stealing, fighting, teasing and breaking rules.

Ripple Effects for Teens: Refusal skills, Impulse control, Self-efficacy, Stopping reactions

Ripple Effects for Kids: Refusal skills, Impulse control, Reactions – controlling, Self-efficacy

Principle 3
Uses a comprehensive, intentional and proactive approach to character development.

In addition to the Ripple Effects for Kids and Teens topics listed throughout this scope, there are almost 100 additional topics on related learning and safety issues that can be integrated into language arts, health, physical education or other academic curriculum. In addition, use the program to provide targeted prevention or interventions to support student learning in multiple Tier 2 and 3 settings. See Ripple Effects Targeted Prevention and Indicated Intervention manuals for pre-configured scopes and sequences. Every topic includes no fewer than ten proven effective strategies for developing affective, cognitive, and behavioral skills.

Principle 4
Creates a caring school community.

Ripple Effects for Teens: Empathy, Sharing, Forgiving, Helping others, Making friends, Joining a group, Resolving conflict, Resolving teacher conflict, School – unsafe, Belonging, Respect – getting it, Respect – showing, Questioning authority, Care – showing it, Care for yourself

Ripple Effects for Kids: Empathy, Sharing, Forgiving, Helping – giving it, Making friends, Group – joining, Conflict, Teacher problems, Safety, Respect, Caring – show it

Principle 5
Provides students with opportunities for moral action.

Transfer training opportunities for friends, family, and sports situations and media analysis, as well as role-plays, are included in the "Apply it" section of each topic. Or, integrate the pre-configured Ripple Effects scope and sequences: Service Learning, Career Preparation, Doin' Democracy, or Restorative Practices.

Principle 6

Includes a meaningful and challenging academic curriculum that respects all learners, develops their character, and helps them to succeed.

Ripple Effects addresses the non- academic issues that affect academic success. Choose topics from the Academic Achievement scope and sequence in this guide to create a plan that helps students build the skills, problem solve the challenges, and address some of the underlying reasons (trauma) that impact their academic success.

Principle 7

Strives to foster students' self-motivation.

Ripple Effects for Teens: Motivation, Effort, Goals, Frustration, Feelings, Discouraged, Self-efficacy, Resilience, Future, Self-confidence, What you love, Self-control, Perspective taking, Owning up, Mindset

Ripple Effects for Kids: Motivation, Effort, Goals, Frustrated, Feelings – knowing, Discouraged, Resilience, Knowing yourself, Self-efficacy, Self-esteem, Mindset, Self-control, Point of view

Journal exercise for every topic specifically invites students to commit to specific goals.

Principle 8

Engages the school staff as a learning and moral community that shares responsibility for character education and attempts to adhere to the same core values that guide the education of students.

A companion product for teachers, Ripple Effects for Staff promotes the same core values with specific coaching techniques for setting and enforcing rules designed to support a safe, caring, moral community.

Principle 9

Fosters shared leadership and long-range support of the character education initiative.

Because the content expertise is built into the program, and not dependent on on-going staff training, the program is sustainable over the long term. All Ripple Effects programs foster a sense of shared leadership and community through transfer training opportunities and topics that address connectedness issues.

Principle 10

Engages families and community members as partners in the character-building effort.

Every topic in the "Apply It" has extension activities for family and community. Every topic has a journal writing activity where students identify who in the community can help them when they are faced with life challenges. There are specific tutorials on talking to parents, reporting unsafe conduct, and getting help.

Principle 11

Evaluates the character of the school, the school staff's functioning as character educators, and the extent to which students manifest good character.

Ripple Effects offers engaging digital tools to evaluate respect for persons and individual resilience, as well as planning tools to design personalized learning plans for each student.

Character Lab

Character Lab links school and life success to the development of three areas of character strengths:

- Interpersonal strengths enable harmonious relationships with other people
- Intra-personal strengths enable achievement
- Intellectual strengths enable a fertile and independent life of the mind.

Ripple Effects programs include specific topics that align with these three kinds of personal strengths, as well as the underlying skills needed to build them. Students can choose how to explore assigned topics, and ideally have time for personal exploration of unassigned topics, deepening their sense of agency in the process. For example, a student struggling with personal challenges or living in an environment that is adverse to developing a sense of "purpose" or "optimism" about the future can seek out those specific topics ("Parent –drugs," "Dyslexia," "Beaten," etc.). Embedded in the topics are those skill building and knowledge components that address the foreshortened sense of future, developing purpose and optimism.

Interpersonal - Strengths of Heart

Character Lab: Self-control, Purpose, Gratitude

Ripple Effects for Teens: Gratitude, Future, Goals, Self-control, Motivation, Cause and Effect, Luck, Reactions – stopping, Predicting consequences, Calming down, Criticism, Triggers – outside, Making space, Group skills, Feelings – expressing, Expressing thanks, Depression, Emotional style, Emotional intelligence, Empathy, Emotional maturity, Courtesy, Conflict – resolving, Respect – showing, Change, Change – unplanned

Ripple Effects for Kids: Thanking someone, Goals, Self-control, Motivation, Predicting consequences, Calming down, Triggers, Group – joining, Expressing feelings, Sad, Discouraged, Smarts, Empathy, Connecting with others, Kindness, Respect, Conflict

Intellectual - Strengths of Mind

Character Lab: Curiosity, Zest, Self-control

Ripple Effects for Teens: Curiosity, Mindfulness, Bored, Learning style, Brain, Taking risks, Experimenting, Asking questions, Mistakes, What you love, Optimism, Future, Communication skills, Control-taking, Goals, Perseverance, Temptation, Procrastination, Organized, Paying attention

