

# *September*

*Why Are We Here?  
Finding Our Positive Purpose*



## YEAR 1

# SEPTEMBER THEME

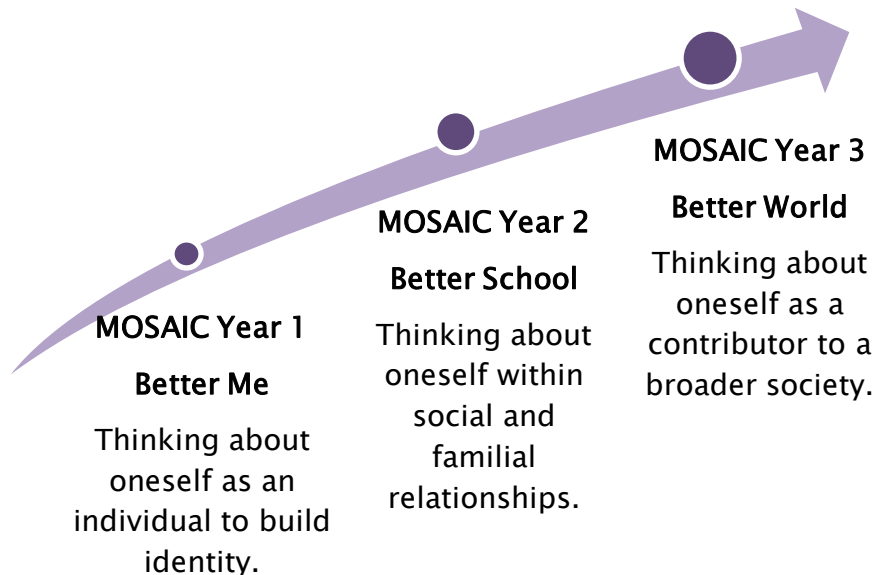
Why Are We Here?  
Finding our Positive Purpose

## SEPTEMBER VIRTUE & SKILLS

**Virtue:**  
Positive Purpose

**Skills:**  
Communication  
&  
Social Problem Solving

## MOSAIC BY YEAR



# MOSAIC Virtues & Skills

## Positive Purpose

### Supporting Virtues

- 1) Constructive Creativity
- 2) Helpful Generosity
- 3) Optimistic Future-Mindedness
- 4) Responsible Diligence
- 5) Compassionate Forgiveness and Gratitude

### Supporting Skills

- 1) Emotional Regulation
- 2) Communication
- 3) Empathy
- 4) Social Problem Solving

## MOSAIC VIRTUES & SKILLS BY MONTH

<b>MONTH</b>	<b>THEME</b>	<b>VIRTUE</b>	<b>SKILLS</b>
<b>September</b>	<i>Why are we here: Finding Our Positive Purpose</i>	Introduction to Positive Purpose	Communication & Social Problem Solving
<b>October</b>	<i>What Kind of Person Do I Want to Be?</i>	Virtue Identification	Skill Identification
<b>November</b>	<i>Making Ourselves, School, and World Better</i>	Constructive Creativity	Communication & Social Problem Solving
<b>December</b>	<i>Giving Back to Ourselves, School, and World</i>	Helpful Generosity	Communication & Social Problem Solving
<b>January</b>	<i>Planning for the Future</i>	Optimistic Future-Mindedness	Empathy & Social Problem Solving
<b>February</b>	<i>Showing Resilience and Overcoming Obstacles</i>	Responsible Diligence	Emotion Regulation & Social Problem Solving
<b>March</b>	<i>Appreciating Ourselves, Our School, and the World</i>	Compassionate Gratitude	Communication & Empathy
<b>April</b>	<i>Connecting with Others and Being a Leader</i>	Compassionate Forgiveness	Emotion Regulation & Empathy
<b>May</b>	<i>Looking Forward: Next Steps on the Journey</i>	Positive Purpose	Communication & Social Problem Solving
<b>June</b>	<i>Looking Back: What Have I Accomplished? What Have I Learned?</i>	All Virtues Summary	All Skills Integrated

## WHY ARE WE HERE? FINDING OUR POSITIVE PURPOSE

How can we incorporate MOSAIC into our class today?

Be clear about what you want to accomplish today.

Act in a way that shows your character and your purpose.

Make your goals into SMART goals.



# **MOSAIC in September**

## **Year 1 Curriculum**

**NOTE: *If video or web resource links do not work, check the [www.secdlab.org](http://www.secdlab.org) website for the materials.***

### **September Activity 1: Introduction to MOSAIC**

Day 1: Introduction to MOSAIC

Day 2: Theme and Throughline Sheet

Day 3: Name Tents

### **September Activity 2: Introduction to Positive Purpose**

Day 4: Positive Purpose Examples

Day 5: Defining Positive Purpose

Day 6: Classroom Norms

Day 7: Our Positive Purpose

Day 8: Our Class Mosaic

### **September Activity 3: Setting Goals**

Day 9: Starting to Reach Our Positive Purpose

Day 10: Introduce SMART Goal

Day 11: Set SMART Goal

Day 12: SMART Goal Action Plan

Day 13: Share SMART Goals & Reflection

# September Activity 1

## *Introduction to MOSAIC*

*Days 1 to 3*

### VIRTUE & SKILLS

Positive Purpose

&

Communication +  
Social Problem  
Solving

### OBJECTIVE

Students will connect the MOSAIC program to a positive vision for their future.

### MATERIALS

- ❖ MOSAIC Journals for each student, to be used for three years
- ❖ 1 piece of paper per student (Day 3)
- ❖ Crayons/markers

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### September Activity 1 Tips

1. Find out the support structure for MOSAIC in your school. It may consist of a MOSAIC Instructional Support Team, STAT Point Person, and/or Positive Purpose Point Person. These supports are there to assist you in implementing and tailoring the MOSAIC lessons for your classroom.
2. The curriculum includes occasional handouts to go along with the activities. Teachers are responsible for either copying these handouts or adjusting lessons to allow for handouts to be integrated into MOSAIC Journals.
3. Make your own Name Tent for Day 3.

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### “Introduction to MOSAIC” Overview

**Day 1: Introduction to MOSAIC**

**Day 2: Theme and Throughline Sheet**

**Day 3: Name Tents**

## DAY 1: Introduction to MOSAIC

### STEP 1. Introduce MOSAIC (1-3 min)

- Tell your class what the parameters of MOSAIC are in your school and what will be happening next, using this example: ***“MOSAIC meets every day for 15 minutes*** [or whatever your circumstances are]. ***Today, I am going to introduce you to MOSAIC and why I think it will be fun and helpful to you.”***
- Express your feelings about starting MOSAIC this year:
  - Let students know that MOSAIC will help you to get to know them better, help them to know one-another better, and give them tools to make their classrooms, schools, and communities better places.
  - Show enthusiasm for working together and getting to know the class.

### STEP 2. Introduce Prompt: “Vision for the Future” (3-4 min)

- Distribute or have students get out their MOSAIC Journals.
- Introduce a 3-minute quick-write (or draw) prompt:



***“Imagine it is the end of eighth grade. The Principal calls you up to speak at an assembly about what kind of impact you have had on the school. What would you say? How have you changed the school? What have you done that you are most proud of? Draw or write your ideas.”***

### STEP 3. Connect “Vision for the Future” to MOSAIC (3-5 min)

- Have 2-3 students share their visions for the future from their journals.
- Ask follow-up questions like, ***“How will you reach this future?”***  
***“What will you need to do this year?”***

- Explain that MOSAIC is a time to work together as a class to develop the skills and plans to work toward a positive future.
- Say, *“MOSAIC is about the journey toward becoming your best self so you can set and achieve goals that matter to you and to help make this a better school. We will be doing MOSAIC in grades 6, 7, and 8.”*

#### STEP 4. Introduce Concept of a Mosaic (3-5 min)

- Ask, *“Who can tell me what a mosaic is?”*
- Show students the cover of the MOSAIC curriculum so they can see an example.
- Using students’ responses, define a mosaic.
  - *“Mosaic:*
    - (1) A picture or pattern made from many small colored pieces of stone, tile, or glass*
    - (2) A combination of different elements forming a coherent whole.”*
- Say something like this to describe the MOSAIC curriculum:
  - *“A mosaic has many small pieces that, when put together, make something larger and better than when all those pieces are separate.*
  - *“This class is like a mosaic and so is this school. Every piece is important and makes all of the other pieces stronger. The stronger and better each piece is, the stronger and better the MOSAIC is.*
  - *“We are going to be working together every day of this school year to become a strong mosaic.*



- ***“In our MOSAIC class, you will learn to be great problem solvers who can make our classroom, school, and community better.”***

## Day 2: Theme and Throughline Sheet

### STEP 1. Quickly Review MOSAIC (1-3 min)

- Ask, *“Who remembers what a mosaic is?”*
- Example responses:
  - A mosaic is a work of art made up of smaller, individual tiles.
  - Our classroom is a team made up of different individuals.

### STEP 2. “Mastering Skills” and “Inspiring Character” (5-7 min)

- Let students know that MOSAIC is also an acronym:
  - Mastering
  - Our
  - Skills
  - And
  - Inspiring
  - Character
- Post terms and definitions somewhere where students can see.
- Ask about the meaning of each of the main terms: *“Who can tell me what .... means?”*
- Discuss what is meant by, “Mastering Skills”:
  - *“Skills are something you learn and get better at with practice.”*
    - *“Playing an instrument, doing a sport, cooking, using a computer, and drawing are all skills. So are writing, doing math, and doing Lab work in science. And so is getting along with others, using self-control, being a teammate, and being a leader.”*
    - *“These are all skills that everyone in our class can get better at— and you can help your classmates get better as well.”*



- *“Mastering means to become really good at something.”*
- *“In MOSAIC we are going to practice skills together so that you all can master the important skills that will help you get a job or go to college.”*
- Discuss what is meant by, “Inspiring Character”:
  - *“Inspiring means feeling like you want to do something better. People, ideas, or things can be inspiring.”*
  - *“Character is the way we want to be as our best self.”*
    - *“Character is about who we are, how we want to act, and how we want others to see us.”*
    - *“For example, being respectful towards others is part of many people’s character. Stand up if it’s part of yours. Okay, sit down.”*
    - *“How about being responsible? Stand up again! Okay, sit down. [Repeat for others listed or ones you want to add] How about being diligent? How about being optimistic and hopeful? Being patient? Being forgiving? Appreciative of others? Persistent?”*
    - *“How many of you have more than two of the things I mentioned? Please stand up.”*
  - *“When you stood up just now, those character traits are called virtues.”*
  - *“Virtues are character traits considered morally good or desirable in a person; the ideal or best way to act.”*
  - *“In MOSAIC, we will be inspiring character virtues in ourselves (and each other) so we can become our best self and this can become the best class and school we can possibly be.”*

- *“Next let’s talk about how we are going to make our class into a MOSAIC.”*

### **STEP 3. Introduce September Theme (2-3 min)**

- Explain that in MOSAIC, every month has a theme.
- The theme for September is “Why are we here? Finding Our Positive Purpose.”
- Say, *“During the month of September we will get to know each other and create a classroom of individuals who can work together like a team and make each other better and stronger by being connected to each other.”*
- Emphasize, *“You will also be working together on projects during the school year to help make the school better, and you will be in groups as part of different assignments in many classes. So it is important for us to work as a team.”*

### **STEP 4. Introduce September Throughline Sheet (2-3 min)**



- Show students the Throughline Sheet for September and post it in the classroom.
- Say, *“Everyone in our school is a part of MOSAIC. So, you will see this Throughline Sheet all around the school, in all of your classes!”*
- Explain, *“The skills and virtues we work on in MOSAIC will help you in every part of your life. That’s why we have a Throughline Sheet. The Throughline Sheet reminds you of how you can use MOSAIC all day.”*
- Walk students through the Throughline Sheet for September, providing examples if you have time.
  - Be clear about what you want to accomplish today.

- Act in a way that shows your character and your purpose.
- Make your goals into SMART goals.
- Conclude by reminding students that becoming their “best self” will make the mosaic of this class and of the school stronger.

## **WHY ARE WE HERE? FINDING OUR POSITIVE PURPOSE**

**How can we incorporate MOSAIC into our class today?**

Be clear about what you want to accomplish today.

Act in a way that shows your character and your purpose.

Make your goals into SMART goals.



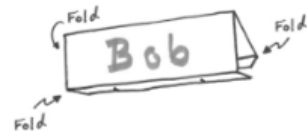
## Day 3: Name Tents

### STEP 1. Quickly Review MOSAIC Acronym (1-3 min)

- Ask, “*Who remembers what a MOSAIC stands for?*”
- Ask, “*Who remembers what Mastering Skills means? Inspiring Character?*”
- Remember, skills and character virtues can be practiced and developed (something that is hard can get easier!)

### STEP 2. Provide Name Tent Instructions (2-3 min)

- Remind students that September is about getting to know each other and creating a classroom that is good for teamwork.
- Read instructions:
  - “1. *Fold paper into a tent.*”
  - “2. *Write your name on both sides.*”
  - “3. *Add details around your name:*
    - *Left, Top: Someone you admire*
    - *Left, Bottom: Favorite book or movie*
    - *Right, Top: How you relax*
    - *Right, Bottom: One word that describes you.”*



### STEP 3. Students Create Name Tents (5-7 min)

- Because you will not have time for every student to share their name tent with the whole class, circulate to learn more about your students as they create their tents.

### STEP 4. Share and Reflect (4-6 min)

- Students can volunteer to explain their Name Tents.
- Notice students who are respectfully listening to their peers and point out how listening is an important part of building a fun, relaxing, and respectful classroom.

- *Example Reflection Questions: (Ask one or more)*
  - *What was the hardest/easiest detail to add?*
  - *What interesting information did you learn about others in the group?*
  - *What helped you listen most carefully to your classmates? What is necessary to be a good listener?*

## **FOLLOW UP**

- To foster a supportive and safe classroom environment, refer to students by name and help students refer to each other by name.
- In future lessons about Positive Purpose, be sure to connect to students' visions for the future from Day 1.



# September Activity 2

## *Introduction to Positive Purpose*

*Days 4 to 8*

### VIRTUE & SKILLS

Positive Purpose  
&  
Communication +  
Social Problem  
Solving

### OBJECTIVE

Students will be able to define “Positive Purpose” and begin their journeys toward finding a Positive Purpose in life.

### MATERIALS

- ❖ Paper/MOSAIC journals
- ❖ Pens/pencils/crayons/markers
- ❖ Projector
- ❖ Internet (optional)
- ❖ MOSAIC Projector Display:
  - Eunice’s Positive Purpose

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### September Activity 2 Tips

1. When introducing Positive Purpose, feel free to incorporate examples from individuals in current events or in the local community who show a Positive Purpose.
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### “Introduction to Positive Purpose” Overview

**Day 4: Positive Purpose Examples**

**Day 5: Defining Positive Purpose**

**Day 6: Classroom Norms**

**Day 7: Our Positive Purpose**

**Day 8: Our Class Mosaic**

## Day 4: *Positive Purpose Examples*

### STEP 1. Remind Students of September Theme (1-2 min)

- Remind students that the September Theme is “Why are we here? Finding our Positive Purpose.”

### STEP 2. Show Positive Purpose Video (2-4 min)

Show all or part of the video below or describe it using the alternate script below. (Full video = 2 minutes)

(<http://nytlive.nytimes.com/womenintheworld/2015/04/24/poet-10-from-the-slums-of-nairobi-enthalls-crowd-in-new-york-city-with-tearful-words/>)

#### Alternate Script:

*“Eunice Akoth (12 years old) grew up in the largest urban slum in Africa and attended the first all-girls school in Kenya. She wrote and performed a poem to inspire other children from difficult backgrounds to reach their dreams. She had tears streaming down her face as she performed her poem in a loud and emotional voice. She shouted her poem, ‘Every mighty king was once a crying baby! / Every great tree was once a tiny seed! / Every tall building was once in paper! / And so I dream my dream.’”*

### STEP 3. Small Groups: Eunice’s Positive Purpose (7-9 min)

- Show the **MOSAIC Projector Display: Eunice’s Positive Purpose.**
- Assign students to small groups of 3-5 individuals.
- Students work in small groups to identify Eunice’s Positive Purpose and answer questions on the Projector Display.
- Students should write answers in their MOSAIC Journals.
- Circulate to help students answer questions:



- Do you think that Eunice has a Positive Purpose?
- What is it?
- How does her Positive Purpose help her?
- What kind of person do you think she is?

**STEP 4. Wrap-Up (3-5 min)**

- Summarize similarities and differences you noticed among the student groups.
- Notice successful group work and point out how the classroom is working on teamwork.

(MOSAIC Projector Display)

## September Activity 2

### Eunice's Positive Purpose

Eunice Akoth (12 years old) grew up in the largest urban slum in Africa and attended the first all-girls school in Kenya. She wrote and performed a poem to inspire other children from difficult backgrounds to reach their dreams.



***“Every mighty king was once a crying baby!  
Every great tree was once a tiny seed!  
Every tall building was once in paper!  
And so I dream my dream!”***

#### Questions:

- Do you think that Eunice has a Positive Purpose?
- What is it?
- How does her Positive Purpose help her?
- What kind of person do you think she is?

## DAY 5: *Defining Positive Purpose*

### STEP 1. Write Definition (3-5 min)

- Briefly review Day 4 discussion with students.
- Ask students, *“Write down what you think it means to have a Positive Purpose in your MOSAIC Journal.”*



### STEP 2. Pair (4-6 min)

- Have students pair up and combine their ideas into one definition.

### STEP 3. Share (3-5 min)

- Have students share definitions in large group.
- Highlight the following points about Positive Purpose:
  - *“Positive purpose answers the ‘Why’ questions about your life: ‘Why are we here?’ and ‘Why am I here?’”*
  - *“Positive Purpose also...”*
    - *“Describes what matters to you and what kind of person you want to be*
    - *“Is a goal that is bigger than yourself*
    - *“Gives you something to work toward*
    - *“Is something we share with others because we can’t reach our Positive Purpose by ourselves.”*
  - *“Positive Purpose is important because it...”*
    - *“Gives your life meaning*
    - *“Keeps you focused on what is important to you*
    - *“Keeps you positively connected to others*
    - *“Helps you become the person you want to be.”*

### STEP 4. Decide on Class Definition (3-5 min)

- Work with your class to write a definition of Positive Purpose for your class.

- Write the definition on a piece of paper that will become the center of your “Norms Mosaic” (Days 6, 7, 8).
- Your class definition should follow this format:
  - “Our MOSAIC class defines Positive Purpose as \_\_\_\_\_.  
We think Positive Purpose is important because \_\_\_\_\_.”

## DAY 6: *Classroom Norms*

### STEP 1. Explain Concept of “Norms” (2-3 min)

- Ask if any students know the definition of “group norms.”
- Explain that, *“Every group develops a pattern or habit of behaving with one another (“norm”) that can be positive or negative.”*
  - *Examples:*
    - Positive norms examples
      - Listening to each other without interrupting
      - Treating each other with respect
    - Negative norms examples
      - Talking out of turn
      - Arriving late to class

### STEP 2. Brainstorm MOSAIC Classroom Norms (3-7 min)

- Brainstorm norms with entire class
- Encourage students to generate positively worded norms (e.g. change “Don’t call out” to “Wait your turn before speaking”)
- Write all norms on board/paper
- *Example Norms:*
  - Respect privacy by not sharing other people’s business
  - Participate in MOSAIC activities by listening and answering questions
  - Speak to others as you would like them to speak to you.
    - Note: It’s okay to have a couple of negatively worded norms (“Don’t talk when someone else is talking...”) but

most should be positive (“Raise your hand to share your thoughts...”)

### STEP 3. Decide MOSAIC Classroom Norms (4-7 min)

- Read aloud each norm to the class.
- If anyone disagrees on the norm, it is removed from the list.
- Vetoed norms can be edited if students have a suggestion.
- If you feel important norms are missing, make the case for them and see if you can get agreement. But don't force them now. Norms can be revisited and changed if the classroom is not working well. Then, you can use the examples of what has not been going well to make the case for the norms. In operating this way, you are strongly reinforcing student voice and decision-making.
- Post the norms in the MOSAIC classroom, somewhere visible and permanent, and refer to them often to keep them in students' minds. The “MOSAIC Norms” is a living document that also can be amended as needed.



### STEP 4. Reflect on Norms (3-5 min)

- Reflect on both the norms that were chosen and on the process the classroom used to choose the norms.
- *Example Reflection Questions:*
  - *Why is it important that we all agree on these norms?*
  - *How will we keep each other accountable for sticking to these norms?*
  - *How will we decide if we need to change these norms or add something to our list?*



- *What's one norm we've already established as we've developed this set of rules?* (Examples: working together, respectful listening, collaboration, etc.)

## DAY 7: *Our Positive Purpose*

### STEP 1. Connect Norms to Positive Purpose (1-2 min)

- Say, *“Positive Purpose describes why we are here—how do you think norms help us reach our Positive Purpose?”*
  - *Example Responses:*
    - Norms help us reach our Positive Purpose because...
      - Norms help us respect others
      - Norms help everyone feel like they are an important part of a group
      - Norms help us work together and deal with conflict.

### STEP 2. Students Create Mosaic “Tiles” in Small Groups (12-13 min)

- Tell students, *“We are going to design a mosaic to display how each classroom norm helps us reach a positive classroom purpose.”*
- Count off students so that there is a small group of students for each classroom norm.
  - *Note:* It is important to make groups different for each activity throughout, so students get used to working with diverse others.
- Provide 1 sheet of paper per group of students.
- Provide instructions:
  - *“Every group needs to do two things:*
    - *1) Draw or write about a norm (draw a cartoon/image/words), and*
    - *2) Show/describe one reason the norm is important to the classroom”*

○ *Example:*

- Norm: Don't share other people's business
  - Important because: People need to feel safe
- Use art materials (markers, etc.) as available/necessary.

## DAY 8: *Our Class Mosaic*

### STEP 1. Students Assemble Mosaic (10-12 min)

- Students finish tiles, as needed.
- Once finished, ask groups to briefly present and place their parts on the mosaic.
- Assemble the norms tiles (tape together).
- Collectively decide on a location to hang the mosaic.
  - As a group, you can decide to hang it in the classroom or somewhere else in the school.
  - Teachers may decide to have all classroom mosaics displayed in a central location in the school, or inside or outside of their classrooms, or by making copies of the mosaic, or some combination of these suggestions.



### STEP 2. Reflect on Class Mosaic (3-5 min)

- Connect the mosaic tiles to the September theme of learning about each other and finding our Positive Purpose.
- *Example Reflection Questions:*
  - *What norms did you use as you worked together on your tiles?*
  - *What does this norm say about our classroom?*
    - *Example Response:* Our MOSAIC classroom is a respectful place where people trust each other.

## FOLLOW UP

- Check in with students periodically to review the classroom norms, incorporating questions such as:
  - How effective have these rules been in creating positive group norms?
  - Is there anything we should change or add to make them better?
  - How well have we been doing in holding ourselves and each other accountable for following the norms? Are there ways in which we could improve? How?
- Be sure to refer to the Throughline Sheet in your MOSAIC class, as well as in any other classroom you are in. If you do not see a Throughline Sheet in the classroom, follow up with the teacher or ask your MOSAIC instructional support team about it. Throughline Sheet reinforcement of MOSAIC skills and virtues is what helps transfer learning into academic and specials subject areas.

# September Activity 3

## *Setting Goals*

*Days 9 to 13*

### VIRTUE & SKILLS

Positive Purpose

&

Communication +  
Social Problem  
Solving

### OBJECTIVE

Students will identify their own Positive Purpose and set a SMART Goal to achieve by January.

### MATERIALS

- ❖ Paper/MOSAIC journals
- ❖ Pens/pencils
- ❖ Projector
- ❖ MOSAIC Projector Displays:
  - My SMART Goal
  - My SMART Goal: Eunices's Example

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### September Activity 3 Tips

1. To encourage students to work toward their goals, highlight sustained effort instead of praising results or abilities.
2. Refer to Throughline Sheet when demonstrating SMART Goals.
3. One of the most critical parts of working toward goals is identifying and planning for barriers.

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### “Setting Goals” Overview

**Day 9: Starting to Reach Our Positive Purpose**

**Day 10: Introduce SMART Goal**

**Day 11: Set SMART Goal**

**Day 12: SMART Goal Action Plan**

**Day 13: Share SMART Goals & Reflection**

## **DAY 9: *Starting to Reach Our Positive Purpose***

### **STEP 1. Relate Positive Purpose to Setting Goals (3-5 min)**

- Ask students for a definition of “Positive Purpose.”
- Highlight:
  - *“Positive purpose answers these questions:*
    - *What matters to you?*
    - *Why are we here?*
    - *What do we want to accomplish?*
    - *How do we want to act towards others?”*
- Ask students, *“Have you found your own Positive Purpose in life?”*
  - Make sure they understand it is okay if they do not know!
  - Even if they don’t know their Positive Purpose, they should know how they want to be (what kind of person)\_as they journey toward finding their Positive Purpose.
- Ask students, *“How do we reach our Positive Purpose?”*
  - Ask for examples of how Eunice (Activity 2) may have reached her Positive Purpose of being an inspiration to kids who have difficult lives.
  - Highlight the importance of setting goals.

