

# RIPPLE EFFECT MAPPING

## A FACILITATION GUIDE

Participatory evaluation is an approach that ensures program participants are actively involved in evaluation activities from start to finish. The goal of the Ripple Effect Mapping method is to have participants spend time reflecting on the impacts of their program activities, as well as collectively reflect on how each impact influences others.

### ACTIVITY DESCRIPTION

#### ???

#### WHAT IS IT?

Ripple Effect Mapping (REM) is used for conducting impact evaluation and to better understand intended and unintended results of a complex program for individuals, groups, communities, and regions. The facilitated session will seek to answer broad questions about the program activities and outcomes. A group member-checking and consensus process will be used to validate observed outcomes and 'ripples' generated by participants.

#### ???

#### WHAT IS IT USED FOR?

REM engages the group participants to retrospectively and visually map the effects or ripples of program activities and collaborations.

### MATERIALS LIST

#### SUPPLIES

For this activity you will need:

- A large space or canvas to place the cards (Sticky Wall, large poster/chart paper, digital template)
- Masking tape to adhere the canvas to a wall
- Notepads and pens/pencils for individual/small group brainstorming
- Flip chart paper and markers to record group agreements and reflection questions
- Sticky notes or cardstock cut into quarter sheets to write the impacts on (large enough to read)
- String, markers, or colored masking tape to track the ripples
- VIRTUAL OPTION: Virtual meeting platform, PowerPoint presentation, web-based software (like Miro), or a shared document (e.g., Google doc or screen sharing) to record answers electronically

#### LOGISTICS

Consider the size of your group and the space needed to allow people to comfortably participate in discussion. Plan the room layout, wall space and location for hanging the cards so everyone can see clearly. Arrange the room to allow individuals to do parts of the activity on their own (classroom style) or together in small groups (tables of up to 8). If you are conducting this virtually, you may decide to set-up small group breakout rooms using a virtual platform to facilitate the activity virtually.

#### HEADS UP!

If you are using a Sticky Wall, apply adhesive spray to the wall 24 hours beforehand so it can dry and the cards will stick. Bring an extra spray can in case you need to spot spray any areas are not sticky.

# FACILITATION PLANNING

## PREPARATION

The prep for this activity will depend on how long of a timeframe the group is reflecting on. Things you will need to do include:

- Spray sticky wall(s) or have a long piece(s) of roll paper cut (you can draw the rings for the time periods or the sections for the goal areas ahead of time).
- Cut half or quarter sheet cardstock squares for participants to write their impacts on (using voting dots or colored marker, with a legend, to differentiate between time periods and goal areas)
- Focus question written on flip chart paper
  - “How are things different now as a result of your program’s efforts?”
- Prewritten impact cards if you chose to have the participants brainstorm ahead of time
- Write group agreements on flip chart paper

Supplies and materials you will need include:

- Sticky wall/ roll paper
- Masking tape
- Scrap paper
- Pens
- Goal cards
- Markers
- Voting dots
- Flip chart paper
- Digital recorder
- Notetaker

## WARM-UP

- Orient group to the purpose of the activity
- Go over group agreements and consent to record session
- Ask the reflection question and give time for individual brainstorming
  - OPTION: Review prework
    - Read impacts
    - Place on the canvas in appropriate timeframe (short-, mid-, long-term)
    - OPTION: Ask which goal area the impact falls within
    - Use voting dots or colored markers to indicate which goal(s) that impact falls within and time frame they occurred
    - Repeat until all impacts are up on the canvas

## CONDUCTING THE ACTIVITY

- Review impacts and ask for participants to consider relationships between the impacts (starting with earliest impacts/ short-term)
- Individual brainstorming time
- Have participants share “ripples” with group, check for agreement, and document ripple with connector line
- Repeat for each early impact
- Take note of the impacts that have the most connectors and longest ripples