Ripple Effects for Kids: Curiosity, Self-awareness, Self-talk, Feelings control you, Learning style, Brain, Experimenting, Asking questions, Mistakes, Ideas, Connecting with others, Self-control, Goals, Perseverance, Late, Organized, Rules, Attention-paying

Intrapersonal - Strengths of Will

Character Lab: Grit, Growth, Optimism

Ripple Effects for Teens: Grit, Mindset, Optimism, Future, Self-efficacy, Effort, Reflecting on performance, Resilience, Perseverance, Brainstorming, Courage, Fear of success, Fear of failing, Control taking, Support – getting, Learning style, Intelligences, Mistakes, Hard things – surviving, Hard things, Passions

Ripple Effects for Kids: Mindset, Perseverance, Effort, Resilience, Brainstorming options, Courage, Mistakes, Help – getting it, Learning style, Smarts, Hard things, Self-efficacy, Learning success

Developing Agency/Self-determination: Self-awareness, Self-efficacy, Autonomy, Relatedness

The concept of agency recognizes the important human right of self-determination: the ability of a person to consciously choose what they do, how, when, where, and with whom. Agency is a felt sense of empowerment, closely linked to self-efficacy. Self -efficacy is a person's confidence in their ability to learn whatever they need to learn. Agency is a person's confidence in their ability to do whatever they want, need and choose to do, including controlling thoughts, behavioral impulses, and emotional reactions in order to meet personal goals.

Autonomy is also a component of agency. Researchers link it to motivation, specifically intrinsic motivation and internalization. Paradoxically, the development of autonomy is also linked to the simultaneous development of relatedness. Autonomy grows in relationships of mutual respect and support.

Self-awareness, self-efficacy about learning, autonomy and relatedness together comprise the elements of agency/self-determination for teens. Research indicates self-directed teens do better academically and have fewer behavior challenges than those who feel over-directed, disrespected, or without personal choice,

Learning objectives – students will:

- Become aware of their own strengths
- Develop confidence in the ability to learn whatever they need
- Develop cognitive behavior skills to direct their own thoughts, feelings and behavior
- Increase understanding of, and be guided by, their intrinsic motivation for learning and behavior
- Develop skills to command respect for themselves and show respect for others

Developing Agency - Ripple Effects for Teens

	Know who you are	Your learning mindset	Direct your mind, feelings, body	Get respect/Give respect
Core topics	**Knowing yourself** **Strengths** **What you love** **Temperament** **Intelligences**	**Growth mindset** **Motivation** **Optimism** **Self-efficacy** **Self-determination**	**Brain** **Mindfulness** **Body clues** **Feelings**	**Standing up for yourself** **Self-advocacy** **"I" statements** **Disagreeing respectfully** **Making things right**
Supplemental topics	Brain Self-aware Body image What you love Smarts Creativity Curiosity Courage Confidence – self Exercise type Self-efficacy Identifying feelings Background – family	Effort Perseverance Grit Resilience Getting organized	Understanding motives Responsibility – for feelings Physical sensations Breathing Self-talk Outside triggers Brush it off Exercise Expressing feelings Anger Disappointment Discouraged Embarrassment Envy Fear Frustration Hopeless Jealousy Sadness Shame	Introducing yourself Helping others Communicating feelings Conversations Discussions – having Active listening Asking questions Making space Inviting someone Generosity Kindness Thanking someone Expressing sympathy Compliments – giving Apologies Assertive voice Assertive posture Getting help Confronting behavior

Developing Agency - Ripple Effects for Kids

	Know who you are	Your learning mindset	Direct your mind, feelings, body	Get respect/Give respect
Core topics	**Knowing yourself** **Strengths** **Smarts**	**Mindset** **Motivation** **Self-efficacy** **Effort** **Perseverance**	**Your brain** **Mindfulness** **Self-talk** **Assertive body** **Feelings – knowing yours**	**Respect** **Assertiveness** **Communicating feelings**
Supplemental topics	Background Brain Self-awareness Curiosity Courage	Resilience	Hard things Calming breath Expressing feelings Managing feelings Feelings – changing Triggers Controlling impulses Reactions – controlling Calming down Exercise	Arguing respectfully Apologies Assertive message Assertive voice Refusal skills Making a complaint Resolving conflict Permission – getting

Learning Success – skills for academic growth

Research shows ingredients for school success include: family involvement, parental discipline styles, strong executive function skills, strong school policies and leadership, peer support for achievement, high expectations from teachers and family, accommodation of learning differences, teacher content expertise, personal bonds between students and teachers, resilience in the face of trauma, and overall student engagement. Addressing this combination of external and internal factors is no small task, but Ripple Effects helps by breaking the pieces down into accessible skill-building units for both students and staff.

Success factors outside student control

While some of these factors can be controlled by students and strengthened with personalized skill training or problem solving, others lie entirely outside of students' control. What students can control, however, is how they react to the outside stressors in their lives, which is why topics like "alcoholic parent", "poverty," and "racism" and many more are included in the student and programs. Give students the opportunity to spend time exploring these and other trauma-related topics. Use of Ripple Effects programs in this student-directed fashion is an effective motivational counseling tool and can work to mitigate these external risk factors. While we do not recommend that implementors directly assign topics considered personal or sensitive in nature, we do recommend that you let youth know they are available.

Success factors within student control

Beyond giving students skills to deal with external barriers to academic success, Ripple Effects promotes academic success by building student awareness and confidence in who they are as learners by nurturing positive learning mindsets, developing executive function skills necessary to think critically and manage their own learning, and providing the social-emotional capacity to understand and connect with their school community. To further personalize, encourage students to privately use the program to identify and problem solve barriers or topics they feel are impacting their learning. It is through this process that students develop a sense of agency -- or self-efficacy -- about their learning, which in turn builds academic resiliency.