### **STEP 2. Circle-Up! (Active Listening) (6-10 min)**

- Say, *“This activity will help us practice listening to each other and will help us get to know each other better.”*
- Emphasize, *“You will also start to think about your own Positive Purpose.”*

- Provide “Circle-Up” instructions:

- 1) *Students form 2 concentric circles (count off by 2s)*
- 2) *Students walk slowly in their circles in opposite directions*
- 3) *Say “Freeze!”*
- 4) *Students find a partner (or 2 partners if odd number of students) in the other circle*
- 5) *Students have 30 seconds to answer a prompt from the list below*
- 6) *The student on the OUTSIDE shares their answer for 30 seconds while the student on the INSIDE is only allowed to listen.*
- 7) *Then, the student on the INSIDE shares their answer for 30 seconds, while the student on the OUTSIDE listens.*
- 8) *Repeat!*

*Circle-Up Prompts:*

- *1) What was the best thing you did this summer?*
- *2) Describe something that is very important to you—this can be your own character trait, a family member, or an activity you do.*
- *3) What is something you are proud of about yourself?*
- *4) How do you hope others see you?*
- *5) What is something you want to accomplish this year?*
- *6) (As time permits, create your own!)*



## DAY 10: *Introduce SMART Goal*

### STEP 1. Connect Positive Purpose to Setting Goals (1-2 min)

- Make sure students know that *“a goal is something you want to accomplish.”*
- To reach your Positive Purpose (or *find* your Positive Purpose!), students need to set smaller goals along the way.

### STEP 2. Choose an Example to Practice SMART Goals (3-5 min)

- Use examples generated from “Eunice’s Positive Purpose” to practice SMART Goals.
- Work with your class to select a sample “Positive Purpose” and goal for Eunice.

○ *Example:*

- Eunice’s Positive Purpose is, “to inspire others.”
- Goals she may have set to reach her purpose:
  - I want to inspire others.
  - I want to be a leader for girls in Africa.
  - I want girls to look up to me.
  - I want to be a poet.
- Select one goal to practice together as a class in Step 3.

### STEP 3. Practice Setting SMART Goals (7-10 min)

- Use the SMART Goal framework, listed below, to refine the goal chosen in Step 2.

## S

- Specific
  - Is the goal clear and specific?

## M

- Measurable
  - How can this goal be measured?

## A

- Action Plan
  - What small, specific actions must you take to achieve the goal?

## R

- Realistic
  - Can you achieve the goal? Is it realistic?


## T

- Time
  - What is the time frame for the goal?

- *Example SMART goal for Eunice:*
  - I will write a poem about reaching my dreams (Specific and Measureable) and show it to the principal of my school (Action that is Realistic) in three weeks (Time).
- If you have time, you can have students follow this same process with another example goal either from Eunice or from a goal students have set for themselves.
- Help students see how each part of the SMART Goal will help them reach **their** goals. That is the point of goal setting: to accomplish what **you** want to accomplish.

## DAY 11: *Set SMART Goal*

### STEP 1. Students Set a SMART Goal (7-12 min)

- Tell students they will be setting a SMART goal that is related to their Positive Purpose.
-  Students should write their responses in their MOSAIC journals so they can expand on their answers as needed and refer to goals later in the year.
- The **MOSAIC Projector Display: My SMART Goal** is a template.
- See the **MOSAIC Projector Display: My SMART Goal: Eunice's Example** for a sample.
- The time-frame for all the goals should be by January of this school year.

### STEP 2. Circulate to make sure goals are SMART (7-12 min)

- Pay particular attention to whether goals are specific and realistic.
- If time permits, have students peer review each other's goals to make sure they are SMART goals.

(MOSAIC Projector Display)

## September Activity 3

### My SMART Goal

**Directions.** Set a SMART Goal to help you with your Positive Purpose. *This is just a guide-* write your full answers in your MOSAIC journal!

#### **1. Day 11: Set a SMART Goal**

The kind of person I want to be is\_\_\_\_\_.

I am setting a SMART Goal to help me become the kind of person I want to be.

**My SMART Goal:** By January, I will \_\_\_\_\_.

#### **2. Day 12: Make a SMART Goal Action Plan**

I will take these steps to reach my goal:

1. \_\_\_\_\_.
2. \_\_\_\_\_.
3. \_\_\_\_\_.

My personal strengths to help me reach my goals are: \_\_\_\_\_.

If something goes wrong or I have difficulties, then I will: \_\_\_\_\_.

This is how my MOSAIC class can help me reach my goal: \_\_\_\_\_.

I will know that I reached my goal because:\_\_\_\_\_.

After reaching my goal, I will feel: \_\_\_\_\_.

(MOSAIC Projector Display)

## September Activity 3

### My SMART Goal: Eunice's Example

**Directions.** Set a SMART Goal to help you with your Positive Purpose. *This is just a guide-* write your full answers in your MOSAIC journal!

#### 1. Day 11: Set a SMART Goal

The kind of person I want to be is *a role model for people my age who feel discouraged.*

I am setting a SMART Goal to help me become the kind of person I want to be.

**My SMART Goal:** By January, I will *\_\_write a poem to inspire other students my age and younger to reach their dreams\_\_*

#### 2. Day 12: Make a SMART Goal Action Plan

I will take these steps to reach my goal:

1. *\_\_keep a list of things that help me feel inspired when I feel down.*
2. *\_ write a first draft of a poem to show my Language Arts teacher by the end of October\_.*
3. *\_\_revise my poem and show to my cousin who is a good writer by December.*

My personal strengths to help me reach my goals are: *I am passionate!\_\_.*

If something goes wrong or I have difficulties, then I will: *\_Ask my cousin for help\_\_\_\_\_.*

This is how my MOSAIC class can help me reach my goal: *\_\_Tell me to keep trying when I feel like giving up on my poem.*

I will know that I reached my goal because: *I will finish my poem and read it to my class. If they feel inspired, I did reach my goal.*

After reaching my goal, I will feel: *\_\_proud of myself!!\_\_\_\_\_.*

## DAY 12: *SMART Goal Action Plan*

### STEP 1. Students complete SMART Goal Action Plan (10-15 min)

- Review Goal from Day 11.
- Point out that the “Action Plan” is the “A” in SMART Goals
- Have students continue completing the **MOSAIC Projector Display: My SMART Goal** in their MOSAIC Journals.



### STEP 2. Circulate and help with Action Plan (10-15 min)

- Students often have difficulty identifying potential barriers, but this is one of the most important parts of the action plan.
- Pay attention to whether student goals are measurable and can happen within the given time frame (by the end of January).

(MOSAIC Projector Display)

## September Activity 3

### My SMART Goal

**Directions.** Set a SMART Goal to help you with your Positive Purpose. *This is just a guide-* write your full answers in your MOSAIC journal!

#### 1. Day 11: Set a SMART Goal

The kind of person I want to be is\_\_\_\_\_.

I am setting a SMART Goal to help me become the kind of person I want to be.

**My SMART Goal:** By January, I will \_\_\_\_\_.

#### 2. Day 12: Make a SMART Goal Action Plan

I will take these steps to reach my goal:

1. \_\_\_\_\_.

2. \_\_\_\_\_.

3. \_\_\_\_\_.

My personal strengths to help me reach my goals are: \_\_\_\_\_.

If something goes wrong or I have difficulties, then I will: \_\_\_\_\_.

This is how my MOSAIC class can help me reach my goal: \_\_\_\_\_.

I will know that I reached my goal because:\_\_\_\_\_.

After reaching my goal, I will feel: \_\_\_\_\_.

(MOSAIC Projector Display)

## September Activity 3

### My SMART Goal: Eunice's Example

**Directions.** Set a SMART Goal to help you with your Positive Purpose. *This is just a guide-* write your full answers in your MOSAIC journal!

#### 1. Day 11: Set a SMART Goal

The kind of person I want to be is *a role model for people my age who feel discouraged.*

I am setting a SMART Goal to help me become the kind of person I want to be.

**My SMART Goal:** By January, I will *\_\_write a poem to inspire other students my age and younger to reach their dreams\_\_*

#### 2. Day 12: Make a SMART Goal Action Plan

I will take these steps to reach my goal:

1. *\_\_keep a list of things that help me feel inspired when I feel down.*
2. *\_ write a first draft of a poem to show my Language Arts teacher by the end of October\_.*
3. *\_\_revise my poem and show to my cousin who is a good writer by December.*

My personal strengths to help me reach my goals are: *I am passionate!\_\_.*

If something goes wrong or I have difficulties, then I will: *\_Ask my cousin for help\_\_\_\_\_.*

This is how my MOSAIC class can help me reach my goal: *\_\_Tell me to keep trying when I feel like giving up on my poem.*

I will know that I reached my goal because: *I will finish my poem and read it to my class. If they feel inspired, I did reach my goal.*

After reaching my goal, I will feel: *\_\_proud of myself!!\_\_\_\_\_.*



## **DAY 13: *Share SMART Goals & Reflection***

### **STEP 1. Students complete and share Action Plan (5-7 min)**

- Have students share their SMART goals and action plans in small groups.
- Prompt students to provide support and praise to each other as they learn about the goals of their classmates.

### **STEP 2. Introduce Reflection (1-2 min)**

- Let students know that it's important to reflect on what they have learned this month.

### **STEP 3. Facilitate “Yay/Nay” Reflection Activity (3-5 min)**

- Bring students into a circle.
- Tell students they will answer questions about the September MOSAIC lessons using the word “Yay” or “Nay.”
- Have students raise their hands for “Yay” or “Nay”

*Example “Yay/Nay” Prompts:*

- Yay or Nay?
  - *I set a new SMART goal that I care about.*
  - *I got to know my classmates better this month.*
  - *My SMART goal is related to my Positive Purpose.*
  - *I do not know what my Positive Purpose is yet.*
  - *(Add your own prompts or have students ask questions!)*

- Summarize student responses and praise students for sharing what they have learned during MOSAIC in September.

## **FOLLOW UP**

- Be sure to follow up with students periodically about their SMART Goals. Praise them for working toward goals and identify any barriers to working toward the goal. Setting SMART Goals is something you can encourage students to do throughout the school year as well as for goals they want to set outside of school.
- Consider creating your own MOSAIC class mechanism for regularly sharing successes in working toward these SMART Goals.
- You may want to incorporate more frequent reflection on SMART goals into your MOSAIC classes as a way to help students apply the virtues and skills to goals that are meaningful to the students.
- While it is useful to identify barriers, it is also important to Notice Successes! Point out the successes—including and especially small positive steps toward successes—that you see students have as they work toward their goals. Help your class get in the habit of noticing successes by sharing their own successes and sharing successes they have seen in other students.

# October

*What Kind of Person do I Want to Be?*



## YEAR 1

# OCTOBER THEME

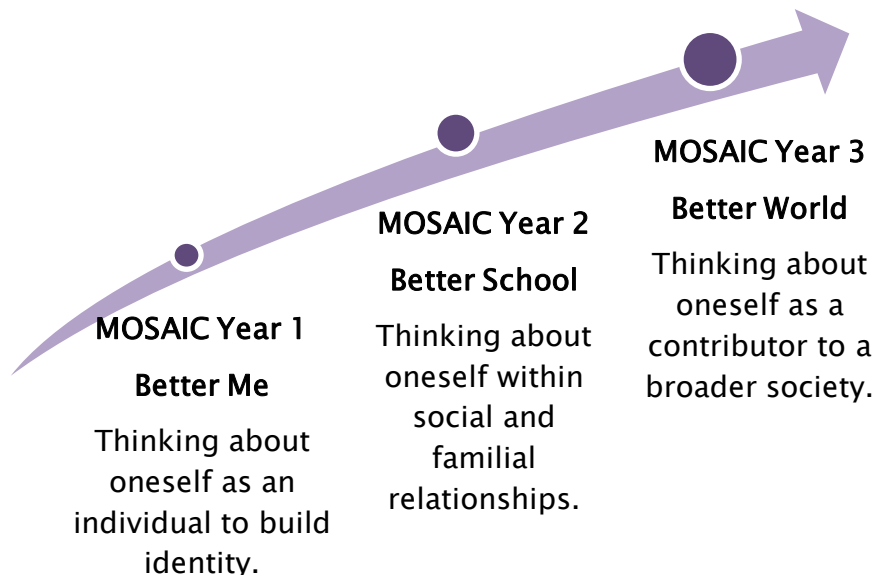
What Kind of Person  
do I Want to Be?

## OCTOBER VIRTUE & SKILLS

**Virtue:**  
Virtue Identification

**Skills:**  
Skill Identification

## MOSAIC BY YEAR



# MOSAIC Virtues & Skills

## Positive Purpose

### Supporting Virtues

- 1) Constructive Creativity
- 2) Helpful Generosity
- 3) Optimistic Future-Mindedness
- 4) Responsible Diligence
- 5) Compassionate Forgiveness  
and Gratitude

### Supporting Skills

- 1) Emotional Regulation
- 2) Communication
- 3) Empathy
- 4) Social Problem Solving

## MOSAIC VIRTUES & SKILLS BY MONTH

<b>MONTH</b>	<b>THEME</b>	<b>VIRTUE</b>	<b>SKILLS</b>
<b>September</b>	<i>Why are we here: Finding Our Positive Purpose</i>	Introduction to Positive Purpose	Communication & Social Problem Solving
<b>October</b>	<i>What Kind of Person Do I Want to Be?</i>	Virtue Identification	Skill Identification
<b>November</b>	<i>Making Ourselves, School, and World Better</i>	Constructive Creativity	Communication & Social Problem Solving
<b>December</b>	<i>Giving Back to Ourselves, School, and World</i>	Helpful Generosity	Communication & Social Problem Solving
<b>January</b>	<i>Planning for the Future</i>	Optimistic Future-Mindedness	Empathy & Social Problem Solving
<b>February</b>	<i>Showing Resilience and Overcoming Obstacles</i>	Responsible Diligence	Emotion Regulation & Social Problem Solving
<b>March</b>	<i>Appreciating Ourselves, Our School, and the World</i>	Compassionate Gratitude	Communication & Empathy
<b>April</b>	<i>Connecting with Others and Being a Leader</i>	Compassionate Forgiveness	Emotion Regulation & Empathy
<b>May</b>	<i>Looking Forward: Next Steps on the Journey</i>	Positive Purpose	Communication & Social Problem Solving
<b>June</b>	<i>Looking Back: What Have I Accomplished? What Have I Learned?</i>	All Virtues Summary	All Skills Integrated

# MOSAIC OCTOBER THROUGHLINE

## WHAT KIND OF PERSON DO I WANT TO BE?

How can we incorporate MOSAIC into our class today?

- Ask for help when you need it.
- Be a role model to other students.
- Help others who need your help.
- Show respect for all people.



# MOSAIC in October

## Year 1 Curriculum

**NOTE:** *If video or web resource links do not work, check the [www.secdlab.org](http://www.secdlab.org) website for the materials.*

### **October Activity 1: Introduction to Theme**

Day 1: October Theme

Day 2: Five Virtues Definitions

Day 3: Five Virtues Game

Day 4: Most Important Virtue

### **October Activity 2: Virtue Billboards**

Day 5: Brainstorm Billboards

Day 6: Create Billboards

Day 7: Finish Billboards

Day 8: Complete and Share Billboards

### **October Activity 3: Leadership**

Day 9: MOSAIC Skills

Day 10: Leaders in My Life

Day 11: Share Leaders in My Life

Day 12: My Leadership Qualities

### **October Activity 4: Ambassador Elections**

Day 13: Introduction to MOSAIC Ambassadors

Day 14: Ambassador Election Preparation

Day 15: Ambassador Presentations and Vote

Day 16: Ambassador Announcements

### **October Activity 5: Bi-Monthly Feedback**

Day 17: Reflection & Feedback for September/October

# October Activity 1

## *Introduction to Theme*

*Days 1 to 4*

### VIRTUE & SKILLS

Virtue  
Identification

Skill  
Identification

### OBJECTIVE

Students will be able to articulate a reason for supporting virtues in service of being an “Upstander.”

### MATERIALS

- ❖ Paper/MOSAIC journals
- ❖ Pens/pencils
- ❖ Internet
- ❖ MOSAIC Projector Display:
  - Five Virtues

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### October Activity 1 Tips

1. All Virtues in MOSAIC are described by adjectives that clarify the positive and prosocial direction of the virtue (e.g., Constructive Creativity and Positive Purpose).
2. See how you can incorporate the October Theme into your school’s “Week of Respect” activities.
3. This month, you are going to hold elections for Ambassadors in your classrooms. It is recommended that you review the lesson sequence ahead of time.
4. In Year 1, from November-February, Ambassadors will co-lead several monthly lessons as part of Students Taking Action Together (STAT).

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### “Introduction to Theme” Overview

**Day 1: October Theme**

**Day 2: Five Virtues Definitions**

**Day 3: Five Virtues Game**

**Day 4: Most Important Virtue**



## Day 1: October Theme

### STEP 1. Introduce Theme and Idea of “Upstander” (1-2 min)

- Let students know that the October theme is, “What Kind of Person Do I Want to Be?”
- Say, *“An Upstander is a kind of leader who respects all kinds of people. An Upstander stands up for other people and for themselves.”*

### STEP 2. Show Image(s) from Website (4-5 min)

- Select an image or series of images to show students from the following websites to introduce how artists can use art to be an “Upstander.”
  - [http://www.jcheights.com/Community-Arts\\_Murals.shtml](http://www.jcheights.com/Community-Arts_Murals.shtml)
    - *This site shows murals along Jersey City’s Central Ave.*

### STEP 3. Upstander Discussion (3-4 min)

- The goal of this discussion is to get students thinking about what it means to be an “Upstander.”
- *Example Discussion Questions: (Try to get to at least two or three)*
  - *What is this artist’s Positive Purpose?*
  - *How is this person being an Upstander? What or who are they standing up for? How are they using art to do that?*
  - *What are the barriers or obstacles they might face as an Upstander?*
  - *How can this artist use art to show respect for people?*
  - *Who do you think helps the artist to be an Upstander?*

- Distinguish between a “Bystander” and an “Upstander.”
  - *“A bystander and an upstander observe the same events. But a bystander takes no action. An upstander tries to make a positive change, even when it is hard to do.”*
    - *Examples:*
      - *“Someone who sees another person cut in a line in front of a small student and says, “That’s not fair, you should go to the back of the line,” is an Upstander. Someone who sees this and says nothing is a Bystander.”*
      - *“Upstanders can also stand up for the rights of many people. Like Rosa Parks, when she refused to sit at the back of the bus. She was being an Upstander for all African American people. Or Cesar Chavez who stood up for the rights of Mexican immigrants in the United States.”*
      - *“An example of intervening in a lunchroom when kids are teasing a student who is new or has a disability is an example of being an Upstander and being respectful of all students. Someone who sees this and says nothing is a Bystander.”*

#### **STEP 4. Introduce Throughline Sheet (2-3 min)**

- *Tell students, “The October theme, ‘What Kind of Person Do I Want to Be?’ is about figuring out what kind of a middle school student you want to be this year. It’s important to think about how you can be more of an Upstander.”*



- Introduce and post the Throughline Sheet:
  - *“The Throughline Sheet asks you to think about how you can be an Upstander throughout the school day.”*

- *Ask for help*
  - *You're not standing by and watching your school work get harder, you're taking action.*
- *Be a role model*
  - *Sometimes just doing the right thing goes a long way to set an example for other students.*
- *Help others*
  - *When someone needs help, go out of your way to help them out.*
- *Show respect for all people*
  - *Even when people are very different from you, you respect their rights and opinions."*

#### **STEP 5. Discuss Supports Needed for Being an Upstander (2-5 min)**

- Facilitate a discussion about what supports students will need to be an Upstander. Consider sharing examples from your own experience.
- Explain, *"In the news and sometimes in MOSAIC, too, we see individual winners and heroic Upstanders being celebrated, so we think that being an Upstander is something we can do on our own. But this is not true. Being an Upstander requires cooperation, support, and collaboration from friends, families, and teachers. No one succeeds completely on their own."*
- Say, *"Being an Upstander is hard because sometimes it is not the popular thing to do. But no Upstander reaches their goals all on their own."*

#### *Example Discussion Questions:*

- *What ways have you been an Upstander so far this school year? This can be ways that others may not have noticed.*

- *Have you seen other students in this school be an Upstander? (Optional: Respecting privacy, tell us what you have seen.)*
- *What kind of support from friends, teachers, or family can be helpful when you are acting as an Upstander?*
- *Optional:* Read the following article <http://www.theguardian.com/commentisfree/2015/jan/04/st-phen-hawking> as a source of examples for your students. If you feel your students are ready for it, feel free to share all or part of it with them.

# MOSAIC OCTOBER THROUGHLINE

## WHAT KIND OF PERSON DO I WANT TO BE?

How can we incorporate MOSAIC into our class today?

- Ask for help when you need it.
- Be a role model to other students.
- Help others who need your help.
- Show respect for all people.



## Day 2: *Five Virtues Definitions*

### STEP 1. Complete “Five Virtues” Definitions (6-8 min)

- Review the definition of “Virtue” from September’s introduction to MOSAIC: *“Who can tell me what a virtue is?”*
- Summarize that a “virtue” is a good quality (character trait) someone has. It is the ideal or best way to act in order to have a good life, now and in the future. It’s the right way to behave even when no one is watching you.
- Use **MOSAIC Projector Display: Five Virtues** to introduce the five virtues to the class.
- Have students work in small groups to match definitions to the words, writing answers in their MOSAIC Journals.



### STEP 2. Review Answers to Five Virtues (3-4 min)

- Review answers to **MOSAIC Projector Display: Five Virtues** (Answer Key below).
- Highlight that it is okay if students have different answers as long as they can explain their answers. The virtues are all interconnected so there can be overlap in the definitions!
- Explain, *“All of these virtues work together to make a person the best person he or she can be; these virtues also make a classroom or a school the best it can be! All of these virtues will help you be an Upstander.”*

## ANSWER KEY

- **Helpful Generosity:**
  - B. Giving to things (like money/games/fun) to others without expecting anything in return;
  - F. Giving love, kindness, time, appreciation, or help to others
  
- **Optimistic Future-mindedness:**
  - H. Thinking about how your actions affect other people;
  - I. Setting goals for your future;
  - K. Having a hopeful outlook or being optimistic
  
- **Responsible Diligence:**
  - D. Being dependable (people can count on you);
  - G. Working hard and getting your work done;
  - J. Sticking with it and not giving up, even if times are hard
  
- **Compassionate Forgiveness:**
  - E. Moving on after something bad happens;
  - M. Not holding a grudge against others
  
- **Constructive Creativity:**
  - A. Thinking “outside the box”;
  - C. Finding new solutions to problems;
  - L. Looking at something in a different way from most others

### **STEP 3. Discuss Virtues and Anti-Bullying (3-6 min)**

- The purpose of this discussion is to help students connect being an “Upstander” and showing Virtues to the context of bullying.

*Example Discussion Questions:*

- *One important place to be an Upstander is to stand up to bullying. Which of the five virtues do you think a bully has the least of? Why do you think so?*
- *Using Constructive Creativity, how else can you deal with someone that you have a problem with besides bullying them?*
- *Do you think bullies have Optimistic Future Mindedness? Why or why not? What do you think happens in the long run to people who bully other people?*
- *How can you use Responsible Diligence to support people who are picked on or teased or put down by others?*
- *If you think about a time when someone has done something to you that you did not like, how hard is it to show Compassionate Forgiveness?*
- *What can help you to show Compassionate Forgiveness and what are some different ways to do it, without necessarily saying something directly to the other person?*



# October Activity 1

## Five Virtues

**Directions:** Match 2–3 definitions (on right) to the Virtues (on left).

### Helpful Generosity

- A. Thinking “outside the box”
- B. Giving to things (like money/games/fun) to others without expecting anything in return
- C. Finding new solutions to problems

### Optimistic Future-mindedness

- D. Being dependable (people can count on you)
- E. Moving on after something bad happens
- F. Giving love, kindness, time, appreciation, or help to others

### Responsible Diligence

- G. Working hard and getting your work done
- H. Thinking about how your actions affect other people
- I. Setting goals for your future

### Compassionate Forgiveness

- J. Sticking with it and not giving up, even if times are hard
- K. Having a hopeful outlook or being optimistic
- L. Looking at something in a different way from most others

### Constructive Creativity

- M. Not holding a grudge against others

## Day 3: *Five Virtues Game*

## STEP 1. Play the Five Virtues Game (8-12 min)

- Split class into two teams.
- Select a panel of three judges.
- You can name a person or example from the list below or have a student list names. (See example list after Step 2.)
- Students must name one of the five virtues demonstrated by this person. Correct answers must include an explanation!
- The judge panel determines whether the answer is correct.
  - NOTE: There are many correct answers. Award 2 points to any team with a strong explanation and 1 point to the team with an incomplete explanation. Additional points can be given by the judge panel based on the creativity of each team's response.
- The team that answers correctly gets 2 points, and the team with the most points at the end of the game wins!

## STEP 2. Identify Most Important Virtue (3-7 min)

- Ask, *“Which of these virtues is most important to being an Upstander around people you know well, like your friends and family?”*
- There is no right or wrong answer!
- Support students in concluding that they are all important skills, but still ask them to choose the one they think is most important.
- Have students write the most important virtue in their MOSAIC journals to use on Day 4.