## WRAP UP

- Reflect as a large group to wrap up activity
  - What stands out overall
  - Last thoughts
- Share that group will get a document that reflects the work they did together
- Take pictures of the group’s finished work so that when you take it down you can keep it organized and have a visual to refer to during analysis

# FACILITATION PLANNING

Ripple Effect Mapping Activity – Facilitation Plan			
Location:	Date:	Time:	# of participants:
Facilitator(s):	<u>Rational Aim:</u> Participants will identify impacts of their program activities at different time points and within identified goal areas.	<u>Experiential Aim:</u> Participants will (individually and collectively) reflect upon the impacts of their program and the relationships of their impacts to identify where strengths and gaps appear in their efforts.	
<u>Room set-up:</u> Small groups, round tables, 6-8 people per table	<u>Materials:</u> Large sticky wall taped to main wall; cardstock with focus question written out, cardstock with focus area labels written out, cardstock with time frames written out,	<u>Supplies:</u> Markers, wide masking tape, narrow masking tape, sticky notes, colored masking tape, voting stickers, string	
Ripple Effect Mapping Session			
Introduction	Sorting Impacts	Building the Ripples	Group Reflection
<p>REM is an evaluation method that explores and describes the impacts of your program.</p> <p>Think of the image of a drop of rain in a puddle. The drop into the puddle is the change that occurred because of your program activities; the ripples that flow out from each drop are the impacts that result from that change.</p> <p>Sounds complicated, but it is simply brainstorming, discussion, categorize and organize information</p> <p>Our focus for the REM session is your local program efforts; we want you to think specifically about the activities that have been carried out by your organization toward accomplishing your goals and objectives.</p> <p>Together we will answer two basic:</p> <p>What is different now because of your efforts? Or, in other words, what has changed (added, removed, improved, increased/decreased, revised, refined) because of your efforts?</p> <p>Section 1: we brainstorm and organize these changes</p> <p>Section 2: we explore relationships and organize the impacts</p> <p>These sections need active participation from everyone to maximize what we may learn about your program efforts, and we want each person to make agreements about the group process [see Miro slides: Group Agreements]</p>	<p>As we said at the beginning, one of the goals of this REM process is to create a picture of the changes that occurred and the impacts that resulted (like the drop in the puddle with the ripples flowing out). We will spend the rest of this first session deciding when these changes occurred so that we can start organizing these changes into ripples.</p> <p>Short term changes happened within less than 1 year</p> <p>Mid-term changes happened between 1-2 years</p> <p>Note to facilitator: If the situation/question comes up about changes that haven't yet fully taken place or aren't fully realized but are emerging, they can be considered long term changes and placed in the outer most ring, or outside of the rings.</p> <p>Look at each sticky note/ card – read aloud</p> <p>Ask: When did this change occur? [move sticky note to appropriate ring]</p> <p>To help recall the timing: Think about a specific time when you felt this change or knew that it had happened for you? Tell us about that time.</p> <p>Sort the stickies into respective time frames on the sticky wall and repeat for each group of stickies.</p>	<p>When everyone at your table is done writing, take a few minutes, and have each person at your table share one thought, feeling, or action with the others at their table. Pick one of your cards and tell your group about it.</p> <p>[When conversations are ending] Thank you everyone for sharing. Would a few people like to share one insight they had from their conversation with their group?</p> <p>We need 1-2 volunteers from each table to gather up all of the cards. Bring them up to the sticky wall and stick them in the appropriate box on the wall (under the right symbol). If you see similar ideas already up on the wall, place them closely.</p> <p>[WHEN CARDS ARE ALL ON THE WALL]</p> <p>Let's come back together as a large group-</p> <p>First everyone look at the Head cards:</p> <ol style="list-style-type: none"> <li>1. What do you see? stands out to you?</li> <li>2. What ideas are common?</li> <li>3. What makes you curious? What questions do these bring up for you?</li> </ol> <p>[REPEAT FOR EACH CATEGORY]</p>	<p>Let's take a look at what you've accomplished!</p> <p>What stands out to you looking at your Ripple Effect Map?</p> <p>What did you learn about your program experience and the impact it has made?</p> <p>Is there anything else you want to share or add to the discussion today?</p>