Learning Success - Ripple Effects for Teens

	Identity as a learner	Learning mindsets	Learning practices	Building relationships	Addressing barriers
Core topics	**Your mind** **Learning style** **Intelligences** **Expectations** **Temperament** **Strengths**	**Self-efficacy** **What you love** **Motivation** **Growth mindset** **Effort** **Perseverance**	**Getting organized** **Time management** **Study habits** **Predicting consequences** **Managing change** **Reflecting on performance**	**Belonging** **Making friends** **Communication skills** **Diversity – appreciating** **Joining a group**	**Self-advocacy** **Asking for help** **Problem-solving** **Managing stress** **Anxiety** **Trauma**
Supplemental topics	Creativity Curiosity	Self-determination Self-confidence Setting goals Future Grit Optimism Self-talk Mistakes Criticism Managing feelings Frustration Discouraged Unlucky Bored Embarrassment Shame	Mindfulness Attention Asking questions Active listening Paraphrasing Instructions – following Decision making Controlling impulses Experimenting Being responsible Procrastination Change - unplanned Rules Attendance Grades Tests	Family background Community background Choosing friends Introducing yourself Standing up for yourself Group discussions Opinions Perspective taking Disagreeing respectfully Resolving conflict Communicating feelings Reliability Parent – talking to Digital citizen Mentors Getting support Resources	Risk and protection Shyness Learning disability English language learner Resolving teacher conflict Choosing friends Failure - school Fear of failing Fear of success Success-pressure Special Ed

Learning Success - Ripple Effects for Kids

	Identity as a learner	Learning mindsets	Learning practices	Building relationships	Addressing barriers
Core topics	**Your brain** **Learning style** **Smarts** **Strengths** **Curiosity** **Knowing yourself**	**Self-efficacy** **Motivation** **Mindset** **Effort** **Perseverance**	**Getting organized** **Study habits** **Predicting consequences** **Managing change**	**Belonging** **Making friends** **Conversations** **Diversity - appreciating** **Group - joining**	**Asking for help** **Problem-solving**
Supplemental topics		Self-esteem Goals Self-talk Mistakes Managing feelings Frustrated Discouraged Embarrassed Ashamed Resilience	Mindfulness Attention - paying Asking questions Listening Instructions - following Decision making Controlling impulses Experimenting Being responsible Change - unplanned Rules Absent Grades Tests	Background Introducing Point of view Arguing - respectfully Resolving conflict Communicating feelings Parent - talking to Digital citizen	Worries Hard things Shy Learning problems English language learner Teacher problems Friend problems Learning success Calming down Exercise

Civic Engagement

Two pronged approach

In a society that is both free and diverse, citizens must learn to do a balancing act between personal rights and the needs of the community. Conflict is inevitable. Both empathy (especially taking another's point of view) and assertiveness (especially exercising rights) are crucial to the success of democracy in a diverse society. Ripple Effects teaches both, as well as the skills and social values that are essential parts of belonging to any community, including participating in groups, and resolving conflict.

Justice of the heart

In world that is increasingly fractured along lines of class, race, gender, sexual orientation, physical, emotional and mental disabilities, and religion, it's not enough to teach students traditional social-emotional skills – which are often culturally mediated – and expect that to automatically translate into healthy, non-violent behavior If we expect kids not to self medicate with drugs or alcohol, and to avoid reckless, aggressive and/or passive behavior, then they need the skills to change the things in the world that are causing them pain. That is why we include skill training to promote "Justice of the heart," along with skills for thriving despite adversity and trauma, and, of course, traditional social-emotional competencies. Tutorials on racism, poverty, religious difference, gender identity and sexual orientation all lead to the key skills needed to succeed in a democratic society – from participating in community, to exercising rights, to confronting institutional injustice.

Social studies supplement

Social studies teachers can use Ripple Effects as part of a current events program, by simply taking a major news item each day or week, and finding it (or a related topic) in the cell phone index. The rest of the preparation work is already done. Information, skill building, audio-visuals, transfer training opportunities and interactive assessments are all embedded within each topic.

Doin' democracy

Motivates civic participation

With nearly half of the electorate abstaining from voting, there is little evidence that knowledge, or even critical thinking, is enough to motivate active engagement in the political process. Thus, Ripple Effects has created a "Doin' Democracy" curriculum that expressly aims to create citizen activists from each new generation. In it, students learn to critically consider the key issues of their times, including social conflict in many forms. However, in addition to thinking they learn to ACT, in accordance with their own beliefs' in a communal setting. They learn respect for constitutional rights; their own and others. The program promotes the values of democracy and encourages positive efforts to ensure greater justice for all.

Aligns with social studies standards

Social Studies standards require that students not only acquire a body of knowledge about history, government and current events, but that they develop the critical thinking skills to study the past and its relationship to the present. Ripple Effects is a catalyst for students to learn more about the history of their own communities and to reflect on the role of that history in their experiences today. It prompts understanding of constitutional rights. Practice in critical thinking is also embedded in every tutorial as part of the "case study" analysis that starts a topic, and in the journal writing exercises. Topics can be added or deleted in the following scope to conform to local mandates, align with standards or supplement a social studies curriculum.