### Five Virtues Game- Example List (Add your own!)

PEOPLE	VIRTUE
<ul style="list-style-type: none"> <li>• Artists/Authors- Van Gogh, Dr. Seuss</li> <li>• Singers/musicians- Bruno Mars, Taylor Swift, Béyoncé, The Beatles</li> <li>• Inventors- Ben Franklin, Thomas Edison</li> </ul>	<b>Constructive Creativity</b>
<ul style="list-style-type: none"> <li>• Charity Groups- the Red Cross</li> <li>• Doctors</li> <li>• Counselors, Social Workers, Teachers</li> <li>• Parents</li> <li>• Oprah</li> </ul>	<b>Helpful Generosity</b>
<ul style="list-style-type: none"> <li>• Athletes or celebrities who have been made fun of</li> <li>• A student who gets knocked in the hallway but doesn't hit back</li> <li>• Children who have divorced parents, learn to feel better over time</li> <li>• Children who are separated from their parents learn to feel better</li> <li>• People who have been in bad situations but have to move on</li> </ul>	<b>Compassionate Forgiveness</b>
<ul style="list-style-type: none"> <li>• Athletes (Olympic/professional)</li> <li>• Helen Keller</li> <li>• Inventors, Scientists</li> <li>• Bill Gates</li> <li>• Gandhi</li> <li>• Nelson Mandela</li> <li>• John Lennon</li> </ul>	<b>Responsible Diligence</b>
<ul style="list-style-type: none"> <li>• Martin Luther King</li> <li>• Abraham Lincoln</li> <li>• Civil Rights leaders- Rosa Parks</li> <li>• People who help the environment</li> <li>• Eleanor Roosevelt</li> <li>• Supreme Court Justice Sotomayor</li> </ul>	<b>Optimistic Future-mindedness</b>

## **Day 4: *Most Important Virtue***

### **STEP 1. Place Students in Groups (2-3 min)**

- Place students in groups based on the most important virtue they identified on Day 3.
  - Groups should be 3-4 students.
  - If a student is the only one to select a virtue, have them make a second choice.
  - It's okay if some virtues are not represented or if some virtues are represented twice.

### **STEP 2. Provide Instructions For Defending Virtue (1-2 min)**

- Students will work together to write down why their virtue is the most important to being an Upstander.
- Ask students to identify a note-taker.
- Students brainstorm reasons their virtue is more important than the other virtues.

*Example:*

- *Optimistic Future-mindedness is the most important because it can give you the confidence that speaking up will lead to good things for you and everyone else involved, even for the bully.*

### **STEP 3. Circulate as Students Work in Groups (5-7 min)**

- Pay attention to how students are working together in groups—in the Activity 3, you will be adding “Norms” for working in groups.
- Emphasize that this is their opinion- there are no right or wrong answers!

#### **STEP 4. Facilitate Student Sharing (3-7 min)**

- As time permits, have students share their work.
  - NOTE: Students will need to save their work for the next activity!

#### **FOLLOW UP**

- Highlight the five virtues when relevant current events or school or community issues come up.
- More images to spark discussion on the virtues:
  1. **<http://www.nga.gov/content/ngaweb/Collection/art-object-page.30228.html>**  
*This image is a painting of a group of people on an ocean voyage in a sailboat.*
  2. **<http://www.muralarts.org/collections/featured-murals>**  
*Philadelphia's Mural Arts program supports artists and murals throughout the city*
  3. **<http://www.dulcepinzon.com/>**  
*This site includes a photography project showing Mexican immigrants working in New York City dressed as superheroes.*

# October Activity 2

## *Virtues Billboards*

*Days 5 to 8*

### VIRTUE & SKILLS

Virtue  
Identification

Skill  
Identification

### OBJECTIVE

Students will think more deeply about their chosen virtue by developing a billboard to advertise for it.

### MATERIALS

- ❖ Paper/MOSAIC journals
- ❖ Pens/pencils/markers/crayons
- ❖ Poster board
- ❖ Art supplies

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### October Activity 2 Tips

1. See <http://www.values.com/inspirational-sayings-billboards> for examples.
- 

### “Virtues Billboards” Overview

**Day 5: Brainstorm Billboards**

**Day 6: Create Billboards**

**Day 7: Finish Billboards**

**Day 8: Complete and Share Billboards**

## Day 5: *Brainstorm Billboards*

### STEP 1. Provide Instructions for Billboards (1-3 min)

- Students should get in groups from Day 4 of Activity 1.
- Tell students that they should create a billboard to persuade the rest of the school that their selected virtue is the most important to being an Upstander. The emphasis should be on Upstanding around family and friends, or people you know well.
  - The final result should be a poster or something that can be posted in the hallway or classroom.
  - Examples include the billboards from the *Foundation for a Better Life* (<http://www.values.com/inspirational-sayings-billboards>)

### STEP 2. Brainstorm and Plan Billboards (12-14 min)



- Students brainstorm and plan their billboards in their MOSAIC journals.
- As students work, ask questions that push them to defend their point of view.
- *Example Discussion Questions:*
  - *How will this Virtue help middle school students be an Upstander?*
  - *What would middle school look like without this Virtue?*
  - *How could this Virtue help you or other students reach your SMART goals?*
  - *Do you know anyone who is an inspiration for this Virtue?*
  - *What celebrities or famous people show this Virtue?*

## **Day 6: Create Billboards**

### **STEP 1. Students Create Billboards (15 min)**

- Students have 2 days of lessons (Days 6 and 7) to create billboards.
- Circulate and help students work together. Help students stay on track with time management so that everyone will be able to finish.
- Look for students showing good listening and problem solving, so you can point it out when you see it.
- Students who finish quickly can be prompted to:
  - Fill in additional details on their billboard
  - Help other groups
  - Create another billboard (e.g., a new advertisement)
  - Create a duplicate billboard (same advertisement to put somewhere else in the school)



## Day 7: *Finish Billboards*

### STEP 1. Students Finish Billboards (15 min)

- As students finish, have them plan for sharing their billboard with the rest of the class.
- Ask students to write down answers to questions you will ask them, like:



- Why did you choose this virtue?
- How will this billboard persuade others?

## **Day 8: Complete and Share Billboards**

### **STEP 1. Students Share Billboards (10-12 min)**

- Ask students to present their billboards to the class.
- As each group presents, ask the other students if they have questions for the presenter.
- As needed, ask students to clarify what they said or did, explain the reasoning behind it, or how they might have gone about it in a different way.
- Ask one or two audience members to provide positive feedback to the groups after each presentation.

### **STEP 2. Hang Billboards (3-5 min)**



- Hang the billboards in the hallway or classroom.

### **FOLLOW UP**

- At a minimum, be sure to post the billboards in your hallway or classroom!
- Take pictures of the billboards for later sharing or posting on your school or MOSAIC websites.

# October Activity 3

## *Leadership*

*Days 9 to 12*

### VIRTUE & SKILLS

Virtue  
Identification

Skill  
Identification

#### OBJECTIVE

Students will identify leaders and consider their own leadership qualities.

#### MATERIALS

- ❖ Paper/MOSAIC journals
- ❖ Pens/pencils
- ❖ Internet
- ❖ MOSAIC Projector Displays:
  - MOSAIC Skills Scenarios
  - MOSAIC Skills
  - Leaders in My Life
  - My Leadership Qualities

---

#### October Activity 3 Tips

1. This activity is meant to be a lead-in to the Ambassador Elections.
- 

#### “Leadership” Overview

**Day 9: MOSAIC Skills**

**Day 10: Leaders in My Life**

**Day 11: Share Leaders in My Life**

**Day 12: My Leadership Qualities**

## Day 9: MOSAIC Skills

### STEP 1. Introduce Four Supporting Skills (7-8 min)

- Ask, *“Is dreaming about your goals enough to reach them?”*
- Follow up with, *“What else do you need to reach your goals?”*
- Ask students, *“Everyone take a moment to think of a great leader. Raise your hand when you have one in mind. What goals did your leaders have? What did he or she want to accomplish? How do you think he or she was able to reach his or her goals?”*
- Read the following scenario:

*“Hasan is really nervous about his big game at the end of the week. He knows the coach is thinking about letting him start in the game. It’s really hard for him to concentrate on his homework, even though he has a math test the same day.”*

- Lead a discussion about what skills Hasan could use to reach his goals.
- *Example Discussion Questions:*
  - *What goals does Hasan have in this situation?*
  - *What can he do to reach his goals?*
- Explain, *“MOSAIC helps you reach goals by practicing four important skills: ”*

1) **“Communication:**

- *Listening to others;*
- *Letting people know what you think*

2) **“Emotion Regulation:**

- *Dealing with everyday feelings like sadness, anger, happiness, or anxiety/worry*

3) **“Empathy:**

- *Putting yourself in someone else’s shoes to understand how they see the world*

4) **“Problem Solving:**

- *Thinking through a problem carefully and making a decision and a plan.”*

**STEP 2. Identify Skills Needed in Every Day Problems (7-8 min)**

- Show the **MOSAIC Projector Display: MOSAIC Skills Scenarios**
- Work together with the class to have students identify the skills needed in each problem scenario.
- There are many right answers, so any answer that is well-supported should be considered right.
- Students are not expected to fully understand these skills, yet. The goal of this activity is to get them thinking about these skills and to ask them to support their point of view.
- *Optional:* Have students act out the skills in a role-play, as time permits.
- *Optional:* Show **MOSAIC Projector Display: MOSAIC Skills** to provide definitions for students.

## October Activity 3

### MOSAIC Skills Scenarios

**Directions:** *Which MOSAIC skill does the student need help with?*

#### SCENE 1

Arune noticed that the new kid in his class had his head down during Social Studies. Some girls took a picture of the new kid on their cell phones when the teacher wasn't looking.

#### SCENE 2

Jaivan almost always arrives at school in a bad mood. Every time this happens, Melissa is really annoyed by Jaivan's mood, especially because he disrupts her silent reading time.

#### SCENE 3

Dilmary and Kiyonnah are best friends. Kiyonnah loves telling Dilmary about her family drama but Dilmary always interrupts her stories. It seems like Dilmary doesn't care about what is happening in Kiyonnah's life.

**SCENE 4:** Think about scenes from your own life!

## October Activity 1

### MOSAIC Skills

#### Communication

- Listening to others
- Letting people know what you think

#### Emotion Regulation

- Dealing with feelings like sadness, anger, happiness, or anxiety/worry;
- Keeping calm

#### Empathy

- Putting yourself in someone else's shoes to understand how they see the world

#### Problem Solving

- Thinking through a problem carefully and making a decision and a plan (using the P-L-A-N problem solving model: *P- Problem Description; L- List of Options; A- Action Plan; N- Notice Successes*)

## Day 10: *Leaders in My Life*

### STEP 1. Add Norms for Small Group Work (2-4 min)

- Tell students, *“In MOSAIC, we work in groups a lot. So, we are going to pause to see if we need to add ‘Norms’ for working in groups.”*
- Have students suggest norms to add—think about the last group activity and what norms may prevent problems.
- Whenever possible, connect Norms to the MOSAIC Virtues and Skills.
- Add 2-3 norms specific to working in small groups to your classroom’s posted MOSAIC Norms (a student can be responsible for adding them).
- Suggested Norms: (Virtues and Skills in parentheses)
  - Take turns speaking (Emotion Regulation)
  - Participate actively in group tasks (Problem Solving)
  - Listen to each other (Communication)
  - Respect each other (Empathy)
  - Encourage others to contribute and offer help (Helpful Generosity)
  - Stay on task (Responsible Diligence)

### STEP 2. Introduce Leadership (2-5 min)

- Say, *“In MOSAIC, when we are thinking about what kind of person we want to be, we are also thinking about how we can be a leader. Leadership is a part of every person, not just formal leaders. Everyone is a leader at least sometimes. Being an Upstander is one way to be a leader. But there are many different ways to be a leader.”*
- Show students a Google image search for “Pictures of great leaders” or go to <http://www.thefamouspeople.com/>



- Ask students: *“What comes to mind when you think about great leaders? What makes a leader a great leader?”*
- Be sure to make the point that every leader is a good problem solver. They often become known as leaders because they take the lead in solving an important problem. They also show Responsible Diligence, in that they keep working on the problem even when they run into big obstacles.
- Make sure students understand that...
  - there are lots of different kinds of leaders.
  - the kind of leader one is, and how one is remembered as a leader, depends a lot on character and virtues.
  - every student has the potential to be a leader.
  - leadership is not only about being in charge.
  - leadership also means participating in a group and working together.

### **STEP 3. Explain “Leaders in My Life” Activity (2-3 min)**

- Say, *“This activity will ask you to think about the leadership qualities of people in your life.”*
- Show the **MOSAIC Projector Display: Leaders in My Life.**
- Split class into small groups to come up with people they know who fit the leadership descriptions on the **MOSAIC Projector Display: Leaders in My Life.**
- Tell students to write down their list of leaders in their journals.
- If needed, list examples of leaders on the board.



### **STEP 4. Circulate as Students Work in Groups (4-8 min)**

- Highlight students who are following your MOSAIC norms for group work.
- Help students see that leaders can be found at all levels of the community (pastors or ministers, teachers, parents, adopted parents, siblings, friends, etc.).
  - adds another quality.
  - This continues until all kids have a chance OR if time runs out.
  - The teacher can list the qualities on the board as they come up, and check off ones that are agreed with by other students.

## October Activity 3

### Leaders in My Life

**Directions:** Working in your group, write the names of people you know who fit each leadership description in your MOSAIC Journals.

#### **1. Problem Solver with Helpful Generosity**

This person is a problem-solving leader because she or he is generous with his or her own time and energy. When this person works with others, he or she gives respect to them without expecting anything in return.

#### **2. Problem Solver with Responsible Diligence**

This person is a problem-solving leader because he or she can be relied upon to get things done. People in the group can depend on this leader.

#### **3. Problem Solver with Compassionate Forgiveness**

This person is a problem-solving leader because she or he is empathetic (has empathy and cares about the feelings and experiences of others). He or she understands that people who make mistakes should be given another chance.

#### **4. Problem Solver with Optimistic Future-mindedness**

This person is a problem-solving leader because he or she is hopeful about the future and sets goals to improve him/herself and the surrounding community.

#### **5. Problem Solver with Constructive Creativity**

This person is a problem-solving leader because she or he comes up with new ideas when others are stuck or can't solve a problem. This creative thinker thinks of new ways to solve problems!

## Day 11: *Share Leaders in My Life*

### STEP 1. Share “Leaders in My Life” (5-7 min)

- Allow students to complete Day 10, “Leaders in My Life,” activity as needed.
- Show the **MOSAIC Projector Display: Leaders in My Life.**
- Lead students in sharing and reflecting about the people they listed.
- As students share, work with them to identify the following:
  - *What is this leader’s Positive Purpose?*
    - *What does he or she most want to accomplish?*
    - *Why does he or she lead?*
  - *What are the Virtues this leader uses to work toward his/her Positive Purpose? Provide examples of how this leader uses the virtue.*
    - Constructive Creativity
    - Helpful Generosity
    - Optimistic Future-Mindedness
    - Responsible Diligence
    - Compassionate Forgiveness
  - *What skills does this leader use?*
    - Communication
    - Emotion Regulation
    - Empathy
    - Problem Solving
  - *In what way, if any, was this leader an Upstander?*

## **STEP 2. Reflect on Leaders in Students' Lives (5-7 min)**

- Ask students to think about how people can be leaders even when they don't have official leadership titles.
- *Example Reflection Questions:*
  - *Who did you think about a lot during this activity?*
  - *Who is a great leader in your own life?*
  - *How did this activity make you think about yourself or someone in your life differently in terms of leadership?*
  - *Who is a role model to you in how you can be a leader? Why?*

## October Activity 3

### Leaders in My Life

**Directions:** Working in your group, write the names of people you know who fit each leadership description in your MOSAIC Journals.

#### 1. Problem Solver with Helpful Generosity

This person is a problem-solving leader because she or he is generous with his or her own time and energy. When this person works with others, he or she gives respect to them without expecting anything in return.

#### 2. Problem Solver with Responsible Diligence

This person is a problem-solving leader because he or she can be relied upon to get things done. People in the group can depend on this leader.

#### 3. Problem Solver with Compassionate Forgiveness

This person is a problem-solving leader because she or he is empathetic (has empathy and cares about the feelings and experiences of others). He or she understands that people who make mistakes should be given another chance.

#### 4. Problem Solver with Optimistic Future-mindedness

This person is a problem-solving leader because he or she is hopeful about the future and sets goals to improve him/herself and the surrounding community.

#### 5. Problem Solver with Constructive Creativity

This person is a problem-solving leader because she or he comes up with new ideas when others are stuck or can't solve a problem. This creative thinker thinks of new ways to solve problems!

## Day 12: *My Leadership Qualities*

### STEP 1. Introduce Students as Leaders (3-5 min)

- Say, *“You all have your own ways of being a leader.”*
- Highlight different ways of being a leader:
  - Point out that someone can be in charge of others, but he or she is not a leader if others don’t follow and work together.
  - Leadership also means working together toward a common Positive Purpose. Leaders lead toward something.
  - A leader is also someone who helps a group follow their norms, and who reaches out to offer help to someone who is hesitant to ask.
- Explain, *“A leader is also someone who is a role model, who helps a group follow their norms, and who reaches out to offer help to someone who is hesitant to ask.”*
  - *Examples:*
    - When other students are breaking rules by skipping class, a student leader might say, “I’m not going to be a follower. I’m going to go to class.”
    - When a new student comes to school, a student leader might introduce him/herself and offer to help the new student find their next class.

### STEP 2. Students Identify Leadership Qualities (6-7 min)

- The **MOSAIC Projector Display: My Leadership Qualities** lists Virtues and Skills and asks students to list which qualities they have now and which they are working on.

- Students will identify and organize the leadership characteristics they have as a student in this school.
- There are three ways your class can carry out this activity depending on your resources and time:
  - 1) You can make copies of the **MOSAIC Projector Display: My Leadership Qualities** for students.
  - 2) You can show the **MOSAIC Projector Display: My Leadership Qualities** and have students create their own representation of the MOSAIC skills and virtues in their Journals.
  - 3) You can work with students to create an artistic representation of which MOSAIC skills and virtues make them a leader.
- Say, *“You can add other leadership qualities that you think you have or that you are working on.”*



### **STEP 3. Students Share Leadership Qualities (3-6 min)**

- Have students share their work from the **MOSAIC Projector Display: My Leadership Qualities**
- Encourage students to offer opinions about their classmates’ leadership qualities. (And offer your own suggestions!)
- Optional: Round Robin Sharing format
  - Students share in their seated order (or have students stand in a circle).
  - Student A starts with a leadership quality he or she has. Student B either agrees with A or adds another quality. Student C either agrees with what was said by A or B or adds another quality.



- This continues until all kids have a chance OR if time runs out.
- The teacher can list the qualities on the board as they come up, and check off ones that are agreed with by other students.

## **FOLLOW UP**

- In your non-MOSAIC classes, look for examples of leadership and highlight both its importance and how it was done. This can happen in literature, history, discoveries in math and science, the arts, etc.
- In your non-MOSAIC classes, identify leaders when you do group work and give the leaders some special, clear responsibilities.
- Highlight the importance of leadership to making progress in almost any area of life.

(MOSAIC Projector Display)

## October Activity 3 My Leadership Qualities

**Instructions:** Which Leadership Virtues and Skills do you have right now? Which ones are you working on? (Cut out and organize or write below.)

### MY VIRTUES

**Helpful Generosity**

**Responsible Diligence**

**Constructive Creativity**

**Compassionate Forgiveness**

**Positive Purpose**

**Optimistic Future-mindedness**

### MY SKILLS

**Keeps Calm**

*(Emotion Regulation)*

**Kind to Others**

*(Empathy)*

**Good Communicator**

*(Communication)*

**Works Well in Groups**

*(Problem Solving)*

**My Leadership Qualities  
Right Now**

**My Future  
Leadership Qualities**

# October Activity 4

## *Ambassador Elections*

*Days 13 to 16*

### VIRTUE & SKILLS

Virtue  
Identification

Skill  
Identification

#### OBJECTIVE

Students will identify leaders in their own class and elect student Ambassadors.

#### MATERIALS

- ❖ Optional: Internet
- ❖ MOSAIC Journals
- ❖ Pens/pencils
- ❖ MOSAIC Projector Displays:
  - Ambassador Election Process
  - Ambassador Checklist
  - Mosaic Leaders

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#### October Activity 4 Tips

1. Ambassador elections may vary by school. Direct questions about the election process to your school's Instructional Support Team.
- 

### "Ambassador Elections" Overview

**Day 13: Introduction to MOSAIC Ambassadors**

**Day 14: Ambassador Election Preparation**

**Day 15: Ambassador Presentations and Vote**

**Day 16: Ambassador Announcements**

## Day 13: Introduction to MOSAIC Ambassadors

### STEP 1. Introduce Ambassador Program (5-8 min)

- Use the introduction script below to explain the nature of the Ambassador Program. Allow students to ask any questions they have.
- *“Our school thinks it is important to hear what students think and make changes based on their ideas. This is the idea of a democracy.”*
- *“In a democracy, there are leaders who are selected to represent other people. These leaders represent other people in their group. This week we will select 2 Ambassadors for our MOSAIC class.”*
- *“The Ambassadors will be leaders who represent us. They share their opinions and learn our opinion, so they can act as our voice for issues and decisions going on in the school.”*
- *“Ambassadors will lead classroom discussions about important school issues starting in November. These discussions will be about topics that are important to us, so we can take action to make the school a better place.”*
- *“If you are chosen to be an Ambassador for our class, you will attend meetings to learn about leadership and how to be a great Ambassador. You might also help with some school-wide projects to make the school better for everyone.”*

### STEP 2. Introduce Ambassador Election Process (1-2 min)

- Show students the timeline for the Ambassador Election Process
  - (Optional: **MOSAIC Projector Display: MOSAIC Ambassador Election Process**)

#### Ambassador Election Process

### Day 13

- Students consider whether they are ready to be an Ambassador.

### Day 14

- All students complete **Ambassador Checklist** and **MOSAIC Leaders**.
- Students interested in running prepare a statement.

### Day 15

- Students who are running present brief statements.
- Class writes names on paper ballots.
- Teachers will then select:
  - one Ambassador who receives the most votes and
  - one Ambassador based on student votes who is the opposite gender of the Ambassador with the most votes.
- NOTE: If your school has chosen alternative election methods, follow the procedure that is approved for your school.

### Day 16

- Ambassadors are announced

### STEP 3. Review Ambassador Expectations (5-6 min)

- Review the expectations of the Ambassador Program to help students consider whether they would like to run for an Ambassador position.
- Explain, ***“Ambassadors are role models in our classroom and in our school. Ambassadors will also have to follow certain expectations to make sure that they are being good role models for the whole school.”***

- Ask students to think about the following questions to help them decide if they want to run for an Ambassador position this year:
  - *Do you like to give your opinion?*
  - *Do you want to make our school into the best school it can be?*
  - *Do you think you are an Upstander?*
- If students decide to run, tell them to start thinking about a 1-2 sentence statement about why they want to be an Ambassador and/or why they think they will make a great Ambassador (to be presented on Day 15).
- Allow students to ask questions about the Ambassador Program. Direct any questions to your school's Instructional Support Team.
- Stress to students that this is only one of many leadership opportunities and connect students to other opportunities in the school, especially those who aspire to be Ambassadors but are not selected.

## October Activity 4

# MOSAIC Ambassador Election Process

### Day 13

- Students consider whether they are ready to be an Ambassador.

### Day 14

- All students complete:
  - Ambassador Checklist
  - MOSAIC Leaders
- Students interested in running prepare a statement.

### Day 15

- Students who are running present brief statements.
- Class writes names on paper ballots.

Teachers will select one male and one female Ambassador based on the student votes.

### Day 16

- Ambassadors are announced.

## Day 14: *Ambassador Election Preparation*

### STEP 1. Students Complete Ambassador Checklist (6-8 min)

- Walk students through the **MOSAIC Projector Display: Ambassador Checklist**. The goal of this checklist is for students to think about themselves in terms of leadership qualities that are talked about in MOSAIC.



- Students can complete this as a handout (if copies are available) or you can display the Projector Display and students can write in their MOSAIC Journals.

### STEP 2. Students Complete “MOSAIC Leaders” (6-8 min)

- Walk students through the **MOSAIC Projector Display: MOSAIC Leaders**. The goal of this exercise is for students to think about their classmates in terms of MOSAIC leadership qualities to help them decide who to elect as Ambassador.



- Students can complete as a handout (if copies are available) or you can display the Projector Display and students can write in their MOSAIC Journals.

### STEP 3. Students Running for Ambassador Write Statement (5-7 min)

- Advise students who are running for Ambassador to write a 1-2 sentence statement about why they would make a great Ambassador. Advise students to select one or two qualities to highlight from the checklist.



(MOSAIC Projector Display)

## October Activity 4 Ambassador Checklist

*This list will help you decide if you want to run for an Ambassador position this year.*

	YES	NOT YET
Do you...		
... think you are a good leader?	<input type="checkbox"/>	<input type="checkbox"/>
... want to make your school and community better?	<input type="checkbox"/>	<input type="checkbox"/>
... show compassion and concern for others?	<input type="checkbox"/>	<input type="checkbox"/>
... communicate well with others?	<input type="checkbox"/>	<input type="checkbox"/>
... think you are a good problem solver?	<input type="checkbox"/>	<input type="checkbox"/>
... forgive easily without holding grudges?	<input type="checkbox"/>	<input type="checkbox"/>
... like to share your opinion?	<input type="checkbox"/>	<input type="checkbox"/>
... think you are an Upstander?	<input type="checkbox"/>	<input type="checkbox"/>

Do you want to run for an Ambassador position this year? \_\_\_\_\_

(MOSAIC Projector Display)

## October Activity 4

### MOSAIC Leaders

There are many ways to be a leader. This list will help you consider who would make a great Ambassador this year.

1. In your MOSAIC class, who do you think is a good leader?
2. In your MOSAIC class, who wants to make your school and community better?
3. In your MOSAIC class, who is compassionate and shows concern for others?
4. In your MOSAIC class, who communicates well with others?
5. In your MOSAIC class, who is helpful in solving a problem or getting something important done?

## **Day 15: Ambassador Presentations & Vote**

### **STEP 1. Students Running for Ambassador Give Statement (5-10 min)**

- Remind students of classroom norms that are relevant to the Ambassador election presentations.
- Prompt students to demonstrate support for each other while students provide statements (e.g., active listening; applaud everyone at the end).