# FACILITATION PLANNING

Ripple Effect Mapping Evaluation Activity – Facilitation Plan			
Ripple Effect Mapping Session			
Introduction	Sorting the Impacts	Building the Ripples	Group Reflection
<p>[see Miro slides: Let's Take a Look]: From the answers that you submitted in the pre-work form, we created a set of 'sticky notes' to start our discussion. The sticky notes are different colors according to the type of change that you described in your answers. [Review information on Miro slide to explain color coding of the 'sticky notes' created using the answers they provided in the pre-work survey].</p> <p>Look at the Miro board Impacts: I want you to read each of the sticky notes and think about your own observations and experiences over the past 2 years.</p> <p>Ask the group: First, are there any sticky notes that need explanation or clarification?</p> <p>For each card that needs clarifying: Would the person who wrote this answer tell us about this change? What did you mean by this? Tell us more please. We will take some time on our own (3-5 mins) to review what is on the Impacts board and come up with additional ideas.</p> <p>Get something to jot down your ideas. Read the sticky notes again. Think about answering this question: What is missing from this board? Think about all of your local program activities; focus on yourself as an individual, your team, the agency, and the local community</p> <p>There are no right or wrong answers; each person is asked to think, reflect, and share briefly. Be specific. Use 5-7 words.</p> <p>After time is up: We will come back together now to share our ideas with the group, one person at a time. Your answers can be repetitive with other people's answers. We will create and add new sticky notes to the board as needed – for each idea added, you will decide which level (individual, team, agency, community) the sticky note belongs (what color the note will be)</p>	<p>Look at the board we completed in the first session</p> <p>You brainstormed and described the changes you've seen or experienced</p> <p>You sorted them into short, mid-term, and long-term</p> <p>Now we will organize each of these stacks of sticky notes again, but this time into the goal areas (broad goals) of your program.</p> <p>Let's start with Goal 1 Review definition. This category includes [INSERT GOAL CRITERIA HERE].</p> <p>Repeat for each goal area.</p> <p>Let's look at each pile of sticky notes and place them on the new board. Take one sticky note at a time and move it onto the map into the core element that fits best.</p> <p>Sticky notes can go into more than one goal area.</p> <p>If there are disagreements: Prompt for consensus:</p> <p>Tell us about how that fits into this category for you.</p> <p>What do others think of that? Does that work for you? Or do you see it differently?</p> <p>Should we create a duplicate of this sticky note and put this change in two categories?</p> <p>Repeat for each group of stickies.</p> <p>TAKE A BREAK [prep sticky wall for last activity by tagging sticky notes with goal area label(s) and removing duplicates; moving sticky notes into groups by short, 'on the line,' mid, and long term groupings</p>	<p>Prompts to clarify: Say more. How those are related for you?</p> <p>Do others see the connection the same way? What other changes could this be linked to? Do others see it differently? Tell us how you experienced it. What other changes happened because of this change? Anything else?</p> <p>Repeat process for additional short-term changes; create as many chains and linkages as the group is able to make (that seem clear and confident/accurate).</p> <p>If the group does not feel comfortable putting all the changes on the map with specific causes or linkages, that is okay. The sticky notes can be placed on the map in the appropriate ring, and don't have to be linked to specific sticky notes. At end, move all sticky notes into the map to create a complete visual map.</p>	

# FACILITATION PLANNING (VIRTUAL ADAPTATION)

## PREPARATION

This activity has two main prep periods. Things you will need to do include:

### *4 WEEKS PRIOR TO SESSION*

- Create an Excel worksheet with different tabs for group to record impacts from their program activities
- Send worksheet to group to be completed and sent back