Doin' Democracy - Ripple Effects for Teens

	Valuing everyone	Being active	Working for justice
Core topics	**Values - social** **Fairness** **Justice** **Respect – showing** **Empathy** **Perspective taking**	**Democracy - doing** **Agency** **Resolving conflict** **Dissent – supporting** **Exercising rights**	**Justice** **Standing up for beliefs** **Respect – getting it** **Disagreeing respectfully** **Confronting injustice** **Group skills**
Supplemental topics	Appreciating diversity Opinions Cultural differences Class differences Diversity – disability Diversity – ethnic Diversity – gender Diversity – physical Diversity – religious Sexual orientation Immigrant Undocumented	Patriotism Loyalty Predicting consequences Making decisions Joining a group Discussions – having Courage Beliefs	Questioning authority Complaint – making Resisting stereotypes Bias activity Online hate Institution – betrayed by Privilege

Doin' Democracy - Ripple Effects for Kids

	Valuing everyone	Being active	Working for justice
Core topics	**Fairness** **Respect** **Empathy** **Point of view**	**Agency** **Resolving conflict** **Predicting consequences** **Making decisions**	**Discrimination** **Standing up for yourself** **Assertive message** **Arguing respectfully**
Supplemental topics	Beliefs Diversity - appreciating Cultural differences Bias Poor Disability Immigrant	Group - joining Courage	Making a complaint Stereotypes

Diversity Appreciation

Accelerated inter-group contact

21st century students will connect with people across racial and ethnic lines to a degree unknown before in the world. Technology accelerates that inter-group contact, enabling even students from isolated rural areas to cross ethnic, racial, religious and cultural barriers. However, it can also accelerate the spread of hate, and intensify inter-group distrust. Young adolescents are particularly at risk of getting caught up in the fears and bigotry of a fast changing society.

Promoting respect

The "Promoting Respect" scope and sequence is designed to help students explore their experiences, thoughts, and feelings about the complex issues of diversity, including prejudice and hate crimes – without shame or blame. There are many right answers to the questions this program raises. To find them, students need only be honest about what they think and how they feel. The program is intended as a starting – not ending – point of efforts to promote appreciation of diversity.

Scope and sequence divided into three parts

Topics in the first group are designed to raise awareness and prompt discussion as a way to change attitudes. There are positive and negative topics. But information and even attitude – by itself – does not always predict behavior. To make sure students live the values they believe in, they need two key skills: empathy and assertiveness.

The second group of topics develops empathy. They strengthen the ability to feel for others, to take others' perspective and to translate feelings into signs of caring.

The third group of topics develops assertiveness, enabling students to resist peer pressure, express solidarity with targets of hate, and stand up for the rights of all.

Mix and match

There are many ways to mix and match topics between and within the three groups. There are enough core topics for a full semester. We recommend an absolute minimum of two sessions, covering six topics, two from each group. You can assign the topics or let students choose ones that interest them, then report back. Budget three topics per period if students are working on their own, or two per period if you're facilitating discussion.

Diversity - Ripple Effects for Teens

	Understanding differences	Getting along with others	Resolving conflict
Core topics	**Appreciating diversity** **Background – community** **Perspective taking** **Respect – showing**	**Empathy** **Feelings** **Showing care** **Active listening**	**Asserting yourself** **Confronting behavior** **Confronting injustice** **Resolving conflict** **Resisting pressure**
Supplemental topics	Bias Opinions Cultural differences Class differences Physical differences Diversity – physical Diversity – gender Diversity – religious Racial diversity Sexual orientation Undocumented Immigrant Ethnic conflict Racism Stereotypes Isolated	Understanding motives Asking questions Feelings – predicting Feelings – expressing Feelings – owning them Disagreeing respectfully Hate Bias activity Bias activity -target Hate speech – online Upstander	Help – getting it Needs – stating Problem solving

Diversity - Ripple Effects for Kids

	Understanding differences	Getting along with others	Resolving conflict
Core topics	**Diversity - appreciating** **Appreciating differences** **Background** **Point of view** **Respect**	**Empathy** **Feelings - knowing yours** **Caring-show it** **Listening**	**Resolving conflict** **Assertiveness** **Assertive message** **Problem solving** **Help – getting it**
Supplemental topics	Bias Stereotype-resisting Cultural differences Physical differences Beliefs Immigrant	Motives-understanding Asking questions Feelings – predicting Feelings-showing Arguing - respectfully	Refusal skills

Health Promotion

National Health Education Framework

Ripple Effects topics match to the National Health Education Standards developed by the US Department of Disease Control and Prevention to "...establish, promote and support health-enhancing behaviors for students." Educators can select topics to create a health curriculum that is developmentally appropriate and aligns with their state and local policies, as well as grade level.

National Health Framework scope recommendation – Kids

Communication

Apologies

Asking questions

Assertive body

Communicating feelings

Compliments

Conversations

Disagreeing

Expressing feelings

Group – joining

Ignoring

Introducing

Inviting

Listening

Community

Parents - drugs and alcohol

Background

Family problems

Family problems

Family violence

Friend problems

Friends – making

Groups – joining

Help – giving it

Help – getting it

Peer pressure

Poor

Resolving conflict

Sharing

Stereotypes

Consumer health

Diet

Drugs

Exercise

Making a complaint

Decision-making & Problem solving

Brainstorming options

Decisions

Experimenting

Options – weighing them

Peer Pressure

Problem – naming

Problem –solving

Solutions – testing

Health Promotion/ Disease Prevention

Illness

Afraid

Anxiety

Ashamed

Drugs

Hard things

Help –getting it

Managing Feelings

Habits

Nervous

Resilience

Sleep

Triggers

Drug Prevention

Parents - drugs and alcohol

Alcohol

Alcoholic parent

Decisions

Drugs

Experimenting

Hard things

Marijuana

Peer pressure

Predicting consequences

Refusal skills

Tobacco/Cigarettes

Transitions

Vaping/E-cigs

Cultural

Beliefs

Background

Cultural differences

Different

Diversity - appreciating

Empathy

Family background

Respect

Shy

Media/Technology

Internet safety

Cell phone

Digital citizen

Online gaming

Internet – bullying

Internet – safety

Screen time

Social media

Fitness & Nutrition

Body type

Diet

Exercise

Self-esteem

Body odor

Weight – too heavy

Goal setting

Expectations

Motivation

Learning success

Goals

Mindset

Perseverance

Self-efficacy

Growth and Development

Attachment objects

Beliefs

Brain

Cultural differences

Embarrassed

Experimenting

Hormones

Peer pressure

Period (menstruation)