### **STEP 2. Students Vote (silent paper ballot recommended) (5-10 min)**

- Collect ballots. Announcements happen on Day 16.
- Selection process:
  - Teachers will select:
    - One Ambassador who receives the most student votes  
  
AND
    - One Ambassador based on student votes who is the opposite gender of the Ambassador with the most votes.
      - NOTE: Teachers have choice to select an Ambassador here who could benefit from this opportunity but did not receive the highest number of votes.)
    - Some schools have chosen alternative election methods. Follow the procedure that is approved for your school.

## Day 16: *Ambassador Announcements*

### STEP 1. Announce co-Ambassadors (1-2 min)

### STEP 2. Praise efforts of all who ran (2-3 min)

- Be sure to praise everyone who ran and be sure to focus on opportunities for next year
- Highlight other leadership opportunities in the school right now.
- Participating in discussions will be just as important as being an ambassador.

### STEP 3. Compliment and Support Ambassadors (1-2 min)

- Remind Ambassadors that they will be attending trainings and they will be helping you lead conversations and small projects every month, starting in November.
- These lessons are called “Students Taking Action Together (STAT).”
- Students will be able to choose topics for these discussions.

### STEP 4. Discuss Responsibilities for Everyone in MOSAIC (6-10 min)

- Remind students that participating in discussions will be just as important as being an ambassador.
- Have Ambassadors take notes on any topics students mention, so these topics can be suggested in November.
- *Example Discussion Questions:*
  - *What MOSAIC norms have we already set that will help all of us work together on the Students Taking Action Together projects?*
  - *What topics are you interested in discussing for Students Taking Action Together (STAT)?*

## FOLLOW UP

- Alert your Instructional Support Team or appropriate others in your school immediately if you have any concerns about your Ambassadors.
- Follow up with students who were not elected or appointed and make sure they find other ways to be involved in school!

# October Activity 5

## *Bi-monthly Reflection & Feedback*

*Day 17*

### VIRTUE & SKILLS

Virtue  
Identification

Skill  
Identification

### OBJECTIVE

Students will reflect on the previous month's MOSAIC lessons and collectively provide feedback.

### MATERIALS

- ❖ Projector
- ❖ MOSAIC Journals
- ❖ MOSAIC Teacher Handout:
  - Bi-Monthly Feedback

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### October Activity 5 Tips

1. *Completing the MOSAIC Teacher Handout: Bi-Monthly Feedback and sharing with your school's MOSAIC instructional support team will help you and your school continue to make MOSAIC better and better. Additionally, saving a copy of this feedback for your own reference will help you to continuously improve MOSAIC in your classroom.*

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### “Bi-Monthly Reflection & Feedback” Overview

#### *Day 17: Reflection & Feedback for September/October*

## Day 17: Reflection & Feedback for September/October

### STEP 1. Introduce Reflection & Feedback Format (1-2 min)

- Let students know that this is the last MOSAIC lesson of the month, and it's time to get their feedback about the activities that took place this month.
- Remind students of the importance of their opinions and ideas about how to make things better, as good problem solvers.

### STEP 2. Students Give Feedback on September and October (3-5 min)

- Prompt students to provide feedback about the activities from September and October.
- Summarize the specific activities you carried out: *“In September, we focused on Positive Purpose and on setting SMART goals. We made a mural together and got to know each other better.”*

*Discussion Questions:*

- *What were some things you liked about MOSAIC in September?*
- *How could those September lessons be better?*
- Summarize October activities: *“In October, we focused on the five MOSAIC virtues and we made Virtue Billboards. We also talked about being an Upstander, being a leader, and we elected our Ambassadors.”*

*Discussion Questions:*

- *What were some things you liked about MOSAIC in October?*
- *How could those October lessons be better?*

### STEP 3. Provide Reflection Activity Prompt (5-7 min)

- Show MOSAIC Projector Display: MOSAIC Reflection.



- Have students respond to the scenario in their MOSAIC Journals. Tell students they have 5 minutes to respond.
- While students are writing in their MOSAIC Journals, complete the **MOSAIC Teacher Handout: Bi-Monthly Feedback**. Save this feedback and use to plan improvements for MOSAIC for the rest of the year. Additionally, if your school has a MOSAIC instructional support team, share this information with that team to inform wider MOSAIC improvements at the grade school levels.

#### **STEP 4. Students Share Reflection Responses (2-3 min)**

- Have students share their responses if there is time. You can also have students read each other's responses if you need more time to complete your feedback.
- Do not press students if they are reluctant to share their opinions.



(MOSAIC Projector Display)

## October Activity 5 MOSAIC Reflection

*Write your answer in your MOSAIC Journal:*

*You're applying for a job, and the interviewer asks you to describe the skills that make you stand out from other people.*

*How might you use what you learned in MOSAIC so far to talk about yourself? What would you say to the interviewer?*

## Bi-Monthly Teacher Feedback

School\_\_\_\_\_

MOSAIC Year (Grade Level): \_\_\_\_\_

1. **How much of the MOSAIC curriculum were you able to complete over the past two months?**

Not very much

Somewhat

Very much

2. **What did you like best about MOSAIC over the past two months (e.g., activities, student growth moments, etc.)?**

3. **What would you like to change about the MOSAIC program from the past two months?**

4. **What support(s) would help you teach MOSAIC most effectively?**

# *November*

*Making Ourselves, School, and World Better*



## YEAR 1

# NOVEMBER THEME

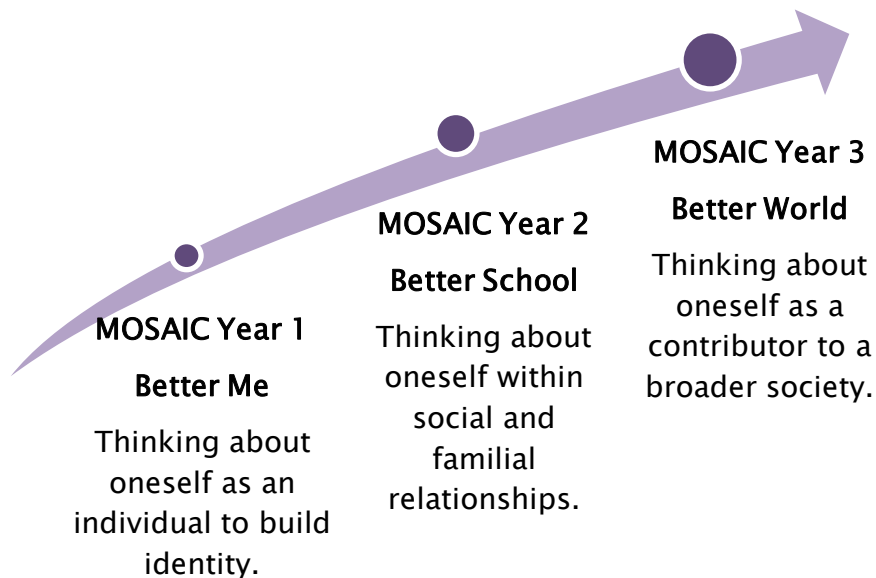
Making Ourselves,  
School, and World Better

## NOVEMBER VIRTUE & SKILLS

**Virtue:**  
Constructive Creativity

**Skills:**  
Social Problem Solving &  
Communication

## MOSAIC BY YEAR



# MOSAIC Virtues & Skills

## Positive Purpose

### Supporting Virtues

- 1) Constructive Creativity
- 2) Helpful Generosity
- 3) Optimistic Future-Mindedness
- 4) Responsible Diligence
- 5) Compassionate Forgiveness  
and Gratitude

### Supporting Skills

- 1) Emotional Regulation
- 2) Communication
- 3) Empathy
- 4) Social Problem Solving

## MOSAIC VIRTUES & SKILLS BY MONTH

<b>MONTH</b>	<b>THEME</b>	<b>VIRTUE</b>	<b>SKILLS</b>
<b>September</b>	<i>Why are we here: Finding Our Positive Purpose</i>	Introduction to Positive Purpose	Communication & Social Problem Solving
<b>October</b>	<i>What Kind of Person Do I Want to Be?</i>	Virtue Identification	Skill Identification
<b>November</b>	<i>Making Ourselves, School, and World Better</i>	Constructive Creativity	Communication & Social Problem Solving
<b>December</b>	<i>Giving Back to Ourselves, School, and World</i>	Helpful Generosity	Communication & Social Problem Solving
<b>January</b>	<i>Planning for the Future</i>	Optimistic Future-Mindedness	Empathy & Social Problem Solving
<b>February</b>	<i>Showing Resilience and Overcoming Obstacles</i>	Responsible Diligence	Emotion Regulation & Social Problem Solving
<b>March</b>	<i>Appreciating Ourselves, Our School, and the World</i>	Compassionate Gratitude	Communication & Empathy
<b>April</b>	<i>Connecting with Others and Being a Leader</i>	Compassionate Forgiveness	Emotion Regulation & Empathy
<b>May</b>	<i>Looking Forward: Next Steps on the Journey</i>	Positive Purpose	Communication & Social Problem Solving
<b>June</b>	<i>Looking Back: What Have I Accomplished? What Have I Learned?</i>	All Virtues Summary	All Skills Integrated

# MOSAIC NOVEMBER THROUGHLINE

## MAKING OURSELVES, SCHOOL, AND WORLD BETTER

How can we incorporate MOSAIC into our class today?

- Think about how this class will help you meet your career goals.
- Remember there is more than one way to solve any problem.
- Find ways to use your strengths in our class today.



# MOSAIC in November

## Year 1 Curriculum

**NOTE:** *If video or web resource links do not work, check the [www.secdlab.org](http://www.secdlab.org) website for the materials.*

### **November Activity 1: Introduction to Constructive Creativity**

Day 1: Paper Clip Activity

Day 2: Constructive Creativity and An Artist's Intervention

Day 3: Virtue Exchange Game

Day 4 What it Means to Be Our Best Selves, Creatively

### **November Activity 2: Career Planning**

Days 5 and 6: My Career Inventory: Career Categories

Day 7: My Career Inventory: Specific Careers

Day 8: Introducing Applications

Days 9 and 10: Thinking About The Future: Starting Applications

### **November Activity 3: Students Taking Action Together**

Day 11: Introduce PLAN

Day 12: Introduce STAT and Select Topic

Day 13: Problem Description and List of Options

Day 14: Select Options, Discuss Action Plan, and Reflection

# November Activity 1

## *Introduction to Constructive Creativity*

Days 1 to 4

**VIRTUE &  
SKILLS**  
Constructive  
Creativity  
&  
Communication  
+ Social  
Problem Solving

### **OBJECTIVE**

Students will be introduced to theme and virtue by collectively brainstorming their “best selves” and what it means to be constructively creative.

### **MATERIALS**

- ❖ Paper/MOSAIC journals
- ❖ Pens/pencils/crayons/markers
- ❖ Projector
- ❖ Timer
- ❖ MOSAIC Projector Display:
  - Theme and Virtue Definition Web
- ❖ Internet (optional)

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### **November Activity 1 Tip**

1. On Day 12, you will be helping your student Ambassadors to lead the class in the Students Taking Action Together. Please set aside time to meet with the Ambassadors and review the lesson plans and Ambassador handouts before you start these lessons and to prepare for the STAT lesson series.

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### **“Constructive Creativity” Overview**

**Day 1: Paper Clip Activity**

**Day 2: Constructive Creativity and An Artist’s Intervention**

**Day 3: Virtue Exchange Game**

**Day 4: What it Means to Be Our Best Selves, Creatively**



## Day 1: Paper Clip Activity

### STEP 1. Introduce “Constructive Creativity” (1-2 min)

- Introduce the activity by saying to students, *“This month we will be focusing on the theme of ‘Making Ourselves/School/World Better’, and the virtue of Constructive Creativity.”*
- Remind students that, *“Constructive Creativity can be described the following ways: Thinking ‘outside the box’; Finding new solutions to problems; Looking at something in a different way from most others; seeing different explanations for things you might be sure about, especially regarding why people do what they do or have done to you in the past; looking at many ways to solve a problem before acting on it.”*
- Emphasize that, *“These descriptions are not the definition of constructive creativity. Instead, they are a starting point from which you can develop your own definition.”*

### STEP 2. Lead Paper Clip Game, Round 1- Individuals (4-6 min)



- Introduce the activity by saying to students, *“This activity is called the Paper Clip Game. For the first round of the game, you will need to take out your MOSAIC journals and open to a blank page. You will have 2 minutes to write down as many uses you can think of for a paper clip. Please work quietly and on your own. Any questions? Go ahead.”*
- Set a timer for 2 minutes and stop students when the buzzer goes off.
  - NOTE: If students ask questions about the paper clip (i.e. Does it have to be made of metal? Does it have to be small?), simply respond, *“Do your best to think of as many uses as you can for a paper clip.”*
- Facilitate discussion of how many ideas students were able to generate.
- *Example Discussion Questions:*

- *Who thought of more than 5 ways to use a paper clip? What about more than 10?*
- *What strategies did you use to come up with ideas?*
- *What is your favorite paper clip use you came up with?*

### **STEP 3. Lead Paper Clip Game, Round 2- Groups (5-7 min)**

- Break students into groups of 2-4.
- Pick a different object, instead of the paper clip for this round. This could be anything in the room, such as a pencil or a stapler.
- Explain to students, *“You will now have an additional 1 minute to brainstorm ways that you can use this new object. This time make sure you understand that the object does not need to be used in any one particular way, for example, it might be much larger or made out of a different material than the one we have in the room. Any questions? Go ahead.”*
- Facilitate discussion reflecting on how the process was the second time around.
- Example Discussion Questions:
  - *Was there anything you noticed that was different about round 2 compared to round 1?*
  - *What was the most helpful strategy you used to brainstorm ideas?*
- Emphasize that, *“To be constructively creative in difficult situations, you must free up your brain! This is something that can be learned through practice and working together. Notice how much easier it was to come up with ways to use the object in round 2 than in round 1!”*
- *“We will be learning and practicing more ways to be constructively creative for the next month!”*

## Day 2: *Constructive Creativity and An Artist’s Intervention*

### STEP 1. Introduce Video: *An Artist’s Intervention* (5-6 min)

- Say, *“To further understand the virtue of Constructive Creativity, we are going to watch a video about one person, Mary Beth Heffernan, an artist who used her Constructive Creativity to develop an important idea that has helped many people during the difficult Ebola crisis.”*
- Show video, “An Artist’s Intervention in the Ebola Crisis.”
  - NOTE: If you do not have access to video or the internet, skip to the “Group Story Writing” activity on the next page.
  - Video
    - Title: An Artist’s Intervention in the Ebola Crisis
    - Link: <https://www.youtube.com/watch?v=-Wx7g6NbhPs>
    - Length: 4:30
    - Description: An artist, Mary Beth Heffernan, is struck by the frightening appearance of health workers in the hazmat suits they must wear while working with patients with Ebola. Ms. Heffernan uses her constructive creativity to generate the idea of putting photos of the health workers on the front of their hazmat suits. She puts this idea into action, and the health workers describe how much they and their patients appreciate it. This idea brings humanity to a very difficult situation.

### STEP 2. Reflect on Video (9-10 min)

- Facilitate a discussion connecting the video to Constructive Creativity.
- *Example Discussion Questions*
  - *How do you think Ms. Heffernan developed the idea to put photos of the health care workers on the front of their hazmat suits?*

- *What other ideas could you think of that might help in this situation?*
- *What feelings do you think the health workers and Ebola patients had when they had photos on their suits?*
- *Is there anyone in your life who has used their constructive creativity to come up with a special idea to solve a problem?*

### **Alternative Activity (IF VIDEO IS INACCESSIBLE)**

#### **STEP 1. Group Story Writing (8-11 min)**

- Say, *“We are going to practice Constructive Creativity through writing a story together as a class. Each person in the room will have a chance to add a line to the story. The story will begin with the line, “Once upon a time, there was a forest...” We will start with (name of student) and go around the room like this (indicate the order of participants). Let’s begin!”*

#### **STEP 2. Reflect on Group Story Writing (4-7 min)**

- Facilitate a discussion connecting the group story writing activity to Constructive Creativity.
- *Example Discussion Questions:*
  - *What surprised you about this activity?*
  - *Did the story always go in the direction you thought that it would?*
  - *Who would like to share an example of someone in your life who has used their Constructive Creativity to come up with a special idea to solve a problem?*

## Day 3: Virtue Exchange Game

### STEP 1. Students Write Word or Phrase on Paper (1-2 min)



- Ask students to rip out one blank page from their MOSAIC Journals
  - NOTE: If available, hand out blank slips of paper or index cards for students to use instead.
- Say, *“On this piece of paper, take the next 60 seconds to write down the most important everyday word or phrase that describes part of the virtue, Constructive Creativity. Be prepared to explain why you chose this word or phrase.”*

### STEP 2. Students Mingle To Share Their Word or Phrase (5-7 min)

- Ask students to stand up with their paper in hand. Say, *“For the next 10 seconds or so, walk around the room. When I say stop, partner up with whomever you are standing closest to. Show each other what you wrote on your paper, and explain why this word or phrase describes part of the virtue Constructive Creativity.”*
- Explain, *“Next, when you are done sharing, trade papers with your partner. We will then repeat this process except the second time, you will be explaining the word or phrase that you received from your former partner!”*
- Repeat this process 2-4 times.

### STEP 3. Facilitate Discussion (6-9 min)

- Facilitate discussion about student’s thoughts and experiences on the activity that will help prepare them to write their own definition of constructive creativity.
- *Example Discussion Questions:*
  - *What themes and similarities did you notice between the words and phrases you and your classmates wrote?*

- *What surprised you about the words or phrases?*
- Point out that, *“You had many different thoughts and there was not a single right answer.”*

## Day 4: *What it Means to Be Our Best Selves, Creatively*

### STEP 1. Introduce the Activity (1-2 min)

- Explain that, *“The monthly theme this month is, ‘Making Ourselves, School, and World Better.’”*
- Say to the students, *“Today we will use our ideas of our best selves to create two definitions as a class; (1) what it means to be our best selves and (2) what Constructive Creativity means.”*

### STEP 2. Introduce Theme and Virtue Definition Web (2-4 min)

- Show the **MOSAIC Projector Display: Best Self and Creativity Definition Web** and review the directions, including each instruction within the 2 by 2 square.

### STEP 3. Students Brainstorm for Web Individually (4-5 min)



- Ask students to use their MOSAIC Journals to draw the 2 by 2 square from the projector on a new page.
- Say to students, *“You will now have 3 minutes to work individually to fill out the square with your own ideas. Remember, this is just a brainstorm, and no idea is a bad idea!”*

### STEP 4. Share Ideas and Create Class Definitions (3-4 min)

- Ask students, *“What are some ideas that you came up within your individual definition web?”*
- Summarize the themes that come up from their ideas
  - *Example: “It seems like the group pictures Constructive Creativity as being able to imagine many possibilities and being your best self as including pride, respect, and a hard worker.”*
- Ask students to *“work together to create a class definition of being your best self and ‘Constructive Creativity.’”*



- Instruct students to *“copy these definitions in your MOSAIC journals to refer back to.”*

#### STEP 5. Introduce the Throughline Sheet (1-3 min)

- Say to students, *“During the rest of this month, we will be learning tools to be Constructively Creative and be our best selves. This month’s Throughline sheet reminds us to use these tools and notice how they show up in the content and interactions that we have in other classes.”*



- Selecting a student to read the Throughline sheet aloud and posting it in a visible place in the classroom.
- Student says, *“November Throughline: Making ourselves, school, and world better. How can we incorporate MOSAIC into our class today?”*
  - *Think about how this class will help you meet your career goals.*
  - *Remember there is more than one way to solve any problem.*
  - *Find ways to use your strengths in our class today.*

#### FOLLOW UP

- Throughout the month, provide specific labeled praise for students who show Constructive Creativity (in your MOSAIC class and in your other classes).
- If conflicts or problems come up in your MOSAIC class, ask students what they would do if they were acting as their Best Self.
- Model compassion and understanding when students are not showing their “Best Selves.” Tell students they will always have another chance to show their Best Self.



# MOSAIC NOVEMBER THROUGHLINE

## MAKING OURSELVES, SCHOOL, AND WORLD BETTER

How can we incorporate MOSAIC into our class today?

- Think about how this class will help you meet your career goals.
- Remember there is more than one way to solve any problem.
- Find ways to use your strengths in our class today.

(MOSAIC Projector Display)

# November Activity 1

## Best Self and Creativity Definition Web

**Directions:** Follow the instructions in each of the 4 boxes for both of the terms (1) Best Self and (2) Constructive Creativity. Write answers for Best Self

<p><b>DEFINE IT!</b> What does it mean in your own words?</p> <p>1.</p> <p>2.</p>	<p><b>FEEL IT!</b> Why and when is it important for you?</p> <p>1.</p> <p>2.</p>
<p><b>DRAW IT!</b> What does it look like?</p> <p>1.</p> <p>2.</p>	<p><b>FIND IT!</b> When do I see it around me (ex. in school, home, media, my community)?</p> <p>1.</p> <p>2.</p>

**1. Best Self**  
**2. Constructive Creativity**

where there is a (1.) in each box and answers for Constructive Creativity where there is a (2.) in each box.

# November Activity 2

## *Career Planning*

*Days 5 to 10*

**VIRTUE &  
SKILLS**  
Constructive  
Creativity  
&  
Communication  
+ Social Problem  
Solving

### **OBJECTIVE**

Students will be able to identify a career field based on a survey of their interests and skills, learn the time management skill of tracking their time, and be exposed to a sample application.

### **MATERIALS**

- ❖ Paper/MOSAIC journals
- ❖ Pens/pencils/crayons/markers
- ❖ Projector
- ❖ Internet (optional)
- ❖ MOSAIC Handouts:
  - Career Inventory (4 pgs.)
  - My Top Career Interests
  - Jobs List (2 pgs.)
- ❖ MOSAIC Projector Display:
  - Sample Application
  - Personal Statements

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### **November Activity 2 Tips**

1. Connect the application to the MOSAIC skill of communicating clearly and purposefully when completing the applications
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## **“Career Planning” Overview**

**Days 5 and 6: My Career Inventory: Career Categories**

**Day 7: My Career Inventory: Specific Careers**

**Day 8: Introducing Applications**

**Days 9 and 10: Thinking About The Future: Starting Applications**

## Days 5 and 6: *My Career Inventory: Career Categories*

**NOTE: The Career Inventory will take two days to complete**

### STEP 1. Discuss Job Versus Career (8-10 min)

- Ask students, *“What do you think the difference is between a ‘job’ and a ‘career?’”*
  - NOTE: Jobs and careers can be described as:
    - Job: *Shorter term; you might have a lot of jobs in one career; example might be a summer job*
    - Career: *Gradually progressing toward lifelong goals; takes planning and skills*
- *Example Discussion Questions:*
  - *Do you imagine yourself having a career? What would it be?*
  - *How do you plan ahead for a career?*
  - *How is that different from how you would plan ahead for a job?*
  - *Do you imagine yourself having jobs that eventually lead to a career?*
  - *Is it possible to have a job that is connected to your positive purpose?*

### STEP 2. Complete Career Interest Survey (20-22 min)

- Tell students, *“Your interests will help you narrow down career or job options for the future. A Career Interest Survey helps you connect your interests to jobs or careers, and we are going to fill one out today.”*

- Distribute the **MOSAIC Handout: Career Inventory** (4 pages) (it may also be helpful to project the Projector Display on the on screen/Smart Board).
- Instruct students to, *“Put a check mark on a line that corresponds with the category, every time you read something that sounds interesting to you.”*
  - NOTE: There are four pages of the inventory. Give students at least two minutes per page.
- When students have completed all four pages say, *“Now add up the check marks on each line and write the total number of checkmarks at the end of the line.”*
- Say to students, *“Now turn to the next page in your MOSAIC Handout titled, “My Top Career Interests.” Look through the total checkmark scores from all of the boxes, and circle the box categories with the top three scores. This will help you to determine which careers you might want to explore.”*
- Ask students to, *“Try to brainstorm 1-2 jobs that fit these categories. Next MOSAIC lesson, we will learn more about what jobs might fit your career interests.”*

## November Activity 2

### Career Inventory (4 pages)

#### Career Interest Survey *(Adapted from the SD Department of Labor and Regulation)*

1. Check off each activity that sounds interesting to you.
2. Write the total number of checks in each box.
3. Fill out the last page to find out which careers you might want to explore.