### *WEEK OF SESSION*

- Complete any set up needed for the digital platform to be ready to input impacts (build Miro board, etc.)
- Receive groups worksheet back or prompt for completion if you have not received it
- Transfer group's impacts from worksheet into Miro or similar software
- Send out virtual meeting invitation to participants with link to meeting space

Supplies and materials you will need include:

- Virtual meeting platform
- Digital template
- Accessibility options (closed captioning, translation, etc.)
- Notetaker

## WARM-UP

- Orient group to the purpose of the activity
- Go over group agreements and consent to record session
- Ask the reflection question and give time for individual brainstorming
  - OPTION: Review prework
    - Read impacts on each virtual 'sticky'
    - Place on the Miro board in appropriate timeframe (short-, mid-, long-term)
    - OPTION: Ask which goal area each impact falls within
    - Use 'tags' to indicate which goal(s) that impact falls within and timeframe they occurred
    - Repeat until all impacts are up on the board

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## CONDUCTING THE ACTIVITY

- Review impacts and ask for participants to consider relationships between those impacts (starting with early impacts/ short-term)
- Individual brainstorming time
- Have participants share "ripples" with group, check for agreement, and document ripple with connector line
- Repeat for each early impact
- Take note of the impacts that have the most connectors and longest ripples

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## WRAP UP

- Reflect as a large group to wrap up activity
  - What stands out overall
  - Last thoughts
- Share that group will get a document that reflects the work they did together
- Take screenshots of the group's finished work so that you can have a visual to refer to during analysis

# FACILITATION PLANNING (VIRTUAL ADAPTATION)

Ripple Effect Mapping Evaluation Activity – Facilitation Plan			
<b>Location:</b>	Date:	Time:	# of participants:
<b>Facilitator(s):</b>	<b>Rational Aim:</b> Participants will identify individual and group impacts	<b>Experiential Aim:</b> Participants will (individually and collectively) reflect upon their learning, their realizations, and their newly acquired aspirations resulting from the meeting, and feel a sense of shared understanding/meaning from the experience.	
<b>Room set-up:</b> Virtual Platform (Like Zoom)	<b>Materials:</b> Large sticky wall taped to main wall; 3 different colors of cards (representing different participant group) placed on tables; Full sheet card stock with printed symbols stuck on wall; instruction cards	<b>Supplies:</b> markers, wide masking tape, narrow masking tape, envelopes	
Ripple Effect Mapping Session			
Introduction	Sorting the Impacts	Building the Ripples	Group Reflection
<p>REM is an evaluation method that explores and describes the impacts of your program</p> <p>Think of the image of a drop of rain in a puddle. The drop into the puddle is the change that occurred because of your program activities; the ripples that flow out from each drop are the impacts that result from that change.</p> <p>Sounds complicated, but it is simply brainstorming, discussion, categorize and organize information</p> <p>Our focus for the REM session is your local program efforts; we want you to think specifically about the activities that have been carried out by your organization toward accomplishing your goals and objectives.</p> <p>Together we will answer two basic:</p> <p>What is different now because of your efforts? Or, in other words, what has changed (added, removed, improved, increased/decreased, revised, refined) because of your efforts?</p> <p>Section 1: we brainstorm and organize these changes</p> <p>Section 2: we explore relationships and organize the impacts</p> <p>These sections need active participation from everyone to maximize what we may learn about your program efforts, and we want each person to make agreements about the group process [see Miro slides: Group Agreements]</p>	<p>As we said at the beginning, one of the goals of this REM process is to create a picture of the changes that occurred and the impacts that resulted (like the drop in the puddle with the ripples flowing out). We will spend the rest of this first session deciding when these changes occurred so that we can start organizing these changes into ripples.</p> <p>Short term changes happened within less than 1 year</p> <p>Mid-term changes happened between 1-2 years</p> <p>Note to facilitator: If the situation/question comes up about changes that haven't yet fully taken place or aren't fully realized but are emerging, they can be considered long term changes and placed in the outer most ring, or outside of the rings.</p> <p>Look at each sticky note – read aloud</p> <p>Ask: When did this change occur? [move sticky note to appropriate ring]</p> <p>To help recall the timing: Think about a specific time when you felt this change or knew that it had happened for you? Tell us about that time.</p> <p>Sort the stickies into respective time frames and repeat for each group of stickies.</p>	<p>The last step in the REM process is to create a chain of related changes and impacts. We want to organize the notes on the board to illustrate how each of the changes caused other ripples (are linked to other changes/impacts). This is the part where we say which changes were the ripples from other changes.</p> <p>For example, how does a short-term change like 'staff plans for youth participation in all meetings' link to other changes? How might it link to changes in mid-term? What happened as a result of this change?</p> <p>We will start with the short-term changes. Pick one short term change and take a minute to think about what other changes happened because of this change. And think about how this change is linked to other changes in mid-term and long term. Jot down your ideas and we will come back together as a group to discuss and organize the notes together on the map that are related.</p> <p>When time is up, asking for a volunteer to go first. Ask them to tell us about their short-term change and how it relates to other changes (build the chain). Facilitator repeats back what was heard while the notes are getting placed on the board with arrows to connect related changes.</p>	<p>Let's take a look at what you've accomplished!</p> <p>What stands out to you looking at your Ripple Effect Map?</p> <p>What did you learn about your program experience and the impact it has made?</p> <p>Is there anything else you want to share or add to the discussion today?</p>