Puberty

Refusal skills

Body odor

Transitions

National Health Framework scope recommendation – Teens

Communication

Active listening

Apologies

Asking questions

Body language

Communication skills

Compliments – giving

Compliments – receiving

Disagreeing respectfully

Expressing sympathy

Expressing thanks

Group – discussions

Having conversations

Ignoring

Introducing yourself

Inviting someone

Making space

Negotiation

Parent – talking to

Community

Betrayal

Cliques

Community

Community history

Community resources

Dealing with authority

Families – blended

Family background

Family – undocumented

Foster home

Friends

Groups – joining

Hazing

Help – getting it

Helping others

Keeping faith

Legal rights

Mentors

Norms

Parents

Peer pressure

Relationships

Restoring justice

Resolving conflict

Resources

Rural

Sense of place

Sharing

Stereotypes

Substance abuse - family

Consumer health

Diet – healthy

Drugs

Exercise

Gambling

Making a complaint

Money/Economics

Shoplifting

Decision-making & Problem solving

Brainstorming

Consent

Decisions

Evaluating alternatives

Experimenting

Owning up

Peer Pressure

Problem – naming

Problem – solving

Risk-taking

Solutions – trying

Health Promotion/ Disease Prevention*

Adderall/Ritalin

HIV/AIDS

Anxiety

Anxiety attacks/Panic attacks

Chronic illness

Counselor

Depression

Drugs – anti- depressants

Drugs – prescription

Falling asleep/Insomnia

Family background

Fear of failing

Fear of success

Feeling crazy

Help –getting it

HIV

Hurting yourself/Cutting

Internal triggers

Managing Feelings

Mental health - hospital

Nail-biting

Pressure/Stress

Somatic disorder

PTSD

Resiliency

Resources

Risk and protection

Shame

STI/Sexual diseases

Suicidal

Suicidal Friend

Tics/Nervous habits

Trauma

Witness to violence

Drug Prevention

Addicted

Alcohol

Change – unplanned

Chew/Snuff

Cigars

Cigarettes/Smoking/ Tobacco

Crack/cocaine

Decision-making

Drinking too much

Drugs

Drugs – opioids

Drugs – depressants

Drugs – designer

Drugs – friend using

Drugs – hallucinogens

Drugs – inhalants

Drugs – prescription

Drugs - steroids

Drugs - synthetic

Drunk driving

Habits – quitting

Hard things/Trauma

Help – getting it

Heroin

Marijuana

Meth

Parent – selling drugs

Peer pressure/refusal skills

Predicting consequences

Relapse

Resources

Substance Abuse

Substance abuse - family

Transitions

Vaping/E-cigs

For more in depth information regarding Mental Health Promotion, see Ripple Effects Mental Health & Behavioral Promotion manual

Cultural

Class differences

Community background

Diversity – appreciating

Diversity – disability

Diversity – cultural

Diversity – gender

Diversity – physical

Diversity –religious

Ethnic diversity/racial diversity

Family history

Individuality

Introvert/Shy

Norms

Personal history

Respect

Rural

Sense of place

Media/Technology

Addicted – video

Appearance

Cell phone

Digital citizen

Habits

Internet privacy

Online bullying

Online friends

Online gaming

Online harassment

Online hate

Online porn

Online safety

Online – threats

Screens

Sexting

Sexual exploitation – online

Social media

Fitness & Nutrition

Anorexia

Appearance

Binge eating

Body

Body – ashamed

Body image

Body odor

Drugs – body-building

Eating disorders

Exercise type

Exercise/ Fitness

Free lunch

Habits – quitting

Nutrition

Obesity/Overweight

Weight

Weight-losing

Goal setting

Goals

After high school

Education – higher

Expectations

Failing

Future

Motivation

Performance

Perseverance

Self-determination

Self-efficacy

Technical school

Growth and Development

Abstinence

Acne

HIV/AIDS

Appearance

Attachment objects

Beliefs

Body odor

Boyfriend/Girlfriend

Boyfriend/Girlfriend – Abuse

Brain

Consent

Cultural differences

Dating

Drugs – date rape

Emotional maturity

Experimenting

Gender identity

HIV

Hormones

Identity

Liking someone/Crush

Masturbation

Menstruation

Peer pressure

PMS

Pregnant

Protection – sex

Puberty

Refusing sex

Responsibility

Risk and protection

Risk-taking

Sex

Sex – safe

STD/Sexual Diseases/ STI

Transgender

Transitions

Values - social

Restorative Practices – Teens

Restorative practices are a set of approaches to strengthen relationships and build community. Restorative practices prevent and address conflict and challenging behaviors in a proactive, pro-social process that emphasizes belonging, safety and social responsibility. When harm does occur, restorative justice - a component of restorative practices - can work to restore relationships and repair the harm.

Whether community building or repairing harm, a fundamental idea of restorative practices is that the processes are not done to or for the student, but with the student (McCold and Wachtel, 2003). Ripple Effects programs augment and align to these "with" processes by offering student-directed, personalized support that expands, extends and fortifies the interpersonal aspects of restorative practices, as well as addressing intrapersonal challenges that lies behind the presenting behavior, from psychological issues, to family issues, to peer relations, to neighborhood context, to structural stressors such as poverty, and discriminatory policies.