### #1

- Taking care of pets
- Planting trees
- Taking care of plants and flowers
- Working in a garden
- Helping sick animals get better
- Grooming dogs, cats, or other animals
- Spending time in wildlife or nature
- Watching wildlife
- Finding problems in the environment

Total checks: \_\_\_\_\_

### #2

- Repairing small appliances
- Painting houses or buildings
- Using tools to make household repairs
- Building with wood
- Volunteering to build houses
- Drawing floor plans (designing a building or room)
- Building small electronics
- Laying brick or cinder block
- Planning a landscape or garden

Total checks: \_\_\_\_\_

### #3

- Performing (music, drama, dance) for an audience
- Creating graphic designs on a computer
- Drawing or painting pictures
- Taking pictures with a camera
- Creating an original video or film
- Writing poems, stories, or plays
- Making jewelry or sculpting with clay or other materials
- Designing a newspaper layout
- Being a radio announcer

Total checks: \_\_\_\_\_

### #4

- Using a cash register
- Typing up notes from a school meeting
- Filing or sorting mail or other papers
- Running your own business
- Creating a website
- Managing tasks for a group
- Preparing reports and analyzing data
- Typing documents for other people
- Volunteering to answer phones

Total checks: \_\_\_\_\_

## #5

- Working with younger kids
- Tutoring young children
- Reading to elementary school students
- Giving instructions for or directing a play
- Babysitting younger children
- Organizing or shelving library books
- Working with peers (peer counseling or mediation)
- Helping at Special Olympics
- Teaching younger children in after-school program

Total checks: \_\_\_\_\_

## #6

- Studying money and investments
- Playing a stock market game
- Balancing a check book
- Opening a checking or savings account
- Being a treasurer for a school club
- Organizing a fundraiser
- Collecting money for a school or community event
- Developing a budget
- Using computer programs to organize money

Total checks: \_\_\_\_\_

## #7

- Working on a campaign for a political candidate
- Making a speech
- Volunteering for city planning
- Running for student council or other leadership position
- Planning and preparing budgets
- Volunteering to work with state or national leaders
- Learning and speaking a new language
- Writing applications for grants (money for an organization)

Total checks: \_\_\_\_\_

## #8

- Taking care of a sick relative
- Watching doctor/hospital TV shows
- Learning CPR and first aid
- Volunteering at a retirement home
- Volunteering in a hospital
- Using a stethoscope to listen to someone's heart
- Identifying parts of the human body on a diagram
- Helping athletes recover from sports injuries
- Helping people who use wheelchairs with daily tasks

Total checks: \_\_\_\_\_



## #9

- Working in a restaurant
- Planning vacations or events
- Cooking, baking, serving meals
- Participating in sports or outdoor activities
- Being a lifeguard
- Cooking for an event
- Working at a concession stand
- Exercising and working out
- Being a sports official

Total checks: \_\_\_\_\_

## #10

- Making a family menu
- Working with the elderly
- Working at the shelter
- Shopping, comparing prices, & consumer goods
- Listening & helping friends with problems
- Participating in youth groups or community groups
- Working as a diet aid
- Volunteering at a retirement home
- Being a mentor to a younger student

Total checks: \_\_\_\_\_

## #11

- Developing computer programs
- Building computers
- Playing video games
- Using the Internet
- Learning how to set up operating systems
- Installing computer software
- Learning how to put together computer parts
- Playing with electronics
- Designing video games

Total checks: \_\_\_\_\_

## #12

- Reading mystery novels
- Listening to a police scanner
- Watching mystery movies or courtroom dramas
- Playing "Clue" or other mystery board games
- Volunteering in a lawyer's office
- Following court cases in the news
- Training to respond to medical emergencies
- Volunteering to look for missing pets or persons
- Participating in search and/or rescue training

Total checks: \_\_\_\_\_

## #13

- Welding or working with metals
- Repairing and upholstering furniture
- Creating wood carvings
- Taking machine shop classes
- Making belts or other leather goods
- Operating a printing press
- Installing and repairing home electronics
- Sewing, weaving, knitting, or other needlework
- Building cabinets, shelves, and other simple woodworking

Total checks: \_\_\_\_\_

## #14

- Cutting and styling hair
- Selling products for a school fund-raiser
- Taking tours of new houses for sale
- Designing or modeling clothes
- Giving people advice on products they should buy
- Decorating your house and rearranging furniture
- Planning and having a bake sale
- Arranging and selling flowers
- Fixing watches and clocks

Total checks: \_\_\_\_\_

## #15

- Visiting science museums
- Designing experiments
- Exploring caves and collecting rocks
- Watching the weather and tracking storms
- Using a computer to solve math problems and equations
- Identifying plants, animals, and/or marine life
- Developing solutions to environmental problems
- Building model aircraft/boats/trains
- Learning about different cultures

Total checks: \_\_\_\_\_

## #16

- Flying airplanes
- Repairing vehicles, bikes, and engines
- Working in a warehouse or taking inventory
- Operating motorized machines or equipment
- Visiting space camps
- Building and repairing boats
- Operating an old radio
- Reading mechanical or automotive magazines/blogs
- Having a paper route

Total checks: \_\_\_\_\_

## November Activity 2

### My Top Career Interests

the categories with the highest number below.

**My top three Career Interest Categories**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

<b>#1</b> Agriculture, Food, & Natural Resources -----	<b>#2</b> Architecture & Construction -----	<b>#3</b> Arts, Audio/Visual Technology, & Communications -----	<b>#4</b> Business Management & Administration -----
<b>#5</b> Education & Training -----	<b>#6</b> Finance -----	<b>#7</b> Government & Public Administration -----	<b>#8</b> Health Science -----
<b>#9</b> Hospitality and Tourism -----	<b>#10</b> Human Services -----	<b>#11</b> Information Technology -----	<b>#12</b> Law, Public Safety, Corrections, and Security -----
<b>#13</b> Manufacturing -----	<b>#14</b> Marketing -----	<b>#15</b> Science, Technology, Engineering, and Math -----	<b>#16</b> Transportation, Distribution, & Logistics -----

## Day 7: My Career Inventory: Specific Careers

### STEP 1: Introduce Jobs List (5-7 min)

- Say to students, *“Please take out your MOSAIC Handouts and turn to the page titled “Jobs List.”*
- Say to students, *“Find the categories that align with your top three categories. For each of your top three categories, write down the jobs that most appeal to you.”*
  - NOTE: You can also ask students to write down other careers they think of that might not be captured in this projector display.

### STEP 2: Discuss Students’ Career Interests (8-10 min)

- Facilitate a discussion about the jobs and careers students are interested in pursuing.
  - *Example Discussion Questions:*
    - *Were you surprised and/or excited by any of the career clusters or the careers that you matched with?*
    - *For the careers you are interested in, what is important to start practicing and learning in your classes to prepare you to be successful in those careers?*
      - NOTE: These responses can be related to the sample application that students will be reviewing and filling out in Days 9 and 10.
    - *Were there any careers you didn’t know about before today?*
    - *How do you think MOSAIC can help you prepare for a future job or career?*

- *What else do you want to know about choosing a career path?*
- *What do you want to know about preparing yourself for high school or college?*

## November Activity 2

### Jobs List (2 pages)

<p><b>#1. Agriculture, Food, &amp; Natural Resources</b></p> <ul style="list-style-type: none"><li>• Animal Trainer</li><li>• Conservationist</li><li>• Farmer</li><li>• Veterinarian</li><li>• Butcher</li><li>• Soil/plant scientist</li><li>• Ship captain</li><li>• Wildlife biologist</li><li>• Marine biologist</li><li>• Oceanographer</li><li>• Recreation worker</li><li>• Forest ranger</li></ul>	<p><b>#2. Architecture &amp; Construction</b></p> <ul style="list-style-type: none"><li>• Building Design</li><li>• Construction</li><li>• Architect</li><li>• Carpenter</li><li>• Roofer</li><li>• Civil Engineer</li><li>• Landscape architect</li><li>• Subway operator</li><li>• Interior design expert</li></ul>	<p><b>#3. Arts, Audio/Visual Technology, &amp; Communications</b></p> <ul style="list-style-type: none"><li>• Video editing</li><li>• Sound technician</li><li>• Writer</li><li>• Historian</li><li>• Photographer</li><li>• Proofreader</li><li>• Interior designer</li><li>• Actor</li><li>• Journalist</li><li>• Graphic artist</li><li>• Reporter</li><li>• Social media manager</li></ul>
<p><b>#4. Business Management &amp; Administration</b></p> <ul style="list-style-type: none"><li>• Bookkeeper</li><li>• Office worker</li><li>• Business Manager</li><li>• Data entry clerk</li><li>• Computer programmer</li><li>• Payroll Manager</li><li>• Cost estimator</li><li>• Helping a business run</li><li>• Working with others to improve business</li></ul>	<p><b>#5. Education &amp; Training</b></p> <ul style="list-style-type: none"><li>• Teacher</li><li>• Coach</li><li>• Fitness Trainer</li><li>• Librarian</li><li>• Tutor</li><li>• Nutritionist</li><li>• Health educator</li><li>• Principal/Administrator</li><li>• Crisis intervention counselor</li><li>• School board attorney, business manager</li></ul>	<p><b>#6. Finance</b></p> <ul style="list-style-type: none"><li>• Banking</li><li>• Accounting</li><li>• Insurance</li><li>• Bank teller</li><li>• Tax preparation</li><li>• Financial advisor</li><li>• Insurance salesperson</li><li>• Economist</li><li>• Retirement counselor</li></ul>

<p><b>#7. Government &amp; Public Administration</b></p> <ul style="list-style-type: none"> <li>• City Planning</li> <li>• National Security</li> <li>• Postal Worker</li> <li>• Legislator</li> <li>• Climate change analyst</li> <li>• Government property inspector</li> <li>• Clean environment specialist</li> </ul>	<p><b>#8. Health Science</b></p> <ul style="list-style-type: none"> <li>• Pharmacist</li> <li>• Nurse</li> <li>• Doctor</li> <li>• Home health aide</li> <li>• Biomedical engineer</li> <li>• Psychologist</li> <li>• Senior Citizen specialist</li> <li>• EMT/Paramedic</li> <li>• Hospital administrator</li> </ul>	<p><b>#9. Hospitality and Tourism</b></p> <ul style="list-style-type: none"> <li>• Hotels</li> <li>• Travel/Tourism</li> <li>• Food Industry</li> <li>• Chef</li> <li>• Museum worker</li> <li>• Translator</li> <li>• Tour guide</li> <li>• Travel web site worker</li> </ul>
<p><b>10. Human Services</b></p> <ul style="list-style-type: none"> <li>• Hair Stylist</li> <li>• Counselor</li> <li>• Social Worker</li> <li>• Clergy</li> <li>• Marriage Counselor</li> <li>• Funeral director</li> <li>• Childcare worker</li> <li>• Makeup Artist</li> <li>• Helping people and serving others</li> <li>• Working with ideas to improve society</li> </ul>	<p><b>#11. Information Technology</b></p> <ul style="list-style-type: none"> <li>• Database Operator</li> <li>• Computer network designer</li> <li>• Software developer</li> <li>• Video game developer</li> <li>• Programmer</li> <li>• Systems analyst</li> <li>• Cybersecurity</li> </ul>	<p><b>#12. Law, Public Safety, Corrections, and Security</b></p> <ul style="list-style-type: none"> <li>• Police Officer</li> <li>• Military</li> <li>• Lawyer</li> <li>• Security guard</li> <li>• Firefighter</li> <li>• Parking enforcement</li> <li>• Animal Control</li> <li>• Paralegal</li> </ul>
<p><b>#13. Manufacturing</b></p> <ul style="list-style-type: none"> <li>• Team Assembly</li> <li>• Electrician</li> <li>• Furniture Maker</li> <li>• Jeweler</li> <li>• Furniture finisher</li> <li>• Power plant operator</li> <li>• Packager</li> <li>• Chemical plant operator</li> </ul>	<p><b>#14. Marketing</b></p> <ul style="list-style-type: none"> <li>• Salesperson</li> <li>• Advertising</li> <li>• Real Estate</li> <li>• Telemarketer</li> <li>• Property management</li> <li>• Survey researcher</li> <li>• Customer service representative</li> <li>• Social media marketer</li> </ul>	
<p><b>#15. Science, Technology, Engineering, and Math</b></p> <ul style="list-style-type: none"> <li>• Engineer</li> <li>• Computer Programmer</li> <li>• Biologist</li> <li>• Anthropologist</li> <li>• Biochemist</li> <li>• Geneticist</li> <li>• Quality control analyst</li> <li>• Food science technician</li> </ul>	<p><b>#16. Transportation, Distribution, &amp; Logistics</b></p> <ul style="list-style-type: none"> <li>• Car mechanic</li> <li>• Truck driver</li> <li>• Pilot</li> <li>• Traffic technician</li> <li>• Cargo inspector</li> <li>• Distribution manager</li> <li>• Supply chain manager</li> <li>• Driverless car designer</li> </ul>	

## Day 8: *Introducing Applications*

### STEP 1. Introduce Sample High School Application (5-6 min)

- Explain, *“Applications are often part of the process toward getting what you want, and they can help you in pursuing your career.”*
- Facilitate a discussion to teach students about the high school application process. Ask students, *“Who knows about the high school application process in our city? What are the steps involved?”*
- Project **MOSAIC Projector Display: Sample Application** and have students take turns reading out loud parts of the sample application.
  - NOTE: If you do not have access to a projector, read the questions aloud to your students.



- Instruct students to, *“Take 2-3 minutes to write a short journal entry in your MOSAIC Journals about one thing that surprised you about the application and two things you need to begin thinking about and planning for, based on this application.”*
- Ask students, *“Who wants to share their MOSAIC Journal reflections?”*

### Step 2. Class Review & Brainstorm of Personal Statement (6-8 min)

- Read the personal statement question as a class.
- As a class, discuss different themes, styles, and structures that could be applied to this personal statement.
- *Example Discussion Questions:*
  - *What skills and virtues from MOSAIC might relate to what you write about in your personal statements?*
  - *How might your career interests that you identified the other day, tie into your personal statements?*
  - *How many paragraphs do you think would be an appropriate number, considering the statements should be no more than 500 words?*



- *Who would likely be reading the application? In other words, who is your audience? What do they currently know about you and what would they like to know about you? What would they not be interested in hearing?*
- *What are some ways you could immediately engage the person reading the application? (For example, starting the statement with a question or brief story.)*
- *What are some ideas that you have for your personal statements?*



- Ask the students to spend 2 minutes writing down notes from this conversation about themes, styles, and structures that could be applied to this personal statement.

(MOSAIC Projector Display)

## November Activity 2 Sample Application

***This is not a real application!! But it is good practice to fill it out.***

### APPLICATION CHECKLIST

\_\_\_ Submit Application: Applicant Information and Personal Statements. **(ONLINE)**

\_\_\_ Federal Income Tax Return - Form 1040 or 1040A and/or a brief explanation of family income to be placed in CONFIDENTIAL envelope addressed to Rutgers Admissions Committee, sealed, and returned. **(PAPER)**

\_\_\_ Student's Report Card: current 7<sup>th</sup> grade report card to be placed in envelope with Federal Income Tax Return info, sealed, and returned. **(PAPER)**

***PLEASE INCLUDE THIS COMPLETED FORM IN THE CONFIDENTIAL ENVELOPE WITH YOUR INCOME TAX INFORMATION AND CURRENT REPORT CARD.***

### **APPLICANT INFORMATION** *(This form is filled out online)*

**Name** (First) \_\_\_\_\_ (Last) \_\_\_\_\_

**Address** (Number) \_\_\_\_\_ (Street) \_\_\_\_\_

(City) \_\_\_\_\_ (State) \_\_\_\_\_ (Zip) \_\_\_\_\_

**Telephone** ( \_\_\_\_\_ ) \_\_\_\_\_

**E-mail Address** (same as email used on online application): \_\_\_\_\_

Do you have a sibling who is currently or was previously in the Rutgers Future Scholars program?  
YES \_\_\_ NO \_\_\_

### **PARENT/GUARDIAN INFORMATION**

Name: \_\_\_\_\_ Phone Number: \_\_\_\_\_

Name: \_\_\_\_\_ Phone Number: \_\_\_\_\_

### REFERENCES

**Reference 1** Name: \_\_\_\_\_ Phone Number: \_\_\_\_\_ Email: \_\_\_\_\_

**Reference 2** Name: \_\_\_\_\_ Phone Number: \_\_\_\_\_ Email: \_\_\_\_\_

## Days 9 and 10: *Thinking About The Future: Starting Applications*

NOTE: On Day 12, you will be helping your student ambassadors to lead the class in Students Taking Action Together. Please set aside time to meet with the ambassadors and review the lesson plans and ambassador handouts before you start these lessons.

### STEP 1. Draft Application Responses (18-20 min)

- Display **MOSAIC Projector Display: Personal Statement**



- Instruct students to, *“Take out your MOSAIC journals and write a response to the personal statement prompt. Remember, first outline your response before writing the full draft.”*

### STEP 2. Reflect on Application (10-12 min)

- Ask students, *“What is one thing that surprised you about the application? What is one thing you need to begin thinking about and planning for, based on this application?”*

### FOLLOW UP

- Encourage students to investigate their chosen careers by interviewing adults or researching online.
- Connect students to resources that will help them reach the goals they identify based on this activity. For example, link students who would like more club experiences to the relevant club advisors or sports coaches.

(MOSAIC Projector Display)

## **November Activity 2 Personal Statement**

*Please answer this question in 500 words or less.*

*We suggest that you complete your statements in Word or another word processing program and then copy and paste your responses below.*

**Question: What do you think are the challenges students in your community face, preparing for college and/or their futures?**

# November Activity 3

## *Student Taking Action Together*

### Days 11 to 14

**VIRTUE & SKILLS**  
Constructive  
Creativity  
&  
Communication +  
Social Problem  
Solving

#### **OBJECTIVE**

Students will use the PLAN problem-solving framework to discuss an important issue and submit a suggestion for change to the school.

#### **MATERIALS**

- ❖ Chart paper or board space
- ❖ Ambassador Handouts for both Ambassadors
  - Ambassador Handout: STAT List of Options
  - Ambassador Handout: STAT Action Plan

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#### **November Activity 3 Tips**

1. Meet with your Ambassadors before Day 12 help them coordinate leading the activity.
2. If there is a particular topic that you, the teacher, or the school administrator(s) have predetermined is important for a class or a grade, you can use STAT to address that particular problem, otherwise, the lesson guides the students through a process to pick a topic that is relevant and important to them.
3. Starting on Day 12, the instructor directions will be utilized by your student Ambassadors. Ambassador script is in underlined green font.

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#### **“Students Taking Action Together” (STAT) Overview**

**DAY 11: Introduce PLAN**

**DAY 12: Introduce STAT and Select Topic**

**DAY 13: Problem Description and List of Options**

**DAY 14: Select Options, Discuss Action Plan and Reflection**

## DAY 11: *Introduce PLAN*

### STEP 1. Introduce PLAN Problem Solving Model (1-2 min)

- Show the MOSAIC Projector Display: PLAN
- Explain, *“The PLAN Problem Solving Model will be used throughout MOSAIC. PLAN stands for: Problem Description, List of Options, Action Plan, and Notice Successes.”*
- Ask students, *“Who wants to volunteer to read through the steps written on the display?”*

### STEP 2. Discuss How Successful People Use PLAN (5-6 min)

- Introduce the students to the term “mental rehearsal” by saying, *“Mental rehearsal involves visualizing the outcome of a problem and rehearsing how you can respond to various scenarios. This technique is used by some very successful people, like famous athletes, soldiers and business leaders, in order to overcome obstacles in their journeys.”*
- Listen to the podcast interview with Eric Greitens from minute 19:00 to 20:35, as an example of someone who used mental rehearsal to succeed in his work. <http://lewishowes.com/podcast/eric-greitens/>
  - Eric Greitens was a Navy SEAL, Rhodes Scholar, *NY Times* Bestselling author, and Executive Director of a nationally recognized nonprofit
  - Alternative for audio (Discuss Eric Greiten’s story): *“He uses mental rehearsal to prepare himself for the difficult moments of his Navy SEAL career such as practicing repeating “Stay Relaxed, Stay Relaxed” while swimming in deep waters and feeling like he is losing his breath, or trying to be completely quiet while moving through a swamp. He also uses mental rehearsal to prepare for difficult conversations with his family.”*
    - NOTE: A Navy SEAL is a member of the United States Navy's Sea, Air and Land Teams; they are the U.S. Navy's primary special operations force and conduct small-unit military

operations that originate from, and return to, a river, ocean, swamp, delta, or coastline, any and all of which you also may want to define for your students).

- Ask students *“Have you ever used mental rehearsal, or something like it, in your lives?”*

### **STEP 3. Introduce How PLAN Will Be Used This Month (7-9 min)**

- Connect mental rehearsal and PLAN by saying, *“PLAN and mental rehearsal are both used for problem solving. In order to mentally prepare ourselves for handling problems, or mentally rehearse, it will be helpful for us to understand the problem, brainstorm solutions, come up with an action plan and notice our successes.”*
- Say, *“We will be using this to talk about important issues in our school and community, which will help us come up with ideas for solutions.”*
- Encourage that this is a process, *“Remember, successful people did not get to where they are by chance, but rather by hard work. People like Eric Greitens worked hard and practiced problem solving to overcome obstacles. We will use some of our time during MOSAIC to improve our problem solving skills.”*

## November Activity 3

### PLAN

#### **P**roblem Description

1. Is there a problem here? How do you know?
2. What is the problem?
3. How would you feel in that situation?
4. What would you think in that situation?
5. How do you think the other kids feel?

#### **L**ist Options

1. Set a SMART goal for this problem.
2. List as many options as you can think of.
3. Pick 2-3 options, and think about the **pros** and **cons** of those options.
4. Pick one option that you are going to try!

#### **A**ction Plan

1. Create Action Steps to get from Point A to Point B
2. Plan for Bumps in the Road
3. Have a Plan B in mind

#### **N**otice Successes!

1. Stay Positive and Diligent, noticing where you succeeded with your action plan.
2. Identify which virtues and skills you used to achieve your successes.
3. Reward yourself for your positive efforts.



## DAY 12: *Introduce STAT and Select Topic*

### NOTES:

(1) You will need to select an entity that your class will present their ideas to at the end of December for the purposes of building your students' presentation and communication skills and for learning how to deal with feedback. Options include: a buddy classroom, a counselor or specials teacher, a school administrator, or the Student Council. [ It will be helpful to plan ahead!

(2) Days 12-14 include sections that are led by your student Ambassadors, who will need a lot of support from you! Notes to the teacher in the curriculum lessons below explain both the teacher and the Ambassador's role and provides suggested scripts for the teachers in *blue font*, and the Ambassadors in *green font*. The Ambassador handouts provide direct instructions for the Ambassadors and should be given to them to use during the lessons.

**\*\*\*Make sure that you review the curriculum and handouts with your Ambassadors before the lesson, and that you support them in any way that they need! Over time, they will need less of your support and guidance.\*\*\***

### STEP 1: Introduce Students Taking Action Together (STAT) (1-2 min)

- Introduce students to the Students Taking Action Together (STAT) Series framework, *“Today, we are starting a series of problem-solving discussions aimed at taking actions to make our classroom, school, and community better. This is called the Students Taking Action Together Series, or STAT. It’s called STAT because just about everything important that has occurred to solve problems and improve civil rights and justice has happened when people act together with Responsible Diligence, Optimistic Future Mindedness, Constructive Creativity, Compassionate Forgiveness, and Helpful Generosity. And when young people like you get together to act, you can make important changes happen in our school, in the community, and even in the wider world. This year, and for the next two years, you will learn the skills to act together and make changes that you believe are necessary to improve different situations. Our MOSAIC Ambassadors will help lead these discussions, help us decide on our best ideas, and share our ideas with a person or group*

*outside of our class so we can get feedback and make your ideas even better.”*

## **STEP 2. Review P-L-A-N framework briefly (2-3 min)**

- Ambassadors say, *“From November-February in the Students Taking Action Together lessons (STAT), we will be using PLAN to talk about important issues in our classroom, school, and community, come up with ideas for solutions, and work on putting them into action. From March-June we will work on finishing our class action/project(s) and presenting our accomplishments to others in the school/community.”*
- Ambassadors say, *“Remember, like we went over in the last MOSAIC lesson, the PLAN problem solving framework stands for: P- Problem Description; L- List of Options; A- Action Plan; N- Notice Successes”*

## **STEP 3. Discuss Topic for STAT (10-12 min)**

- In their first year of STAT, 6<sup>th</sup> graders are expected to address problems related to their status as being new to middle school, such as adjusting to middle school stressors, showing respect, or including others. Appropriate projects are intended to be small in scope and may include developing ways to cope with stress, improving support for keeping track of assignments and using one’s lockers, a system for keeping their classroom clean, or a method to build a culture of inclusivity within their classroom.

NOTE: is there is a particular topic that you, the teacher, or the school administrator(s) have predetermined is important for a class or a grade, you can use STAT to address that particular problem. Otherwise, the steps below guide students in selecting the specific problem they want to address.

- To introduce the STAT topic for 6<sup>th</sup> graders, Ambassadors say, *“As 6<sup>th</sup> graders, we are new to middle school. In STAT, we have the power to select a topic that addresses the challenges we face related to transitioning to middle school. Let’s see if we can make some constructively creative changes.”*

- Ambassadors should take part in this discussion by sharing their own opinions. You may want to give the Ambassadors the opportunity to offer their ideas first or defer and have classmates start off, and they will chime in later. Ambassadors should also take turns taking notes (on board or chart paper) during this discussion.
- Ambassadors ask students to generate ideas about why this topic is relevant to them and then ask them to share their feelings and beliefs about these topics.
- *Example Discussion Questions Ambassadors Can Ask:*
  - *What challenges do you and others your age have in making the transition to middle school as 6<sup>th</sup> graders?*
  - *What are your feelings around the topic?*
  - *Why do you care about the topic, if at all?*
  - *What evidence do you have for your beliefs?*
  - *How do you know \_\_\_\_ is true?*
  - *Are there multiple sides to this issue/topic?*
  - *How might other students in the school feel?*
- Help your Ambassadors to summarize commonalities or themes from student responses
  - Refer to the Ambassadors' notes on the board/chart paper.
  - Summarize themes in feelings and beliefs, for example, *“It seems that much of the class feels this way...”* or *“Some people expressed the belief that...”*
- The class has two ways to think about a topic and can chose either:

- 1. **As a Classroom Problem:** Think about how the problem affects our classroom and what might happen in your classroom that you can work on
  - *Example:*
    - Some students in a classroom have trouble respecting the possessions of their classmates. What can our class do to help our classmates respect each other's things?
- 2. **As a School Problem:** Think about how the problem affects your school and what might happen in our school that you can work on
  - *Example:*
    - Sometimes, there are places in the school where bullying occurs, like certain staircases or during recess or on the school bus. What can happen in the school so that students do not have to worry about being bullied anywhere in the school?
- The next class will focus on choosing which way to think about the problem and how to describe it.