# FACILITATION PLANNING (VIRTUAL ADAPTATION)

Ripple Effect Mapping Evaluation Activity – Facilitation Plan			
Ripple Effect Mapping Session			
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<p>[See Miro slides: Let's Take a Look]: From the answers that you submitted in the pre-work form, we created a set of 'sticky notes' to start our discussion. The sticky notes are different colors according to the type of change that you described in your answers. [Review information on Miro slide to explain color coding of the 'sticky notes' created using the answers they provided in the pre-work survey].</p> <p>Look at the Miro board Impacts: I want you to read each of the sticky notes and think about your own observations and experiences over the past 2 years.</p> <p>Ask the group: First, are there any sticky notes that need explanation or clarification?</p> <p>For each card that needs clarifying: Would the person who wrote this answer tell us about this change? What did you mean by this? Tell us more please. We will take some time on our own (3-5 mins) to review what is on the Impacts board and come up with additional ideas.</p> <p>Get something to jot down your ideas. Read the sticky notes again. Think about answering this question: What is missing from this board? Think about all of your local program activities; focus on yourself as an individual, your team, the agency, and the local community</p> <p>There are no right or wrong answers; each person is asked to think, reflect, and share briefly. Be specific. Use 5-7 words.</p> <p>After time is up: We will come back together now to share our ideas with the group, one person at a time. Your answers can be repetitive with other people's answers. We will create and add new sticky notes to the board as needed – for each idea added, you will decide which level (individual, team, agency, community) the sticky note belongs (what color the note will be)</p>	<p>Look at the board we completed in the first session</p> <p>You brainstormed and described the changes you've seen or experienced</p> <p>You sorted them into short, mid-term, and long-term</p> <p>Now we will organize each of these stacks of sticky notes again, but this time into the goal areas (broad goals) of your program.</p> <p>[See Miro slide: Mapping]</p> <p>Let's start with Goal 1 [see definition on Miro slides]</p> <p>Review definition. This category includes [INSERT GOAL CRITERIA HERE].</p> <p>Repeat for each goal area.</p> <p>Let's look at each pile of sticky notes and place them on the new board. Take one sticky note at a time and move it onto the map into the core element that fits best.</p> <p>Sticky notes can go into more than one goal area.</p> <p>If there are disagreements: Prompt for consensus:</p> <p>Tell us about how that fits into this category for you.</p> <p>What do others think of that? Does that work for you? Or do you see it differently?</p> <p>Should we create a duplicate of this sticky note and put this change in two categories?</p> <p>Repeat for each group of stickies.</p> <p>TAKE A BREAK [prep board for last activity by tagging sticky notes with goal area label(s) and removing duplicates; moving sticky notes into groups by short, 'on the line,' mid, and long term groupings</p>	<p>Prompts to clarify: Say more. How those are related for you?</p> <p>Do others see the connection the same way? What other changes could this be linked to? Do others see it differently? Tell us how you experienced it. What other changes happened because of this change? Anything else?</p> <p>Repeat process for additional short-term changes; create as many chains and linkages as the group is able to make (that seem clear and confident/accurate).</p> <p>Color code each ripple to keep the visual clear.</p> <p>If the group does not feel comfortable putting all the changes on the map with specific causes or linkages, that is okay. The sticky notes can be placed on the map in the appropriate ring, and don't have to be linked to specific sticky notes. At end, move all sticky notes into the map to create a complete visual map.</p>	