Skills to build and maintain relationships

Grow a sense of belonging with pro-social skills that foster awareness and connection to community.

Ripple Effects for Teens topics – Connecting with others, Courtesy, Empathy, Gratitude, Perspective taking, Listening, Predicting feelings, Getting help, Making friends, Respect – showing it, Respect – getting it, Community history, Social values, Fairness, Generosity, Kindness, Justice, Reliability, Trustworthiness, Tolerance, Making space, Sharing, Resources, Communicating feelings, Asserting yourself, Group skills, Standing up for beliefs, Confronting behaviors, Confronting injustices, Communication skills

Skills to repair harm

To facilitate circle or meeting conversations from multiple perspectives with interactive multi-media tutorials.

Ripple Effects for Teens topics – Predicting feelings, Understanding motives, Responsibility, Restoring Justice, Listening, Paraphrasing, Asking questions, Discussions – having, Authority – dealing with, Problem – naming, Solutions –trying, Apologies, Shame, Fear, Anxiety, Anger, Disappointment, Embarrassment, Body language, Revenge, Vulnerable

Additional topics specific to an infraction (Bullying, harassment, fighting, etc.) or anti-social behavior (Name-calling, Disrespect, etc.) are found within the program.

Skills to address personal and community trauma

To support students struggling with anti-social behaviors by addressing the reasons behind without blame or shame in a sensitive, culturally relevant way. Provide students with time to privately explore Ripple Effects topics they problem-solve and skill-build around intrapersonal challenges, often trauma-related that are challenging for them.

Skills to promote safety and social responsibility

To prevent future conflict or incidents of wrongdoing with personalized skill training for potential offenders and victims, as well as bystanders, see the Ripple Effects for Teens topics below.

OFFENDER PERSPECTIVE	VICTIM PERSPECTIVE	BYSTANDER PERSPECTIVE	FOR ALL
Empathy	**Self-awareness**	Upstander	Accepting responsibility
Empathy	Self-aware	Confronting behavior	Active listening
Feelings			Disagreeing respectfully
Feelings – predicting	**Assertiveness**		Exercising rights
Stereotypes	Respect – getting it		Expressing feelings
Perspective taking	Resisting pressure		Perspective taking
Impulse control	Asserting yourself		Resisting pressure
Controlling impulses	Limits –setting		Responsibility
Predicting consequences	Getting help		Resolving conflict
Stopping reactions	Resources		Restoring justice
Internal triggers			Telling
Outside triggers	**Decision-making**		Understanding motive
	Brainstorming		
Managing feelings	Decisions		
Aggression	Trying solutions		
Mindfulness	Telling		
Anger			
Body clues			
Calming breath			
Fear			
Frustration			
Letting go			
Managing feelings			
Sadness			
Self-talk			
Resolving conflict			
Resolving conflict			
Discussions – having			

Restorative Practices – Kids

Restorative practices are a set of approaches to strengthen relationships and build community. Restorative practices prevent and address conflict and challenging behaviors in a proactive, pro-social process that emphasizes belonging, safety and social responsibility. When harm does occur, restorative justice - a component of restorative practices - can work to restore relationships and repair the harm.

Whether community building or repairing harm, a fundamental idea of restorative practices is that the processes are not done to or for the student, but with the student (McCold and Wachtel, 2003). Ripple Effects programs augment and align to these "with" processes by offering student-directed, personalized support that expands, extends and fortifies the interpersonal aspects of restorative practices, as well as addressing intrapersonal challenges that lies behind the presenting behavior, from psychological issues, to family issues, to peer relations, to neighborhood context, to structural stressors such as poverty, and discriminatory policies.

Skills to build and maintain relationships

Grow a sense of belonging with pro-social skills that foster awareness and connection to community.

Ripple Effects for Kids topics – Connecting with others, Courtesy, Empathy, Point of view, Listening, Feelings - predicting, Help – getting it, Making friends, Respect, Respect – when disagreeing, Background, Beliefs, Fairness, Kindness, Trust, Sharing, Communicating feelings, Assertiveness, Group - joining, Standing up, Communicating feelings, Complaints, Compliments, Responsibility

Skills to repair harm

To facilitate circle or meeting conversations from multiple perspectives with interactive multi-media tutorials.

Ripple Effects for Kids topics – Feelings - predicting, Motives - understanding, Responsibility, Listening, Repeating, Asking questions, Conversations, Authority – defying, Problem – naming, Solutions –testing, Apologies, Shame, Afraid, Nervous, Angry, Disappointed, Embarrassed, Assertive body

Additional topics specific to an infraction (Bullying, harassment, fighting, etc.) or anti-social behavior (Name-calling, Disrespect, etc.) are found within the program.

Skills to address personal and community trauma

To support students struggling with anti-social behaviors by addressing the reasons behind without blame or shame in a sensitive, culturally relevant way. Provide students with time to privately explore Ripple Effects topics they problem-solve and skill-build around intrapersonal challenges, often trauma-related that are challenging for them.

Skills to promote safety and social responsibility

To prevent future conflict or incidents of wrongdoing with personalized skill training for potential offenders and victims, as well as bystanders see the Ripple Effects for Kids topics below.