## DAY 13: *Problem Description and List of Options*

### STEP 1. Review Topic (1-2 min)

- Review the topic that was discussed during Day 12

### STEP 2. Problem Description (P) (3-5 min)

- Ambassadors say to students, “We need to work as a group to write one sentence that describes the problem (or topic) and the goal of discussing this issue.” Use chart paper or the board to document the brainstorm.
  - NOTE: Problems can be making good things better, not only dealing with difficulties
- Have Ambassadors copy the sentence on the Ambassador Handout: STAT List of Options Handout, to be reviewed on Day 14.
- Problem Description Examples
  - “Students do not know who to sit with in the cafeteria (problem) and we need to help each other feel safer (goal).”
  - “Many activities happen at this school that 6<sup>th</sup> graders do not know about (problem) and we think they should know (goal).”
  - “8<sup>th</sup> graders can be intimidating (problem) and we want to see them as friends (goal).”

### STEP 3. List of Options (L): Ready-Set-Brainstorm! (5-7min)

- Help Ambassadors put students into groups of three (one student is note-taker). Ambassadors say, “Let’s break into groups of three. Two of you will be brainstormers and the other will be the note-taker. The one who’s first name is earliest in the alphabet will take the notes.”

- Ambassadors say to students, *“In your groups, you will think of different ways to address the problem or issue discussed in the last two MOSAIC lessons.”*
- Ambassadors set a timer for 2 minutes and tell students, *“You will have two minutes to brainstorm as fast as you can—no idea is a bad idea!”*
- Option Examples:
  - We could make sure that all the students in our class have someone to sit with and invite those who sit alone to join them.
  - We could reach out to the student coordinators of the school newspaper and ask them to add an article about the opportunities at our school.
  - There could be a mentorship program where each 6<sup>th</sup> grade student is assigned an 8<sup>th</sup> grade buddy.

#### **STEP 4. List of Options: Share Ideas (2-6min)**

- One Ambassador says to the small groups, *“Let’s share our ideas”* and calls on students to share.
- The other Ambassador takes notes on the board or chart paper.
- Help your Ambassadors take notes, if they need it!

(Ambassador Handout)

## November Activity 3

### Students Taking Action Together: List of Options

#### STEP 1. Review Topic discussed on Day 12

- Challenges of: transition to middle school (6<sup>th</sup> grade); earning good grades (7<sup>th</sup> grade), transitioning to high school (8<sup>th</sup> grade)

#### STEP 2. Problem Description

- Say to class, ***“We need to work as a group to write one sentence that describes the problem (or topic) and the goal of discussing this issue.”*** Write problem description below.

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#### STEP 3. List of Options (L): Ready-Set-Brainstorm!

- Put students into groups of three (one student is note-taker).
- Say ***“In your groups, you will think of different ways to address the problem or issue discussed over the past two MOSAIC lessons. You will have two minutes to brainstorm as many ideas as you can—no idea is a bad idea!”***

#### STEP 4. List of Options: Share Ideas

- Ask the small groups to share their ideas
- Take notes on the board or chart paper
- All options should be listed (repeated options receive one or more stars or checks)
- Write the top 3 ideas that the class agrees upon on the Ambassador Handout: STAT Action Plan.

## **DAY 14: *Select Options, Discuss Action Plan and Reflection***

### **STEP 1. Review the List and Select Top 3 Options (3-4 min)**

- Support the Ambassadors in asking classmates about the list of options from Day 13.
- Example Discussion Questions:
  - **“Which option do you think...**
    - **... is the easiest to do?**
    - **... will reach the goal we set?**
    - **... will affect the most people in our classroom/school?**
    - **... will be well-liked?”**
- Ambassadors circle and save the top 3 options that the class agrees upon. Remember to support them on this!
  - NOTE: If there is a tie, your class can have a tie-breaking vote or include up to four options.
- Ambassadors add top 3 options to Ambassador Handout: STAT Action Plan

### **STEP 2. Discuss the Pros and Cons of the Top 3 Options (3-5 min)**

- Support Ambassadors in leading the class through a discussion of the pros and cons of top 3 ideas.
- Ambassadors should take notes on board or on Ambassador Handout: STAT Action Plan
- If students have difficulty evaluating options, help them consider these common pros and cons:



- Common Pros:
  - “We can actually carry this out in our classroom/school with no extra costs.”
  - “Teachers will like this.”
  - “The principal might say yes.”
  - “This choice is something that is fun for most people!”
  
- Common Cons:
  - “This option requires too much money, space, or supervising adults.”
  - “Some students might feel left out.”
  - “The principal might say no.”

### **STEP 3. Action Plan (A): Vote on 1 Top Idea (2-3 min)**

- Ambassadors lead a class-wide vote to pick the best idea as determined by the group by saying, “We have had some great ideas and discussions. At this point, it is important to take a vote in order to create our action plan. Who votes for Option 1? Option 2? Option 3?”
  - For ties, or differences of only one vote, two options can be suggested.

### **STEP 4. Notice Successes and Discuss December STAT (2-3 min)**

- Ambassadors notice successes by saying, “Great job with our first PLAN activity. We described the problem, listed options and created an action plan. The last letter of PLAN is “N”. Who remembers what that stands for?... Notice Success-correct!”
- Ambassadors help the class to understand what the next steps will be by saying, “During our STAT in December, we will look back at our idea(s) and reflect on it (them). Once we are sure about our idea(s), we will get ready to put our ideas into action. We will think about times that we helped solve challenging problems or created positive change and how we did it. And then, we will practice how to go from an idea to an action.”

## STEP 5. Facilitate ‘One Thing I Learned’ for November Reflection (2-3 min)



- Refer to the Summary of Lessons sheet on the first page of the month’s curriculum in order to review this past month’s list of activities.
- Teachers ask students to, “*Write down in your MOSAIC Journal, one thing you learned this month and one way you intend to use what you’ve learned*”
  - NOTE: It may not be possible to complete Step 5 in Day 13. Do your best to find some time to reflect on the November MOSAIC activities before the end of the month.
  - NOTE: Teacher feedback handouts are included every other month. The next will be in December.

(Ambassador Handout)

## November Activity 3

# Students Taking Action Together: Action Plan

**\*\* REMINDER: Keep this sheet in a safe place because it will help to guide STAT discussion in December.**

### STEP 1. Choose Top 3 options

- Review the options list from the last class meeting and vote on the top three. Write top three options below.

### STEP 2. Discuss Pros & Cons

- Go through each option and ask students for good (pro) and bad (con) things about each one.

Option 1. \_\_\_\_\_

PROS: (+)

CONS: (-)

Option 2. \_\_\_\_\_

PROS: (+)

CONS: (-)

Option 3. \_\_\_\_\_

PROS: (+)

CONS: (-)

### STEP 3. Action Plan (A): Vote on 1 Top Idea

- Hold a class-wide vote on the three options to pick the idea your class will work on by saying, “We have had some great ideas and discussions. At this point, it is important to take a vote in order to create our action plan. Who votes for option 1? Option 2? Option 3?”

- Our idea:

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### STEP 4. Notice successes and plan for next month

- Notice success by saying, “Great job with our first PLAN activity. We described the problem, listed options and created an action plan. The last letter of PLAN is “N”. Who remembers what that stands for?... Notice Success-correct!”
- Help the class to understand what the next steps will be by saying, “During our STAT in December, we will revisit our idea(s) and reflect. Once we are sure about our idea(s), we will get ready to put our ideas into action. We will think about times that we helped solve challenging problems or created positive change and how we did it. And then, we will practice how to go from an idea to an action.”

# *December*

*Giving Back to Ourselves, School, and  
World*



**YEAR 1**

# DECEMBER THEME

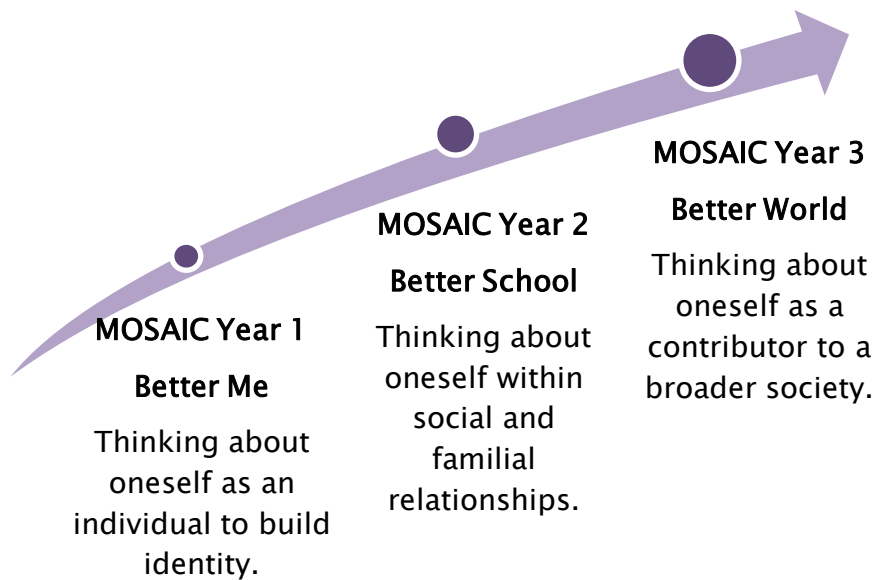
Giving Back to Ourselves,  
School, and World

## DECEMBER VIRTUE & SKILLS

**Virtue:**  
Helpful Generosity

**Skills:**  
Social Problem Solving &  
Communication

## MOSAIC BY YEAR



# MOSAIC Virtues & Skills

## Positive Purpose

### Supporting Virtues

- 1) Constructive Creativity
- 2) Helpful Generosity
- 3) Optimistic Future-Mindedness
- 4) Responsible Diligence
- 5) Compassionate Forgiveness  
and Gratitude

### Supporting Skills

- 1) Emotional Regulation
- 2) Communication
- 3) Empathy
- 4) Social Problem Solving

## MOSAIC VIRTUES & SKILLS BY MONTH

<b>MONTH</b>	<b>THEME</b>	<b>VIRTUE</b>	<b>SKILLS</b>
<b>September</b>	<i>Why are we here: Finding Our Positive Purpose</i>	Introduction to Positive Purpose	Communication & Social Problem Solving
<b>October</b>	<i>What Kind of Person Do I Want to Be?</i>	Virtue Identification	Skill Identification
<b>November</b>	<i>Making Ourselves, School, and World Better</i>	Constructive Creativity	Communication & Social Problem Solving
<b>December</b>	<i>Giving Back to Ourselves, School, and World</i>	Helpful Generosity	Communication & Social Problem Solving
<b>January</b>	<i>Planning for the Future</i>	Optimistic Future-Mindedness	Empathy & Social Problem Solving
<b>February</b>	<i>Showing Resilience and Overcoming Obstacles</i>	Responsible Diligence	Emotion Regulation & Social Problem Solving
<b>March</b>	<i>Appreciating Ourselves, Our School, and the World</i>	Compassionate Gratitude	Communication & Empathy
<b>April</b>	<i>Connecting with Others and Being a Leader</i>	Compassionate Forgiveness	Emotion Regulation & Empathy
<b>May</b>	<i>Looking Forward: Next Steps on the Journey</i>	Positive Purpose	Communication & Social Problem Solving
<b>June</b>	<i>Looking Back: What Have I Accomplished? What Have I Learned?</i>	All Virtues Summary	All Skills Integrated

# MOSAIC DECEMBER THROUGHLINE

## GIVING BACK TO OUR SELVES, SCHOOL, AND WORLD

How can we incorporate MOSAIC into our class today?

- Look for ways to show Helpful Generosity to your classmates.
- Use i-Messages to let your teacher or other students know how you feel.
- Find small ways to give back to people who have given to you.





# MOSAIC in December

## Year 1 Curriculum

**NOTE:** *If video or web resource links do not work, check the [www.secdlab.org](http://www.secdlab.org) website for the materials.*

### **December Activity 1: Introduction to Helpful Generosity**

Day 1: Helpful Generosity

Day 2: Helpful Generosity Story: A Dish of Ice Cream

Day 3: Virtue Word Search

Day 4: Helpful Generosity Theme and Virtue Definition Web

### **December Activity 2: i-Messages**

Day 5: Introduce i-Messages

Day 6: Brainstorm for i-Messages Role Play

Day 7: i-Messages Role-Play Practice (Act!)

Day 8: i-Messages Role-Play (Act!)

### **December Activity 3: Students Taking Action Together**

Day 9: Review November Idea and Action Plan

Day 10: Solidify the Action Plan

Day 11: What Does and Doesn't Work in Presentations

Day 12: Practice Presentations

### **December Activity 4: Bi-Monthly Feedback**

Day 13: Reflection & Feedback for November/December

# December Activity 1

## *Introduction to Helpful Generosity*

### *Days 1 to 4*

#### VIRTUE & SKILLS

Helpful Generosity  
&  
Communication +  
Social Problem  
Solving

#### OBJECTIVE

Students will take a position on “Helpful Generosity” the new theme of the month.

#### MATERIALS

- ❖ Video/Internet Connection
- ❖ Projector
- ❖ MOSAIC journal/notebook
- ❖ MOSAIC Projector Display:
  - Helpful Generosity Quote
  - A Dish of Ice Cream
  - Helpful Generosity Word Search (and Answer Key)
  - Theme & Virtue Definition Web

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#### TEACHER TIPS

1. *If it seems as if at least some of your students had difficulty listening and taking notes during the video clip, explain that it can be challenging to listen and take notes at the same time, but this is a skill they will need for college and for jobs, as well as for middle and high school. Even if it was hard now, they will have more chances for practice in MOSAIC and they will get better and better at it. They can also practice at home when they watch television or a video.*
- 

### “Introduction to Helpful Generosity” Overview

**Day 1: Helpful Generosity**

**Day 2: Helpful Generosity Story: A Dish of Ice Cream**

**Day 3: Virtue Word Search**

**Day 4: Helpful Generosity Theme and Virtue Definition Web**

## Day 1: *Helpful Generosity*

### STEP 1. Introduce “Helpful Generosity” with Unsung Hero Video (5-6 min)

- Introduce the activity by saying to students, *“This month we will be focusing on the theme of Giving Back to Ourselves, and the virtue of Helpful Generosity.”*
- Remind students that, *“Helpful Generosity can be described as giving to things (like money/games/fun) or to others without expecting anything in return; giving love, kindness, time, appreciation, or help to others; doing small favors and kind acts for others like holding doors, carrying things for others who seem to be having a hard time, greeting others in a friendly way even if you don’t know them; sitting with someone who is alone and does not seem to know others; standing up for someone who is being put down; not gossiping or cyberbullying.”*
- Emphasize that this description is *not* intended to be the only definition of helpful generosity, but rather a starting point from which the students can develop their own working definition.
- Say to students, *“We will begin by watching a video. Please take out your MOSAIC Journals. As you are watching the video, please write down the emotions that you think the man in the video feels from the actions that he takes. You will be asked to share this with the class after the video.”*
  - Play the video titled “Unsung Hero”:  
<https://www.youtube.com/watch?v=uaWA2GbcnJU>. Video length is 3:05.



### Alternative Activity (IF VIDEO IS INACCESSIBLE)

- *If you cannot access the video, use **MOSAIC Projector Display: Generosity Quote** and read the quote to the students. Ask students to write down the emotions that they think they would feel if they followed the instructions in the quote.*

### STEP 2. Facilitate MOSAIC Circle (5-6 min)

- Introduce the MOSAIC Circle:
  - Gather students in a circle around the classroom (or some other configuration that allows students to see one-another), either standing or sitting by saying, *“Now let’s gather in a circle where you can see everyone in the class.”*
  - Remind students of the MOSAIC Circle norms determined in November: *“MOSAIC Circle norms should include:*
    - *What is said in the MOSAIC circle stays in the MOSAIC Circle*
    - *One person talks at a time.*
    - *Right to pass- students do not need to answer the question if you do not want to.*
    - *No dialogue- MOSAIC Circle is not a time for discussion; it is a time to share your own thoughts and feelings.”*
      - Suggestion: incorporate non-verbal communication tools into your MOSAIC Circle rules, such as snapping when you agree with something.
      - Suggestion: depending on the needs of your classroom, it may be helpful to incorporate “Speaker Power” tools, such as a talking stick.
- Say to students, *“Today, we will each share one emotion that we wrote down during the video, what was happening in the video when we wrote it down, and why we think we felt that way.”*
  - *Example response:*
    - *“I felt inspired when the little girl in the video showed up in her school uniform because this little girl, who had many difficulties, was able to go to school and gain an*

*education through the helpful generosity of the man in the film.”*

**STEP 3. Facilitate Debriefing Discussion about Video (3-4 min)**

- *Discussion Questions:*
  - *Which parts of the video were shared the most in our MOSAIC Circle today? Why do you think that was?*
  - *Were the feelings your classmates expressed the same or different? Why do you think this was?*
  - *What feelings were shared most often in our MOSAIC Circle? Why do you think this was?*
  - *Thinking about today’s MOSAIC circle, what are some examples of your fellow students being helpfully generous?*

(MOSAIC Projector Display)

## **December Activity 1**

### **Helpful Generosity Quote**

“Do all the good you can,  
By all the means you can,  
In all the ways you can,  
In all the places you can,  
At all the times you can,  
To all the people you can,  
As long as ever you can.”

— John Wesley

## Day 2: *Helpful Generosity Story: A Dish of Ice Cream*

### STEP 1. Read Story, A Dish of Ice Cream (6-7 min)

- Ask for several student volunteers to *“Take turns reading the story, ‘A Dish of Ice Cream’”*
- Display **MOSAIC Projector Display: A Dish of Ice Cream**, which can also be found at this link: <http://www.livin3.com/5-motivational-and-inspiring-short-stories>

### STEP 2. Reflect on Story (8-9 min)

- Facilitate a discussion connecting the story to helpful generosity.
  - *Example Discussion Questions:*
    - *Did anything about this story surprise you?*
    - *How did the boy show helpful generosity to the waitress?*
    - *Have you ever been in a position where you showed helpful generosity to someone else? What happened?*
- NOTE: In order to complete the discussion within the allotted lesson time, consider these strategies:
  - Provide a box for students to write responses there wasn't time to say out loud.
  - Designate a spot on the board where you list the names of students who do not get a chance to participate in one lesson so everyone knows which students will be first to be called on in the next lesson.

(MOSAIC Projector Display)

## **December Activity 1**

### **A Dish of Ice Cream**

#### A Dish of Ice Cream

In the days when an ice cream sundae cost much less, a 10 year old boy entered a hotel coffee shop and sat at a table. A waitress put a glass of water in front of him.

“How much is an ice cream sundae?”

“50 cents,” replied the waitress.

The little boy pulled his hand out of his pocket and studied a number of coins in it.

“How much is a dish of plain ice cream?” he inquired. Some people were now waiting for a table and the waitress was a bit impatient.

“35 cents,” she said brusquely.

The little boy again counted the coins. “I’ll have the plain ice cream,” he said.

The waitress brought the ice cream, put the bill on the table and walked away. The boy finished the ice cream, paid the cashier and departed.

When the waitress came back, she began wiping down the table and then swallowed hard at what she saw.

There, placed neatly beside the empty dish, were 15 cents – her tip.



## Day 3: *Virtue Word Search*

### STEP 1. Introduce Virtue Word Search (3-4 min)

- Display MOSAIC Projector Display: Helpful Generosity Word Search



- Ask students to *“Work as individuals and write down all the words you find that describe Helpful Generosity.”*
- NOTE: If available, make copies of the Projector Display and allow students to circle the words directly on the page.

### STEP 2. Pick One Word (2-3 min)

- Ask students to *“Pick one word from the word search and describe to your neighbor why you think that word describes Helpful Generosity.”*

### STEP 3. Reflect on Similarities and Differences (3-4 min)

- Ask students, *“Was there anything that surprised you during the activity?”*
- Point out that, *“You had many different thoughts and there was not a single right answer.”*

(MOSAIC Projector Display)

# December Activity 1

## Helpful Generosity Word Search

**Directions:** Find all the words listed below related to helpful generosity. The words might appear horizontally or vertically.

G	I	V	I	N	G	V	F	C	K	O
A	R	S	I	D	O	M	V	A	I	A
Q	D	O	N	A	T	E	N	R	N	O
E	V	F	Y	B	F	J	T	I	D	T
G	E	N	E	R	O	U	S	N	N	H
E	M	P	A	T	H	Y	U	G	E	E
H	U	M	B	L	E	N	B	I	S	R
U	T	D	X	I	L	T	N	J	S	S
Y	J	S	R	H	P	O	B	E	R	H
N	A	E	R	D	F	B	Q	A	S	M
M	Q	U	R	V	U	M	X	W	H	P
W	O	H	Y	P	L	H	F	I	Y	E
F	A	V	O	R	S	Z	S	U	J	F

**WORDS:**

GIVING  
EMPATHY  
KINDNESS  
HUMBLE  
HELPFUL  
DONATE  
OTHERS  
FAVORS  
CARING  
GENEROUS

## WORD SEARCH ANSWER KEY (For Teachers)

G	I	V	I	N	G	V	F	C	K	O
A	R	S	I	D	O	M	V	A	I	A
Q	D	O	N	A	T	E	N	R	N	O
E	V	F	Y	B	F	J	T	I	D	T
G	E	N	E	R	O	U	S	N	N	H
E	M	P	A	T	H	Y	U	G	E	E
H	U	M	B	L	E	N	B	I	S	R
U	T	D	X	I	L	T	N	J	S	S
Y	J	S	R	H	P	O	B	E	R	H
N	A	E	R	D	F	B	Q	A	S	M
M	Q	U	R	V	U	M	X	W	H	P
W	O	H	Y	P	L	H	F	I	Y	E
F	A	V	O	R	S	Z	S	U	J	F

**WORDS:**

GIVING  
 EMPATHY  
 KINDNESS  
 HUMBLE  
 HELPFUL  
 DONATE  
 OTHERS  
 FAVORS  
 CARING  
 GENEROUS

## Day 4: *Helpful Generosity Theme and Virtue Definition Web*

### STEP 1. Introduce the Activity (1 min)

- Say to the students, *“Today, we will create two definitions as a class: (1) what it means to give back and (2) what Helpful Generosity means.”*

### STEP 2. Review Theme and Virtue Web Directions (1-2 min)

- Show the **MOSAIC Projector Display: Theme and Virtue Definition Web** and review the directions, including each instruction within the 2 by 2 square.
- Read the projector display instructions: *“Draw 4 boxes in your MOSAIC Journal. Follow the instructions in each of the 4 boxes for both of the terms (1) Giving Back and (2) Helpful Generosity. Write answers for Giving Back where there is a (1.) in each box and write answers for Helpful Generosity where there is a (2.) in each box.”*

### STEP 3. Students Brainstorm in MOSAIC Journals (3-4 min)



- Ask students to use their MOSAIC journals to draw the 2 by 2 square from the projector on a new page.
- Say to students, *“You will now have 3 minutes to draw the 2 by 2 square in your notebooks or on a sheet of paper and to work individually to fill out the square with your own ideas. Remember, this is just a brainstorm, and no idea is a bad idea!”*

### STEP 4. Share Ideas and Create Class Definitions (4-5 min)

- As a large group, say to students, *“Let’s share our brainstorms”*
- Summarize the themes that come up from their ideas
- Say to students that, *“Collectively, let’s create one class definition of ‘giving back’ and one class definition of ‘Helpful Generosity.’”*



- Instruct students to *“Copy these definitions in your MOSAIC journals to refer back to.”*

#### **STEP 5. Introduce the Throughline Sheet (3-4 min)**

- Say to students, *“During the rest of this month, we will be learning ways to act with Helpful Generosity and empathy. We will be talking more about what empathy is soon! This month’s Throughline sheet reminds us to use these ways and notice how they show up in the content and interactions that we have in other classes.”*



- End the class by selecting a student to read the Throughline sheet aloud and posting it in a visible place in the classroom. Student says, *“December Throughline: How can we incorporate MOSAIC into our class today?”*

*(1) Look for ways to show Helpful Generosity to your classmates.*

*(2) Use i-Messages to let your teacher or other students know how you feel.*

*(3) Find small ways to give back to people who have given to you.*

#### **FOLLOW UP**

- In your non-MOSAIC classes, point out how students can be Helpfully Generous by helping a classmate with an assignment or catching up a classmate who has missed a class.

(MOSAIC Projector Display)

# December Activity 1

## Theme & Virtue Definition Web

**Directions:** Draw 4 boxes in your MOSAIC Journal. Follow the instructions in each of the 4 boxes for both of the terms (1) Giving Back and (2) Helpful Generosity. Write answers for Giving Back where there is a (1.) in each box and write answers for Helpful Generosity where there is a (2.) in each box.

<p><b>DEFINE IT!</b> What does it mean in your own words?</p> <p>1.</p> <p>2.</p>	<p><b>FEEL IT!</b> Why and when is it important for you?</p> <p>1.</p> <p>2.</p>
<p><b>DRAW IT!</b> What does it look like?</p> <p>1.</p> <p>2.</p>	<p><b>FIND IT!</b> When do I see it around me (ex. in school, home, media, my community)?</p> <p>1.</p> <p>2.</p>

**1. Giving Back**  
**2. Helpful Generosity**

## GIVING BACK TO OUR SELVES, SCHOOL, AND WORLD

How can we incorporate MOSAIC into our class today?

- Look for ways to show Helpful Generosity to your classmates.
- Use i-Messages to let your teacher or other students know how you feel.
- Find small ways to give back to people who have given to you.