## DATA ANALYSIS



### HOW DO WE ANALYZE IT...

This activity is analyzed by looking at the end map and counting the total number of impacts, the total number of connections, total numbers of impacts that are connected to/ from, number of impacts in each time frame, number of connections within each goal area, etc. Recording the session is an important part of the analysis because this is a discussion-based and reflective activity where conversation provides a lot of qualitative data that isn't captured on the cards themselves and will be important to capture for context.



### WHAT DO WE DO WITH IT?

We create a brief report with the findings from the analysis and share it back with the organization.

## OTHER HELPFUL INFORMATION



### HOW SHOULD IT BE SHARED?

A polished version of the Ripple Effect Map can be shared with the participants as an overview of their work and a progress tracker as they start to shift their efforts to be aligned with what they discovered during the activity. This activity can be repeated for each goal set, and can also be revisited to see where changes have been made or to identify new strengths/obstacles, etc.



### FACILITATION TIPS:

1

Make sure to spray the sticky wall ahead of time with spray adhesive so that the cardstock will stick when you place them on it.

2

Walk around while the group is brainstorming to see how much time they need and keep them on track with time.

3

If you're doing this virtually, it's best to have at least three people to facilitate – one to guide the group, one to run tech, and one to be the notetaker.

4

Providing participants with the facilitator instructions for this activity can build capacity for evaluation.



### PARTICIPATORY EVALUATION ACTIVITY SOURCE(S)

1. [A Field Guide to Ripple Effects Mapping](#), by University of Minnesota Libraries Publishing, 2017
2. [Ripple Effect Mapping](#), by University of Minnesota Extension

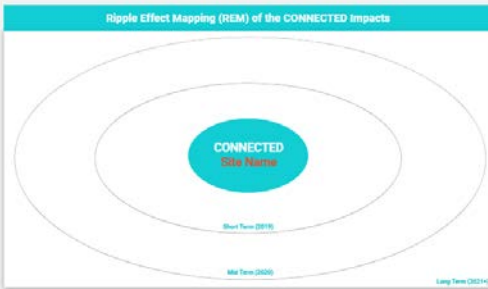


# ACTIVITY TEMPLATE (VIRTUAL ADAPTATION)

## DAY 1

Impacts - Brainstorming Changes

Ripple Effect Mapping (REM) of the CONNECTED Impacts



### YOU

What are YOU doing differently now as a result of your local CONNECTED activities?



### TEAM

How are things different now as a result of your local CONNECTED activities?



### ORGANIZATION

How are things different now as a result of your local CONNECTED activities?



### COMMUNITY

How are things different now as a result of your local CONNECTED activities?



## DAY 2

Identifying CONNECTED Core Element Impacts

Ripple Effect Mapping (REM) of the CONNECTED Core Elements - Site Name

Access to Care

Youth Voice



## DAY 2

RIPPLES - Mapping Local CONNECTED Impacts

Ripple Effect Mapping (REM) of the Local CONNECTED Impacts - Whatcom



Short Term (2019)

On the Line

Mid Term (2020)

Long Term (2021+)