OFFENDER PERSPECTIVE	VICTIM PERSPECTIVE	BYSTANDER PERSPECTIVE	FOR ALL
Empathy	**Self-awareness**	Upstander	Accepting responsibility
Empathy	Self-awareness	Confronting behavior	Active listening
Feelings – knowing	Knowing yourself		Disagreeing respectfully
Feelings – predicting			Exercising rights
Stereotypes	**Assertiveness**		Expressing feelings
Point of view	Assertiveness		Perspective taking
	Help – getting it		Resisting pressure
Impulse control	Peer pressure		Responsibility
Controlling impulses	Respect		Resolving conflict
Triggers			Restoring justice
Predicting consequences	**Decision-making**		Telling
Reactions – controlling	Brainstorming options		Understanding motive
	Decision-making		
Managing feelings	Solutions- testing		
Managing feelings	Telling		
Afraid			
Angry			
Aware of yourself			
Calming breath			
Calming down			
Frustrated			
Letting go			
Mindfulness			
Sad			
Self-talk			
Resolving conflict			
Resolving conflict			
Discussions – having			

Service Learning

Service learning can be an effective model for combining pre-employment experience with academic goals; developing social-emotional skills; and giving service to the community. To aid in the development of high-quality projects that promote academic growth and civic engagement, the National Youth Leadership Council has set standards for quality practice, which draw on student needs for, and development of, social emotional learning skills. The Ripple Effects service learning topics align to those standards; building student understanding of oneself, connecting and being aware of others, and making decisions. Customize topics to support your project.

Meaningful service

Service-learning actively engages participants in meaningful and personally relevant service activities.

Ripple Effects for Teens: Belonging, Community history, Family background, Helping others, Knowing yourself, Values, What you love

Ripple Effects for Kids: Knowing yourself, Beliefs, Background, Help- giving it

Reflection

Service learning incorporates multiple challenging reflection activities that are ongoing and that prompt deep thinking and analysis about oneself and one's relationship to society.

Ripple Effects for Teens: Changing feelings, Empathy, Gratitude, Intelligences, Learning styles, Mixed feelings, Reflecting on performance, Strengths, Stress, Temperament

Ripple Effects for Kids: Empathy, Feelings – mixed, Feelings- understanding, Learning styles, Points of view, Smarts, Strengths

Link to curriculum

Service learning is intentionally used as an instructional strategy to meet learning goals and/or content standards.

- Chose topics based on the service learning project. For example, if the project is social studies based, consider choosing topics one of the civics scope and sequences.
- Each topic includes opportunities for students to communicate their thoughts through writing or speaking. Align these with the academic learning goals and/or content standards.

Diversity

Service learning promotes understanding of diversity and mutual respect among all participants.

Ripple Effects for Teens: Curiosity, Diversity – appreciating, Diversity – cultural, Diversity – disability, Diversity – ethnic, Diversity – gender, Diversity – preferences, Diversity – religious, Diversity – physical, Perspective taking, Relating skills, Respect, Sexual orientation, Stereotypes, Trust

Ripple Effects for Kids: Different, Diversity – appreciating, Points of view, Respect, Stereotypes – resisting, Trust

Youth voice

Service learning provides young people with a strong voice in planning, implementing, and evaluating service-learning experiences with guidance from adults.

Ripple Effects for Teens: Agency, Self-determination, Assertive voice, Assertiveness, Brainstorming, Control – taking, Decisions, Goals, Organized, Predicting consequences, Problem – naming, Problem-solving, Self-confidence

Ripple Effects for Kids: Agency, Assertive voice, Assertiveness, Brainstorming options, Decisions, Goals, Organized, Predicting consequences, Problem – naming, Problem-solving, Self-esteem

Progress monitoring

Service learning engages participants in an ongoing process to assess the quality of implementation and progress toward meeting specified goals, and uses results for improvement and sustainability.

Ripple Effects for Teens: Creativity, Criticism, Performance/Evaluating alternatives, Problem-naming, Problem-solving

Ripple Effects for Kids: Problem – naming, Problem-solving

Partnerships

Service-learning partnerships are collaborative, mutually beneficial, and address community needs.

Ripple Effects for Teens: Active listening, Communication skills, Helping others, Open-ended questions

Ripple Effects for Kids: Help – giving it, Listening, Questions – asking

Duration and intensity

Service learning has sufficient duration and intensity to address community needs and meet specified outcomes.

Ripple Effects for Teens: Perseverance

Ripple Effects for Kids: Perseverance

Career Preparation

Description

The skills that young people will need as they become part of the 21st century workforce are often not the same ones that serve them best in traditional school settings. Since many, if not most, youth who end up in contact with juvenile justice are having problems in traditional school, this can actually be an opportunity for them.

Three skill sets needed

The Partnership for 21st Century Learning identifies three major areas that they think increasingly will separate those who thrive from those who fail in the complex work environments of the 21st century. Each of these areas include skills, knowledge, and expertise in domains that are considered "non-academic." Ripple Effects programs include tutorials to help students gain the knowledge and build the skills and expertise to meet these three areas of focus.

21st Century: Learning and Innovation

Learning and innovation skills include:

- Creativity and Innovation
- Critical Thinking and Problem Solving
- Communication and Collaboration

Ripple Effects programs address all three of these skill sets. "Creativity" is explicitly addressed in a tutorial that includes an interactive self-profile. The entire digital skill-building program is based on a real world, student-directed personal problem solving model. Each of the more than 400 topics is introduced with a case study that invites forth critical thinking. Problem-solving, communication and collaboration skills are all components of the "Five Keys" that not only can reduce risk of delinquency, but can increase chances of school and life success.