# December Activity 2

## *i-Messages*

*Days 5 to 8*

### VIRTUE & SKILLS

Helpful  
Generosity  
&  
Communication +  
Social Problem  
Solving

### “i-Messages” Overview

#### OBJECTIVE

Students will learn to communicate through i-Messages and demonstrate understanding by talking through real-life examples and role-playing.

#### MATERIALS

- ❖ Video/Internet Connection
- ❖ Projector
- ❖ MOSAIC journal/notebook
- ❖ MOSAIC Projector Display:
  - i-Messages Introduction
  - i-Messages Scenarios
  - PLAN

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#### TEACHER TIPS

2. *The PLAN problem solving model—which was introduced in the November STAT and will be used in all STAT activities—is used during this lesson with the first 2 steps—Problem Description and List of Options—covered in detail. Future months will cover the other steps in detail.*
3. *Encourage students to have fun with the role-plays and create situations that they have personally experienced or may encounter in the future.*

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**Day 5: Introduce i-Messages**

**Day 6: Brainstorm for i-Messages Role Play**

**Day 7: i-Messages Role-Play Practice (Act!)**

**Day 8: i-Messages Role-Play (Act!)**



## Day 5: Introduce i-Messages

### STEP 1. Connect i-Messages to the Monthly Theme (2-3 min)

- Tell students, *“You will be learning about something called i-Messages today (and, no, not the kind you’re probably thinking of!)”*
- Say, *“In order to be helpful and generous to others, you have to be able to tell other people what you are thinking and feeling while remaining in control. Today, we will talk about ways that will help you keep calm in many different situations and show helpful generosity through open communication.”*
- Call on two or three students to *“Please share a situation where it was helpful or would have been helpful for you to know how to stay calm. It can be an everyday thing or a serious or difficult time. What were you thinking and feeling in those moments?”*

### STEP 2. Introduce the 4 Types of i-Messages (3-4 min)

- Say, *“In difficult moments, communicating clearly is an important part of staying calm. An i-Message is exactly what it sounds like: It is a sentence that communicates what you are thinking or feeling that starts with the word, ‘I.’”*
- Say, *“There are 4 types of i-Messages:*
  - *I am for this: You want the person you’re talking with to know about your beliefs, attitudes, or likes*
  - *I need: You want someone to act differently*
  - *I feel: Someone is getting in the way of your needs and you want them to know what is bothering you*
  - *I don’t want to: You want to say ‘no’ to someone”*

### STEP 3. Review Sample i-Messages Present (4-5 min)

- Using the **MOSAIC Projector Display: i-Message Introduction**, review the sample i-Messages by saying, *“Use this Projector Display as a guide to the types of i-Messages and when to use them!”*
- Proceed to review the sample i-Messages with the class.

#### **STEP 4. Discuss the Benefits of i-Messages (3-4 min)**

- Conclude by asking students: *“For the examples we looked at, why do you think i-messages would be helpful? How might the situation go badly if i-messages were not used?”*
  - *Examples (to use if you do not get clear answers):*
    - “Starting off with ‘You’, or telling a person what she is doing wrong may make her feel attacked or hurt. Starting off the sentence with ‘I’, or how you are feeling at the moment may make her understand your perspective more easily.”
    - **“You** don’t care about our friendship” vs. **“I** feel disappointed when you keep canceling your plans with me” will tend to result in two very different reactions.
- Encourage students to continue thinking of ways to use i-Messages: *“You don’t have to answer now, but what are some likely situations over the next day and week in which you could use i-Messages?”*

#### **FOLLOW UP**

- In MOSAIC and in your other classes, encourage students to use i-Messages when communicating their opinions.
- Model the use of i-Messages and label the message. Example: “I feel respected when you listen to my directions and follow them. That was an i-Message!”

(MOSAIC Projector Display)

## December Activity 2

# i-Message Introduction

*Directions: Use this Projector Display as a guide to the types of i-Messages and when to use them!*

### Type 1: I Am For This

*Use when: you want the person you're talking with to know about your beliefs, attitudes, or likes.*

Situation: One of your friends is mad at you for not coming to her house on the weekend. You told her that you have to help your mom, but she doesn't understand and said you have to make more times for your friends.

Example i-Message: "I believe family is the most important relationship and I have to be there for them first, but I will try to make more time afterwards to hang out with you."

### Type 2: I Need

*Use when: You want someone to act differently.*

Situation: You have been quiet for the past week, hoping your friends will ask you what is wrong. Instead, it seems like they don't even notice.

Example i-Message: "When I get quiet, I need you to ask me how I'm doing because it's hard for me to say when something is wrong."

### Type 3: I Feel

*Use when: Someone is getting in the way of your needs and you want them to know what is bothering you.*

Situation: One of your friends keeps interrupting you when all of your friends are together.

Example i-Message: "When you interrupt me, I stop talking and I feel like no one cares about what I think."

### Type 4: I Don't Want To

*Use when: You want to say no to someone.*

Situation: All of your friends are going to a place that makes you feel uncomfortable. You really want to be with them, but know it could lead to something bad for you.

Example i-Message: "I want to hang out with everyone, but I don't want to go to that place. Can we meet up somewhere else?"

## Day 6: *Brainstorm for i-Messages Role Play*

### STEP 1. Present Role Play Task (1-2 min)

- Say to the students, *“Today we will be preparing for role plays, to show each other how to use i-Messages in real life situations. Remember, a role play is just like acting in a TV show—we each have a character and try to think and feel just as he or she would.”*
- Say, *“We will work in small groups and each group will decide on a conflict situation to present.”*

### STEP 2. Break Students into Small Groups (1 min)

- Say, *“We are now going to pair up with a partner.”*
- Arrange students in groups of 2 students or allow students to pick independently.

### STEP 3. Read and Choose Conflict Situation (2-3 min)

- Present conflict situations using the **MOSAIC Projector Display: i-Message Scenarios** by having students take turns reading the scenarios.
- Instruct students to *“Work in your pairs to select a problem scenario that was presented in the projector display.”*

### STEP 4. Define the Problem (P) (4-5 min)

- Ask students to *“Think about the scenario you have chosen and use the Problem Description (P) step from the P-L-A-N problem-solving steps, introduced in November Activity 3, SCA.”*
- As a refresher, the **MOSAIC Projector Display: P-L-A-N** can be shown to the class. In short, P stands for ‘Problem Description,’ L stands for ‘List Options,’ A stands for ‘Action Plan,’ and N stands for ‘Notice Success.’
  - *“Some questions that might help you to define the problem include:*

- *How do you know there is a problem?*
- *What is the problem?*
- *How would you feel in that situation?*
- *How would you think in that situation?*
- *How do you think other kids in the situation would feel?"*



- Describe Problem: Say to students, *“You have 1 minute to describe the problem in your own words in your MOSAIC journals or on a piece of paper. Ready-set-go!”*
- Set a timer for 1 minute.
- Say, *“In your pairs, come to agreement on which problem description that each of you wrote best describes the scenario.”*
- Give the groups 1-2 minutes to decide on the best-fitting problem description.

#### **STEP 5. List Options (L) and Pick i-Message for Role Play (4-5 min)**



- Tell students, *“While thinking about the problem you have described, use the List Options (L) step from the P-L-A-N problem solving steps, to list options of different i-Messages you can use for that problem.”*
- Set a timer for 1 minute.
- Say to students, *“In your pairs, decide on the i-Message that best fits the problem you have described.”*

(MOSAIC Projector Display)

## December Activity 2

### i-Message Scenarios

**Directions:** Read each example situation and try to create an i-Message. There are no right or wrong answers. Support your choices and have a class discussion to see what the group thinks!

- 1. For the third weekend in a row, your friend has cancelled your plans at the last minute. You're feeling sad and lonely.**

Example answer: I feel like you don't have any consideration for my feelings, when you cancel our plans.

- 2. You notice that lately your mom has been spending most of her time taking care of your younger siblings instead of you. You want her to change.**

Example answer: I know you have a lot to do, but I need you to spend more time with me after school.

- 3. Your friend's brother in high school has asked you to smoke with him once before and you said you were feeling sick to get out of it. He just asked you again on a different occasion.**

Example answer: No thanks, I decided that I don't want to.

- 4. You told your sister to stop messing with you, and she's actually left you alone this week. You want to let her know that you noticed the change.**

Example answer: I like the way you listen to me and appreciate you for changing.

- 5. Every time you're partners with your friend in school, you end up doing all of the work. You want to let him or her know without damaging your friendship.**

Example answer: When you don't start working on our projects at the same time as me, I feel nervous that I will have to finish everything on my own.

- 6. Make up or ask for examples that you think are relevant to your students!**

(MOSAIC Projector Display)

## December Activity 2

### PLAN

#### **P**roblem Description

1. Is there a problem here? How do you know?
2. What is the problem?
3. How would you feel in that situation?
4. What would you think in that situation?
5. How do you think the other kids feel?

#### **L**ist Options

1. Set a SMART goal for this problem.
2. List as many options as you can think of.
3. Pick 2-3 options, and think about the **pros** and **cons** of those options.
4. Pick one option that you are going to try!

#### **A**ction Plan

1. Create Action Steps to get from Point A to Point B
2. Plan for Bumps in the Road
3. Have a Plan B in mind

#### **N**otice Successes!

1. Stay Positive and Diligent, noticing where you succeeded with your action plan.
2. Identify which virtues and skills you used to achieve your successes. Reward yourself for your positive efforts.

## Day 7: *i-Messages Role-Play Practice (Act!)*

### STEP 1. Explain and Provide Brainstorming Time (4-5 min)

- Instruct students: *“Let’s practice our role plays so we’ll be ready for the next meeting where you will present.”*
- Tell class, *“With your partner from the previous day, discuss and select the different roles that each of you can play in the scenario that you selected during the last class.”*
- Then say, *“Once each group member has selected a role, write a brief script that includes each group member saying something related to the problem scenario as well as the i-Message you selected.”*
- Walk from group to group to provide students with consultation.



### STEP 2. Provide Practice Time (2-3 min)

- Tell the class that, *“Once you have selected roles and written out your script, practice acting out the scenario.”*

### STEP 3. Provide Revision Time (3-4 min)

- Proceed to say, *“After practicing the role-play, you might find that there are a few things you could change to improve the script. Briefly discuss what you might like to change.”*
- Then say, *“As a group decide on and write down the changes you are making to the script.”*



### STEP 4. Practice Revised Sketch (3-4 min)

- Finally, say, *“Now, let’s practice the revised script one more time before presenting to the class during our next class.”*
- Continue to walk from group to group to provide students with consultation and feedback.



## Day 8: *i*-Messages Role-Play (Act!)

### STEP 1. Introduce Group Role-Plays (1 min)

- Say, *“Now we will act out our role-plays.”*
- Say, *“Each group will present for one to two minutes. It is possible that not all groups will be able to present given the time constraints.”*
- Explain that *“While one group is presenting, half of the class will look for how *i*-Messages were effectively presented and the other half will look for how to make constructive, positive improvements.”*

### STEP 2. Perform Group Role-Plays (6-8 min)

- Students act out their role plays in front of the class.

### STEP 3. Discuss performances (2-3 min)

- After the performances, ask the students: *“What were the strengths of the performances and the *i*-Messages, and what are ways the groups could have made them better?”*

### STEP 4. Reflect on the Entire Process (3-4 min)

- Say, *“This activity was designed to equip you with a new skill that will help you to generously communicate with others and present problems creatively, clearly, and constructively using the PLAN Problem Solving Model.”*
- Ask students to *“Reflect on how your teams worked together to agree on ideas and establish roles.”*
- Example Reflection Question:
  - *How did you have to be helpful, generous, and creative problem solvers to make things work?*

# December Activity 3

## *Students Taking Action Together* Days 9 to 12

**VIRTUE & SKILLS**  
Helpful  
Generosity  
&  
Communication +  
Social Problem  
Solving

### OBJECTIVE

Students will review their November STAT, discuss the importance of presentation and present their Action Plan to outside individual or entity.

### MATERIALS

- ❖ Chart paper or board space
- ❖ Ambassador Handouts (3)
  - Plan
  - STAT Bringing Action Plan to Life
  - STAT: Presentation Script

---

### December Activity 3 Tips

1. Meet with your Ambassadors before Day 9 to help them coordinate leading the activity.
2. You will need to print a hard copy of Ambassador Handouts for your Ambassadors.
3. You will need to arrange the group or person that your class will present their suggestions to, after Day 12. Options include: a buddy classroom, a counselor or specials teacher, a school administrator, or the Student Council. It will be helpful to plan ahead!
4. When teaching about Elevator Pitches, you may find it useful to review and/or show the following videos about effective pitches:
  - a. <http://abcnews.go.com/GMA/video/shark-tank-tips-perfect-elevator-business-pitch-26100482>
  - b. <https://www.youtube.com/watch?v=uyxfERV5ttY>

In this activity, the instructor directions will be utilized by your student Ambassadors. Ambassador script is in underlined green font.

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### **“Students Taking Action Together Series” (STAT) Overview** **Day 9: Review November Idea and Action Plan**

### **Day 10: Solidify the Action Plan**

### **Day 11: What Does and Doesn’t Work in Presentations**

### **Day 12: Practice Presentations**

### ***DAY 9: Review November Idea and Action Plan***

NOTE: Days 9-12 include sections that are led by your student Ambassadors, who may need a lot of support from you! The teacher curriculum below explains both the teacher and the Ambassador's role and provides suggested scripts for the teachers in *blue font*, and the Ambassadors in *underlined green font*. The Ambassador handouts provide direct instructions for the Ambassadors and should be given to them to use during the lessons. You will need to select an entity that your class will present their ideas to at the end of December for the purposes of building your students' presentation and communication skills and for learning how to deal with feedback. Options include: a buddy classroom, a counselor or specials teacher, a school administrator, or the Student Council. It will be helpful to plan ahead!

**\*\*\*\*Make sure that you review the curriculum and handouts with your Ambassadors before the lesson, and that you support them in any way that they need!\*\*\*\***

#### STEP 1. Review P-L-A-N and STAT (1-2 min)

- Say, *“Does anyone remember what PLAN stands for? We reviewed this in last week’s lessons.”* Take one or two responses.
- Show MOSAIC Projector Display: PLAN and explain, *“The PLAN Problem Solving Model will be used throughout MOSAIC. PLAN stands for Problem Description, List of Options, Action Plan and Notice Successes. Remember, we will be using the PLAN model to help guide our STAT conversations each month. Does anyone remember what STAT stands for?”*
- Remind them about the STAT framework as needed: *“We are continuing our STAT lessons over the next few days. STAT stands for Students Taking Action Together. Our MOSAIC Ambassadors will help lead our problem-solving discussions about ways to make our school and community better, and to get feedback about our ideas.”*
- Remind the students that this is a chance to make a change in their community by saying, *“These discussions are a great learning experience. They will help you to become better problem solvers and have your voice heard in your school.”*

#### STEP 2. Review Action Plan Worksheet from November (2-3 min)

- Have Ambassadors re-read “Our Idea” on Step 3 of November Ambassador Handout: Action Plan aloud.
- It is important that students are still excited about this idea. Allow the Ambassadors to help students remember why this idea matters by saying, “As we are about to commit to this idea for our first STAT, it is important to review why this matters to us. Can anyone remember why we chose this idea?”
  - Allow one or two students to share
  - Have Ambassadors share why they are excited about this idea.

### STEP 3. Introduce Presenting to Outsider (1-2 min)

- Ambassadors say, “When introducing an idea to someone outside of our class, we want to both (1) explain our idea and action plan, (2) request their feedback and be open to their suggestions. First, we need to elaborate on our action plan, so that we are confident in what we are presenting.”

### STEP 4. Discuss how to make our idea come to life (6-8 mins)

- Using the Ambassador Handout: STAT: Bringing Action Plan to Life
- Discuss the importance of planning. Ambassadors ask, “What was a time when you were trying to arrange something and it was important to plan it out carefully?” Ambassadors take one or two responses and give a personal example if they wish, and then state the point that, “One important part of making an idea work is thinking about detail and truly understanding how you will carry out your idea. We need to do this for our idea.”
- Begin a group discussion about how their action plan would come to life. Ambassadors ask the following questions and take notes on the Ambassador Handout:
  - What materials do we need?
  - When and where will we work on this?

- Who do we need to help us?
- How will we see if it's working?

**STEP 5. Discuss Next Steps (1-2 min)**

- Students will spend Days 10-12 making their action plan come to life and working on how to present their ideas to the outside person or group (or designated recipient).
- Say, *“This week, we will be forming a plan of how to introduce our topic to \_\_\_\_\_ (outside person or entity of your selection). At our next MOSAIC class, we will be continue making our Action Plan come to life and preparing our presenting script.”*

(MOSAIC Projector Display)

## December Activity 2

### PLAN

#### **P**roblem Description

1. Is there a problem here? How do you know?
2. What is the problem?
3. How would you feel in that situation?
4. What would you think in that situation?
5. How do you think the other kids feel?

#### **L**ist Options

1. Set a SMART goal for this problem.
2. List as many options as you can think of.
3. Pick 2-3 options, and think about the **pros** and **cons** of those options.
4. Pick one option that you are going to try!

#### **A**ction Plan

1. Create Action Steps to get from Point A to Point B
2. Plan for Bumps in the Road
3. Have a Plan B in mind

#### **N**otice Successes!

1. Stay Positive and Diligent, noticing where you succeeded with your action plan.
2. Identify which virtues and skills you used to achieve your successes. Reward yourself for your positive efforts.

(Ambassador Handout)

## December Activity 3

### STAT: Bringing Action-Plan to Life

**STEP 1.** Read your class's idea from November Ambassador Handout: STAT: Action-Plan.

**STEP 2.** Say, *“As we are about to commit to this idea for our first STAT, it is important to review why this matters to us. Can anyone remember why we chose this idea?”*

**STEP 3.** Say, *“When introducing an idea to someone outside of our class, we want to both (1) explain our idea and action plan and (2) request their feedback and be open to their suggestions. First, we need to elaborate on our action plan, so that we are confident in what we are presenting.”*

**STEP 4.** Bringing Action Plan to life:

- *What materials will we need:*
- *When and where will we work on this:*
- *Who will we need to help us:*
- *How will we see if it's working:*

## DAY 10: *Solidify the Action Plan*

### STEP 1. Review Idea and Continue Working on Action Plan (1-2 min)

- Using the **Ambassador Handout: STAT: Bringing Action Plan to Life**, have Ambassadors review the class action plan.

### STEP 2. Solidify the Action Plan (6-8 mins)

- Continue group discussion about how their action plan would come to life until you have reached a solid action plan. Ambassadors remind class about where they left off last time, and continue by asking the following questions:
  - *What materials would we need?*
  - *When and where would we work on this?*
  - *Who would we need to help us?*
  - *How would we see if it's working (for example, helping to address the problem of 6<sup>th</sup> grade students transitioning to middle school)?*

### STEP 3. Explain the Importance of a Presentation (3-5 min)

- Help students think about the importance of how they present their ideas to authority figures and individuals outside of their group.
- Say, *“Although only a couple of students from this class will be giving the presentation to the outside person or group, it is important for all students to feel comfortable explaining our idea. This is part of what it means to be a leader and successful in college or jobs. You need to be able to speak to others about ideas you believe in. And you need to be prepared in case other team members are not able to carry out the presentation, for whatever reason. Today, we are going to talk about the importance of being prepared for a presentation.”*
- Give an example from your own life. For example: *“In order to get this job as a teacher, I had to interview with \_\_\_\_\_. I had to be*



*prepared, be passionate about helping students, and express my love for being creative.”*

**STEP 4. Explain Next Steps (1-2 min)**

- Explain that, *“In the next MOSAIC class, we will talk about what works and what does not work in a presentation, so that we can prepare for presenting our idea to administration.”*

(Ambassador Handout)

## December Activity 3

### STAT: Making Action-Plan Come to Life

STEP 1. Read your class's idea from November Ambassador Handout:  
STAT: Action-Plan.

STEP 2. Say, "As we are about to commit to this idea for our first STAT, it is important to review why this matters to us. Can anyone remember why we chose this idea?"

STEP 3. Say, "When introducing an idea to someone outside of our class, we want to both (1) explain our idea and action plan, (2) request their feedback and be open to their suggestions. First, we need to elaborate on our action plan, so that we are confident in what we are presenting."

STEP 4. Bringing Action Plan to life:

- What materials will we need:
- When and where will we work on this:
- Who will we need to help us:
- How will we see if it's working:

## Day 11: *What Does and Doesn't Work in Presentations*

### STEP 1. Discuss Common “What Does Not Work” (3-5 mins)

- Ambassadors say, “Today, we are going to talk about what does and doesn't work when making a presentation. To start, turn to the person next to you and take one minute to share with each other about a time that you did not do a very good job of presenting an idea to an authority figure or outsider and you did not get what you wanted. What went wrong?”
- Discuss a few things that came up during the group work. Have one Ambassador list what did not work well in this situation on chart paper or the smart board.
  - **Common “What Does Not Work”**
    - Ideas that are not feasible
    - Being too nervous/ lacking confidence
    - Taking too long to get the point across

### STEP 2. Watch Example and Discuss (3-5 minutes)

- Watch this video clip which gives a negative example of a class presentation:
  - Video Title: Effective Presentations Bad Example
  - LINK: <https://www.youtube.com/watch?v=Y1qDNTG9lg0>
  - Time: 0:00-0:28 NOTE: the full video is 2:30 seconds, but only the first 28 seconds are needed.
- Have Ambassadors lead a discussion with the class.
  - *Example Discussion Questions:*
    - What did not work in the video?
    - When listening to the person in the video make a presentation, what did you think could be improved?

- *Sometimes students have trouble focusing in class. What about a teacher’s presentation makes it hard for you to listen?*
- Ambassadors say, *“Now we are going to talk about what does work during presentations.”*

**\*\*\*\*\*Alternative Activity (IF VIDEO IS INACCESSIBLE)\*\*\*\*\***

- If you are unable to use this clip, start a discussion by saying, *“Talk about the worst presentation experience you have had. It can either be a presentation you did or something that was presented to you.”*

**STEP 3. Facilitate Think-Pair-Share About “What Works” (3-5 min)**

- Ambassador facilitates think-pair-share about a previous time when a presentation went well. Ambassador says, *“Take one minute to think about a time that you did a good job of presenting an idea to an authority figure, like an older relative or teacher, and you were successful in getting what you wanted.”*
- Ambassador says, *“Now turn to the person next to you, and share with each other about the time you were successful in presenting to an authority figure. Take one minute to discuss.”*
- Ambassadors conduct a group discussion about what worked in the past.
- *Example Discussion Questions*
  - *Why do you think the person granted you permission?*
  - *Think about your favorite lesson in school. Why was the idea so interesting to you?*
- Common “What Works”
  - Articulating your words clearly
  - Being passionate about the topic
  - i-Messages

- If the students do not bring up this example say, *“We talked about i-Messages earlier in the month during MOSAIC.”* Review, as needed.

#### STEP 4. Apply to “Our Idea” (2-3 min)

- Consider what does and does not work in presentations, and apply to our class’s idea. Say, *“Thinking about our idea, what would we want to keep in mind when planning our specific proposal?”*
- Guide students to work as a class to fill in the blanks in order to complete the **Ambassador Handout: STAT: Presentation Script** to finalize the presentation preparation. Saying, *“Let’s use your ideas to fill in the blank on this presentation script to help us prepare to present our idea to \_\_\_\_\_ (the person or group you presented to).”*
  - NOTE: Another option is to print enough handouts for each student and have them individually fill out the Presentation Script
- Say, *“Tomorrow, we will discuss the presentation of our Action Plan. We will do this by finishing/reviewing our presentation script, thinking about what we learned throughout the week about good and bad presentations, and practicing.”*

(Ambassador Handout)

## December Activity 3

### STAT: Presentation Script

“Hello, Mr./Ms./Dr. \_\_\_\_\_. My name is \_\_\_\_\_, and I am from Mr./Ms. \_\_\_\_\_’s MOSAIC class. For our STAT Action Plan, we decided to address the issue in our class/school of \_\_\_\_\_

-----  
-----

Our solution is to \_\_\_\_\_

-----  
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One way we think our project will be successful is \_\_\_\_\_

-----  
-----

**FEEDBACK (use this space to note feedback received from audience):**

## Day 12: *Practice Presentations*

### STEP 1. Review Presentation Importance/Skills (1 min)

- Review how much was learned this week. Say, *“We have learned so much this week about the importance of presentation. We now understand some of the best tips for what works and what does not work. Using our i-Message technique, we are going to form the steps of our Action Plan and practice it today.”*
  - NOTE: Teacher or Ambassadors can demonstrate some of the techniques that work.

### STEP 2. Review/Finish Worksheet (3-5 min)

- Review **Ambassador Handout: STAT: Presentation Script** and help students to complete worksheet.
- Say, *“Now that we understand some basic presentation skills, learned from our brave volunteers, and worked out the details of our idea, we are ready to practice. Today, we are going to use our Presentation Script to practice what is called an ‘elevator pitch.’ Imagine that you are in an elevator with an authority figure in our school and you need to explain our idea to him or her in one minute before you get to the tenth floor.”*
  - NOTE: It may be helpful to show a video about an elevator pitch to students, or preview yourself. Here are two examples:
    - <http://abcnews.go.com/GMA/video/shark-tank-tips-perfect-elevator-business-pitch-26100482> (2:52 min)
    - <https://www.youtube.com/watch?v=uyxfERV5ttY> (2:10 min)

### STEP 3. Partner Presentation Activity (4-6 min)

- Split the class into partners and practice presentation.
- Have students partner with the person next to them. One partner should go outside the class (or in the corner of the room) and walk up to the other partner. The person in the chair will be an ‘administrator’ and the person in the hall (or corner) will be the

student. When the students walk up to the partner in the chair (the ‘administrator’), the administrator says, “You have one minute to tell me your idea.” Time the activity and tell the students when one minute is up.