21st Century: Learning & Innovation
– Ripple Effects for Teens

	Creativity & Innovation	Critical Thinking & Problem Solving	Communications and Collaboration	
Core topics	**Creativity** **Curiosity** **Brainstorming** **Experimenting**	**Problem solving** **Problem – naming** **Evaluating alternatives** **Cause and effect** **Solutions – trying** **Making decisions**	**Communications skills** **Group skills** **Reliability** **Perspective taking** **Setting goals**	
Supplemental topics	Mindset Strengths Intelligences Courage Mistakes Fear of failing	Perseverance Effort Optimism Reflecting on performance	Resolving conflict Asking questions Being assertive Conversations Communicating feelings Saying what you need Disagreeing respectfully	Discussions – having Reasons – giving Responding to others Predicting feelings Being responsible Diversity – appreciating Opinions

21st Century: Life and Career

The 21st century service-based economy, requires far more "people skills" than the manufacturing economies of the past. Industry leaders have specifically identified these desired outcomes for a successful career preparation program. Ripple Effects for Teens addresses the five key areas:

- Flexibility and Adaptability
- Initiative and Self-Direction
- Social and Cross-Cultural Skills
- Productivity and Accountability
- Leadership and Responsibility21st Century: Learning & Innovation
  – Ripple Effects for Teens

21st Century: Life and Career – Ripple Effects for Teens

	Initiative & Self-direction	Communication & Cross-cultural skills		Productivity & Accountability	Leadership & Responsibility	Managing change
Core topics	**Agency** **Self-determination** **Curiosity** **Creativity** **Goals** **Motivation**	**Communication skills** **Group skills** **Appreciating diversity** **Cultural differences** **Community background** **Values – social**		**Getting organized** **Time management** **Reliability** **Reflecting on performance** **Trying hard**	**Asserting yourself** **Fairness** **Justice** **Respect – getting it** **Responsibility** **Perspective taking**	**Managing change** **Change – unplanned** **Growth mindset** **Resilience**
Supplemental topics	Self-advocacy After high school Education – higher Technical school Future Job Getting support Networking Mentors Resources Expectations Fear of success Fear of failing Money	Perspective taking Groups – joining Active listening Body language Asking questions Expressing feelings Saying what you need Disagreeing respectfully Discussions – having Resolving conflict	Confronting behavior Introducing yourself Inviting someone Thanking someone Compliments – giving Apologies Making space Norms Honesty Integrity	Mistakes Criticism Grit Perseverance Conversations Saying what you need Disagreeing respectfully Discussions – having	Assertive message Assertive posture Assertive reasons Assertive voice Accepting responsibility Competition – winning Respect – showing Gratitude	Changing feelings New kid

Information, Media and Technology Skills

Ripple Effects for Teens includes critical thinking exercises applied to technology, media and information in each of the more than 400 topics in the program.

In the "Apply It" section of each topic is a media analysis exercise that requires critical thinking specifically applied to technology, media and information.

Topics specific to technology include but are not limited to: Digital citizen, Social media, Cell phone, Screens, Online bullying, Online safety, Online harassment, Internet privacy, Online threats, Online hate, Online gaming.

Cybersavvy

Technology is transforming not only how and what youth learn, but how they socialize with peers, understand and interact with the world around them and manage their inner worlds. Heavy use of technology has been associated with poor mental, emotional and physical health. Online safety and privacy is also a concern. On the other hand, kids also use it to support and connect with each other. There is also a growing body of evidence that technology can be an effective way to support social and emotional development. To stay safe and manage the rapidly changing online landscape, strong intrapersonal and interpersonal skills are essential. ISTE has developed a set of standards for teaching and learning about technology in the 21st century that empowers youth to thrive and survive in a constantly evolving online world. Ripple Effects Cybersavvy curriculum supports these standards by developing critical thinking and decision-making skills around online safety, as well as promoting the pro-social communication and emotional regulation necessary for good digital citizenship.

Ripple Effects for Teens

	Safety issues	Basic online communications	Being social online	
Core topics	**Online safety** **Internet privacy** **Predicting consequences** **Decisions**	**Digital citizen** **Connecting with others** **Assertive message**	**Social media** **Online gaming**	
Supplemental topics	Asserting yourself Online bullying Online harassment Online threats Hate speech online Sexual exploitation online Online porn	Cell phone Disagreeing respectfully	Addicted – electronics Controlling impulses Sexting Managing feelings Brush it off	Shame Embarrassment Isolated Vulnerable Ignoring Reporting someone Confronting behavior

Ripple Effects for Kids

	Safety online	Being online	
Core topics	**Online safety** **Predicting consequences** **Decision making**	**Digital citizen** **Technology – too much** **Connecting with others**	**Controlling impulses** **Assertive message**
Supplemental topics	Assertiveness Online bullying	Cell phone Online gaming Managing feelings Left out Drama – friends	Letting go Shame Embarrassed Lonely Ignoring

Know your resources

Print & Digital

Guides for tiered intervention

Universal Promotion positive youth development outlined to match national standards

Targeted Prevention scopes and sequences for preventive risk reduction

Individualized Intervention sample individual intervention plans for behavior problems

Mental & Behavioral Health guide to address mental-social-emotional disorders

Juvenile Justice sample interventions for the most common offenses

Planning, implementing & technical support resources

Implementation Planning helps you build a customized site-specific plan

Planning for RTI create an individualized response plan

Family engagement strategies and resources

Trainer's Resources

Assessment Tools

Technology Support comprehensive technical instructions and troubleshooting

Evidence of Effectiveness quantitative and qualitative studies

Get Going Fast/Quick Tips Sheets

Software

Digital training tools

Bouncy's You Can Learn Resilience Program (pre-K − grade 1/2)

Ripple Effects for Kids (grades 2/3-5)

Ripple Effects for Teens (grades 6-11)

Educator Ally

(Educator/Staff PD)

Educator/implementer tools

Screen for Strengths

Data Viewer

Individual Playlist Creator

Group Playlist Creator

Seeing I to I

Web

Implementation and technical support: support@rippleeffects.com

Phone 1.888.259.6618

ripple effects