- Allow the students to reflect with their partner. (During this time, teachers and ambassadors should observe and walk through the classroom to tell what they saw.) Have students think about:
  - *How did it feel to tell the idea?*
  - *What worked?*
  - *How could you have made it better*
- Say, “*Now rotate roles. The student who was the administrator will now have a chance to give their ‘elevator pitch.’*”
- Allow the students to reflect with their partner, thinking about the same questions (see above)
- Conduct a brief group discussion about how the process went. Say, “*Would anyone like to share something they learned during this activity?*”
- Summarize the purpose of the activity. Say, “*This activity was great practice for what might happen when you speak with someone who might be interested in learning about our STAT idea. It was also practice for when we present our STAT idea to \_\_\_\_\_ (selected the person or group you presented to). Let’s discuss our plan for when that will happen.*”

#### **STEP 4. Ambassadors/Understudies Practice Presenting (4-6 min)**

- Share with the class who they will be presenting to and when (this will take pre-planning!).
- Explain that the ambassadors will present on behalf of the class, but that it will be important to have understudies for the ambassadors to present in the event that one or both of the ambassadors are not able to (i.e. absence, illness, stage fright). Select one or two students who will present using the script. Students can be selected by



volunteering, class vote, or any other method you feel is appropriate.

○NOTE: There will be another presentation opportunity for STAT in February.

- Say, *“Now that we’ve practiced in pairs, let’s have our ambassadors and understudies each practice in front of the class. Let’s be a supportive audience and notice successes!”*
- Allow each ambassador and understudy an opportunity to present the script, and take one or two student comments, soliciting positive and supportive feedback.

#### **STEP 5. Wrap Up (1 min)**

- Say, *“You did great work this week making your action plan come to life, learning presentation skills, and practicing your elevator pitch. Next we will present our idea to \_\_\_\_\_ (the person or group you presented to), and we will reflect on the feedback and take our next steps during STAT in January.”*

#### **FOLLOW UP**

- It is essential that your students present their idea and get feedback from the person or group you presented to before the STAT activity in January.
- Your class can work on their STAT idea outside of MOSAIC class over the next month.

(Ambassador Handout)

## December Activity 3

### STAT: Presentation Script

“Hello, Mr./Ms./Dr. \_\_\_\_\_. My name is \_\_\_\_\_, and I am from Mr./Ms. \_\_\_\_\_’s MOSAIC class. For our STAT Action Plan, we decided to address the issue in our class/school of \_\_\_\_\_

\_\_\_\_\_

Our solution is to \_\_\_\_\_

\_\_\_\_\_

One way we think our project will be successful is \_\_\_\_\_

\_\_\_\_\_

**FEEDBACK (use this space to note feedback received from audience):**

## December Activity 4

# ***Bi-Monthly Reflection & Feedback*** Day 13

### VIRTUE & SKILLS

Helpful  
Generosity  
&  
Communication +  
Social Problem  
Solving

### OBJECTIVE

Students will reflect on the previous month's MOSAIC lessons and collectively provide feedback.

### MATERIALS

- ❖ Projector
- ❖ MOSAIC Journals
- ❖ MOSAIC Teacher Handout:
  - Bi-Monthly Feedback

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### December Activity 4 Tips

1. Completing the **MOSAIC Teacher Handout: Bi-Monthly Feedback** and sharing with your school's MOSAIC instructional support team will help you and your school continue to make MOSAIC better and better. Additionally, saving a copy of this feedback for your own reference will help you to continuously improve MOSAIC in your classroom.
- 

### “Bi-Monthly Reflection & Feedback” Overview

#### ***Day 13: Reflection & Feedback for November/December***

## Day 13: Reflection & Feedback for November/December

### STEP 1. Introduce Reflection & Feedback Format (1-2 min)

- Let students know that this is the last MOSAIC lesson of the month, and it's time to get their feedback about the activities that took place this month.
- Remind students of the importance of their opinions and ideas about how to make things better, as good problem solvers.

### STEP 2. Students Give Feedback on Nov. and Dec. (3-5 min)

- Prompt students to provide feedback about the activities from November and December.
- Say, *"In November, we focused on making ourselves/school/world better and the virtue of Constructive Creativity. We played games to help us think outside of the box, thought about our careers, and had our first Students Taking Action Together (STAT)."*

*Discussion Questions:*

- *What were some things you liked about MOSAIC in November?*
- *How could those November lessons be better?*
- Say, *"In December we focused on the theme of Giving Back to Ourselves, and the virtue of Helpful Generosity. We read stories about Helpful Generosity, practiced using i-Messages, and held our second STAT."*

*Discussion Questions:*

- *What were some things you liked about MOSAIC in December?*
- *How could those December lessons be better?*

### STEP 3. Provide Reflection Activity Prompt (5-7 min)

- Show **MOSAIC Projector Display: MOSAIC Reflection.**
- Have students respond to the scenario in their MOSAIC Journals. Tell students they have 5 minutes to respond.



- While students are writing in their MOSAIC Journals, complete the **MOSAIC Teacher Handout: Bi-Monthly Feedback**. Save this feedback and use to plan improvements for MOSAIC for the rest of the year. Additionally, if your school has a MOSAIC instructional support team, share this information with that team to inform wider MOSAIC improvements at the grade school levels.

**STEP 4. Students Share Reflection Responses** (2-3 min)

- Have students share their responses if there is time. You can also have students read each other's responses if you need more time to complete your feedback.
- Do not press students if they are reluctant to share their opinions.

(MOSAIC Projector Display)

## December Activity 4 MOSAIC Reflection

*Write your answer in your MOSAIC Journal:*

*Your twin brother needs a bone marrow transplant, and your marrow is a perfect match for his. You've been asked to be a donor, but you're afraid.*

*Meanwhile, your volleyball team is heading for league championships, and you're the star player. If you agree to be the donor, you won't be able to play in the championships. How would what you learned in MOSAIC this month help you to decide what to do?*

## Bi-Monthly Teacher Feedback

School\_\_\_\_\_

MOSAIC Year (Grade Level): \_\_\_\_\_

1. **How much of the MOSAIC curriculum were you able to complete over the past two months?**

Not very much

Somewhat

Very much

2. **What did you like best about MOSAIC over the past two months (e.g., activities, student growth moments, etc.)?**

3. **What would you like to change about the MOSAIC program from the past two months?**

4. **What support(s) would help you teach MOSAIC most effectively?**

# January

*Planning For The Future*



## YEAR 1



# JANUARY THEME

Planning For The Future

## JANUARY VIRTUE & SKILLS

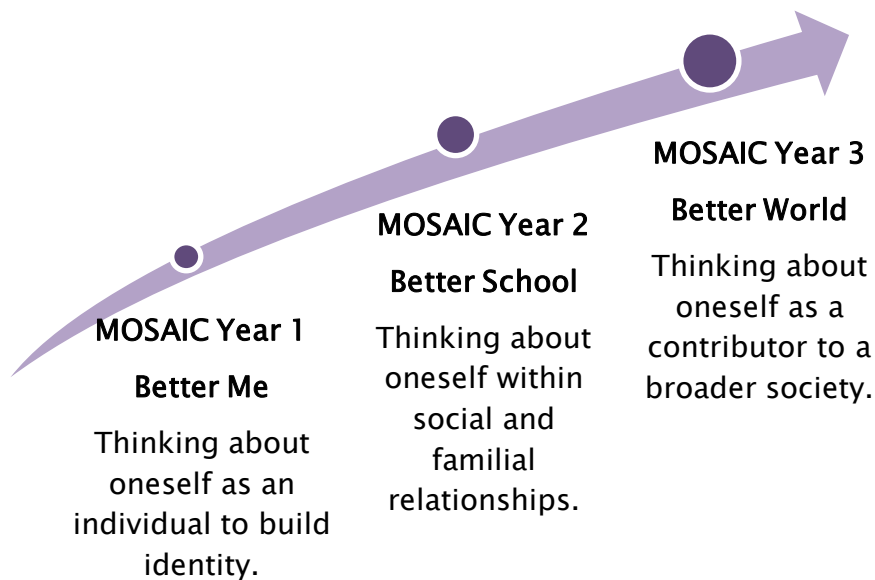
**Virtue:**

Optimistic Future-Mindedness

**Skills:**

Social Problem Solving &  
Empathy

## MOSAIC BY YEAR



# MOSAIC Virtues & Skills

## Positive Purpose

### Supporting Virtues

- 1) Constructive Creativity
- 2) Helpful Generosity
- 3) Optimistic Future-Mindedness
- 4) Responsible Diligence
- 5) Compassionate Forgiveness  
and Gratitude

### Supporting Skills

- 1) Emotional Regulation
- 2) Communication
- 3) Empathy
- 4) Social Problem Solving

## MOSAIC VIRTUES & SKILLS BY MONTH

<b>MONTH</b>	<b>THEME</b>	<b>VIRTUE</b>	<b>SKILLS</b>
<b>September</b>	<i>Why are we here: Finding Our Positive Purpose</i>	Introduction to Positive Purpose	Communication & Social Problem Solving
<b>October</b>	<i>What Kind of Person Do I Want to Be?</i>	Virtue Identification	Skill Identification
<b>November</b>	<i>Making Ourselves, School, and World Better</i>	Constructive Creativity	Communication & Social Problem Solving
<b>December</b>	<i>Giving Back to Ourselves, School, and World</i>	Helpful Generosity	Communication & Social Problem Solving
<b>January</b>	<i>Planning for the Future</i>	Optimistic Future-Mindedness	Empathy & Social Problem Solving
<b>February</b>	<i>Showing Resilience and Overcoming Obstacles</i>	Responsible Diligence	Emotion Regulation & Social Problem Solving
<b>March</b>	<i>Appreciating Ourselves, Our School, and the World</i>	Compassionate Gratitude	Communication & Empathy
<b>April</b>	<i>Connecting with Others and Being a Leader</i>	Compassionate Forgiveness	Emotion Regulation & Empathy
<b>May</b>	<i>Looking Forward: Next Steps on the Journey</i>	Positive Purpose	Communication & Social Problem Solving
<b>June</b>	<i>Looking Back: What Have I Accomplished? What Have I Learned?</i>	All Virtues Summary	All Skills Integrated

## PLANNING FOR THE FUTURE

**How can we incorporate MOSAIC into our class today?**

- List my options in a tough situation with my classmates or with my schoolwork
- Use empathy to understand all the pros and cons when I decide what to do in a difficult situation.
- Even when things look difficult, keep problem solving and persist in finding possible solutions.

# MOSAIC in January

## Year 1 Curriculum

**NOTE:** *If video or web resource links do not work, check the [www.secdlab.org](http://www.secdlab.org) website for the materials.*

### **January Activity 1: Intro to Optimistic Future-Mindedness**

Day 1: Introduce Theme and Virtue with Poetry

Day 2: Optimistic Future-Mindedness Role Play

Day 3: Virtue Exchange Game

Day 4: Optimistic Future-Mindedness Definition Web

### **January Activity 2: Empathy Feelings Detective**

Day 5: How Would You Feel?

Day 6: Feelings Detective

Day 7: Pros and Cons

Day 8: Listing Options and Planning

### **January Activity 3: Students Taking Action Together**

Day 9: Review and Reflect on Feedback from Presentation

Day 10: Select Topic

Day 11: Problem Description & List of Options

Day 12: List of Options & Action Plan

### **January Activity 4: Mid-Year Reflection & Feedback**

Day 13: Mid-Year Reflection & Feedback

# January Activity 1

## ***Intro to Optimistic Future-Mindedness***

*Days 1 to 4*

### VIRTUE & SKILLS

Optimistic  
Future-  
Mindedness  
&  
Empathy +  
Social Problem  
Solving

### OBJECTIVE

Students will take a position on “Planning for the Future,” the new theme of the month.

### MATERIALS

- ❖ Digital Projector/Computer
- ❖ MOSAIC Journals
- ❖ *Optional:* MOSAIC Projector Display: Amazement Awaits
- ❖ MOSAIC Projector Display: Theme and Virtue Definition Web

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### TEACHER TIPS

1. *Have students relate theme to their own life and use your own personal examples.*
  2. *Review note-taking with students: Explain that there are many times when it is helpful to take notes to help remember important ideas.*
  3. *Introduce “speaker power” in the MOSAIC Circle by using an object, such as a talking stick. The only person who should be talking is the person with the talking stick.*
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## **Intro to Optimistic Future-Mindedness Overview**

**Day 1: Introduce Theme and Virtue with Poetry**

**Day 2: Optimistic Future-Mindedness Role Play**

**Day 3: Virtue Exchange Game**

**Day 4: Optimistic Future-Mindedness Role Play**

## Day 1: *Introduce Theme and Virtue with Poetry*

### STEP 1. Introduce “Optimistic Future-Mindedness” Description (1-2 min)

- Introduce the activity by saying to students, *“This month we will be focusing on the theme of Planning for the future, and the virtue of Optimistic Future-Mindedness.”*
- Remind students that *“Optimistic Future-Mindedness can be described the following way:*
  - *Thinking about how your actions positively affect other people; Setting goals for your future; Having a hopeful outlook or being optimistic; seeing yourself as successful and happy in the future; believing you can be successful*
  - Emphasize that, *“This description is not intended to be an exhaustive definition of Optimistic Future-Mindedness, but rather a starting point from which we can develop our own working definition.”*

### STEP 2. Introduce Maya Angelou poem (5-6 min)



- *“We will now watch a video of Maya Angelou reading her poem, Amazement Awaits. Please take out your MOSAIC journals. As you are watching the video, please write down at least 3 moments, images, words or phrases from the video that made you feel something. Keep in mind that the video is 4 minutes long, and that you will be asked to share part of your response with the class after the video.”*
  - Play the video titled “Amazement Awaits”:  
<https://www.youtube.com/watch?v=tfPEcEQBx18>. Video length is 3:58.

### Alternative Activity (IF VIDEO IS INACCESSIBLE)

- *If you cannot access the video, use MOSAIC Projector Display: Amazement Awaits and read the poem to the students. Ask students to write down at least 3 words or phrases from the poem that led them to feel something.*

### STEP 3. Review Structure of MOSAIC Circle (1-2 min)

- Review the structure of a MOSAIC Circle:
  - Gather students in a circle around the classroom (or some other configuration that allows students to see one-another), either standing or sitting.
  - Explain to students, *“In order to discuss the poem, we will be using a MOSAIC Circle. In a MOSAIC Circle, we will respond to a specific question, and everyone in our class will get a turn to share their thoughts and feelings.”*
  - Ask students to, *“Recall the norms of a MOSAIC Circle:*
    - *What is said in the MOSAIC circle stays in the MOSAIC Circle*
    - *One person talks at a time*
    - *Right to pass- you do not need to answer the question if you do not want to.*
    - *No dialogue- MOSAIC Circle is not a time for discussion; it is a time to share your own thoughts and feelings.”*
  - Suggestions:
    - Incorporate non-verbal communication tools into your MOSAIC Circle rules, such as snapping when you agree with something.
    - It may be helpful to incorporate “Speaker Power” tools, such as a talking stick

### STEP 4. Conduct MOSAIC Circle (4-5 min)

- Say to students, *“Today in our MOSAIC Circle, we will each share one word/phrase that we wrote down during the video, how that word or phrase makes us feel about the future, and why.”*
  - Example response:
    - The phrase, “We prove that we cannot only make peace, we can bring it with us,” makes me feel optimistic and hopeful about the future, because in the middle of many wars and conflicts in the world, it is reassuring to think of *bringing* peace.

**STEP 5. Facilitate Debriefing Discussion after MOSAIC Circle (2-3 min)**

- Choose from these Discussion Questions as time allows:
  - *“What phrases came up most often in our Circle today?”*
  - *What feelings came up most often in our Circle today?*
  - *Why do you think these feelings or phrases came up most often?*
  - *Thinking of the words and images from the poem, how do you think Maya Angelou would define being Optimistically Future-minded?”*
    - *Tip: If it seems as if at least some of your students were having difficulty listening and taking notes, comment on how it can be challenging to listen and take notes at the same time, but this is a skill they will need for college and for jobs, as well as for middle and high school. Even if it was hard now, they will have more chances for practice over the rest of the year, and next year, and they will get better and better at it. They can also practice at home when they watch television or a video.*



# January Activity 1

## Amazement Awaits

### Amazement Awaits

#### By Maya Angelou

Sheer amazement awaits  
Amazement luxuriant in promise  
Abundant in wonder  
Our beautiful children arrive at this Universal stadium  
They have bathed in the waters of the world  
And carry the soft silt of the Amazon, the Nile,  
The Danube, the Rhine, the Yangtze and the Mississippi  
In the palms of their right hands.

A wild tiger nestles in each armpit  
And a meadowlark perches on each shoulder.  
We, the world audience, stand, arms akimbo,  
Longing for the passion of the animal  
And the melody of the lark  
The tigers passion attend the opening bells,  
The birds sing of the amazement which awaits.

The miracle of joy that comes out of the gathering of our best, bringing  
their best,  
Displaying the splendor of their bodies and the radiance of their agile  
minds to the cosmos.

Encouragement to those other youth caught in the maws of poverty,  
Crippled by the terror of ignorance.  
They say Brothers and Sisters, Yes, try. Then try harder.  
Lunge forward, press eagerly for release.  
The amazement which awaits is for you.

We are here at the portal of the world we had wished for

At the lintel of the world we most need.  
We are here roaring and singing.

We prove that we can not only make peace, we can bring it with us.  
With respect for the world and its people,  
We can compete passionately without hatred.

With respect for the world and its people,  
We can take pride in the achievement of strangers.  
With respect for the world and its people,  
We can share openly in the success of friends.

Here then is the Amazement  
Against the odds of impending war  
In the mouth of bloody greed  
Human grace and human spirit can still conquer.

Ah ... We discover, we ourselves  
Are the Amazement which awaits  
We are ourselves Amazement.

## Day 2: *Optimistic Future-Mindedness Role Play*

### STEP 1. Re-introduce Optimistic Future-Mindedness (1 min)

- Re-introduce optimistic future-mindedness with President John F. Kennedy's "crisis" quote.
- Say to class, *"The 35<sup>th</sup> President of the United States of America, John F. Kennedy, said the following:*
  - *"When written in Chinese, the word 'crisis' is composed of two characters, which we can think of as a combination of two words. One represents danger and the other represents opportunity."*
- Proceed to tell the class, *"In other words, we can interpret a 'crisis' to be dangerous or we can view the crisis as an opportunity or we can see it as both."*

### STEP 2. Introduce Role Play (1 min)

- *"We will be doing a role-play in groups made up of three students. The groups will act out two types of scenarios:*
  - *One scenario shows a student who is talking to his/her friends and is pessimistic about his/her current situation.*
  - *Another scenario shows a student who is optimistic about his/her current situation and future, despite potential obstacles."*
    - *Tip: Reserve approximately 5 minutes for preparation, 7 minutes for presenting and 3 minutes for discussion, for a total of 15 minutes.*

### STEP 3. Role Play Preparation (5 min)

- Divide students into groups made up of three students each.
- Decide which group(s) will role play the pessimistic mindset and which group will role play the optimistic mindset
- Tell students that, *"The role play should be no longer than 1 minute and you will have 5 minutes to decide on a specific*

*situation that captures a pessimistic or optimistic scenario, divide the roles, and practice. Many situations can be looked at from an optimistic or pessimistic perspective, like the idea of seeing the same glass as half full or half empty.”*

- If students are having difficulty generating scenarios to role play, here are several suggestions:
  - A student has just failed a math test in the second marking period. Last year, the student got a C in math. Consider this scenario from a pessimistic or optimistic perspective.
  - The quarterback of the school’s football team has just thrown an interception during the first football game of the season, causing the team to lose the game. Consider this scenario from a pessimistic or optimistic perspective.
  - A student has asked to join a club that works on school yearbooks and the club leader said, “No.” Consider this scenario from a pessimistic or optimistic perspective.

#### **STEP 4. Act Out Role Play (6-7 min)**

- Have each group present.
- Each group should spend approximately 1 minute presenting and total time for presentations should be approximately 7 minutes.
  - *Tip: If some groups do not get to present, consider setting aside time the next day for presentations.*

#### **STEP 5. Debrief Role Play (2-3 min)**

- Ask students how it felt to act out a [pessimistic or optimistic] scenario. Several specific questions to ask:
  - *“Do you think you would have responded in a way similar to how the scenario played out?”*
  - *How do you think you would have responded in real life?*
  - *What are the benefits of being optimistically future-minded in these scenarios?*

- *How could you practice being optimistically future-minded in your own life?"*

## Day 3: *Virtue Exchange Game*

### STEP 1. Introduce Virtue Exchange (1-2 min)

- Explain to students, *“You will be writing down what you feel is the most important everyday word or phrase that is a part of the virtue, Optimistic Future-Mindedness, on a piece of paper.”*
- *“You will then walk around the classroom and trade papers with another classmate and explain why you wrote what you wrote.”*
- Students will continue to go around the classroom and trade papers with several more classmates and explain why they wrote what they wrote.

### STEP 2. Play “Virtue Exchange” (5-7 min)



- Tell students to, *“Take out your notebook and a pencil”*
- Then say, *“Let’s begin the Virtue Exchange by spending 1-2 minutes writing down what you feel is the most important everyday word or phrase that is a part of the virtue, Optimistic Future-Mindedness, on a piece of paper”*
- Tell students to, *“Walk around the classroom and trade papers with another classmate and explain why you wrote what you wrote.”*
- Have students continue to go around the classroom for the next few minutes and trade papers with several more classmates and explain why they wrote what they wrote.

### STEP 3. Reflect on Similarities and Differences (4-5 min)

- After students have shared their words with several other students, tell students to, *“Take a seat and think about the words that came up most often, or that you had not thought of.”*
- Ask students, *“What words were most meaningful for you in understanding Optimistic Future-Mindedness?”*

- Point out that, *“You had many different thoughts and there were many answers that related to Optimistic Future-Mindedness.”*

## Day 4: *Optimistic Future-Mindedness Definition Web*

### STEP 1. Introduce the Activity (1 min)

- Say to students, *“Today we will use our ideas of our best selves to create two definitions as a class; (1) what it means to be our best selves and (2) what Optimistic Future-Mindedness means.”*

### STEP 2. Show MOSAIC Projector Display: Optimistic Future-Mindedness Definition Web (1-2 min)

- Project the **MOSAIC Projector Display: Optimistic Future-Mindedness Definition Web** and review the directions, including each instruction within the 2 by 2 square.

### STEP 3. Students Brainstorm in MOSAIC Journals (3-4 min)



- Ask students to, *“Use your MOSAIC journals to draw the 2 by 2 square from the projector on a new page.”*
- Say to students, *“Even if you have done something like this before, it will be helpful to do it again because as you grow up, your ideas about yourself may change. You will now have 3 minutes to work individually to fill out the square with your own ideas. Remember, this is just a brainstorm, and no idea is a bad idea!”*

### STEP 4. Share Ideas and Create Class Definitions (4-5 min)

- Say to students, *“As a large group, let’s share our brainstorms.”*
- Summarize the themes that come up from their ideas
  - *Example:* “It seems like the class pictures Optimistic Future-Mindedness as looking at the positive aspects of a situation and always thinking of solutions to problems; and being your best self as including empathy, honesty, and courage.”
- Ask students to, *“collectively create one sentence for each term that you agree to be the ‘class definition’ of ‘being your best self’ and what ‘optimistic future-mindedness’ means.”*





- Instruct students to, *“copy these definitions in your MOSAIC journals to refer back to.”*

#### STEP 5. Introduce the Throughline Sheet (2-3 min)

- Say to students, *“During the rest of this month, we will be learning tools to be optimistically future-minded and be our best selves. This month’s Throughline sheet reminds us to use these tools and notice how they show up in the content and interactions that we have in other classes.”*



- End the class by selecting a student to read the Throughline sheet (displayed in a visible place in the classroom) aloud.
- Student says, *“January Throughline: Planning for the Future. How can we incorporate MOSAIC into our class today?”*
  - *List my options in a tough situation with my classmates or with my schoolwork.*
  - *Use empathy to understand all the pros and cons when I decide what to do in a difficult situation.*
  - *Even when things look difficult, keep problem solving and persist in finding a possible solution.*

#### FOLLOW UP

- Throughout the month, provide specific labeled praise for students who show Optimistic Future-Mindedness (in your MOSAIC class and in your other classes).
- Your class is now familiar with the MOSAIC Circle format. Whenever time is available, during MOSAIC or other classes, you can select videos or news articles from current events, or use aspects of books you are reading in any subject area and use MOSAIC Circle pedagogy to actively engage students in the topic.

## PLANNING FOR THE FUTURE

**How can we incorporate MOSAIC into our class today?**

- List my options in a tough situation with my classmates or with my schoolwork
- Use empathy to understand all the pros and cons when I decide what to do in a difficult situation.
- Even when things look difficult, keep problem solving and persist in finding possible solutions.

# January Activity 1

## Optimistic Future-Mindedness Definition Web

**Directions:** Follow the instructions in each of the 4 boxes for Optimistic Future Mindedness.

**DEFINE IT!**  
What does it mean in your own words?

**FEEL IT!**  
Why and when is it important for you?

**DRAW IT!**  
What does it look like?

**FIND IT!**  
When do I see it around me (ex. in school, home, media, my community)?

**Optimistic Future-Mindedness**

2.

# January Activity 2

## *Empathy Feelings Detective*

*Days 5 to 8*

### VIRTUE & SKILLS

Optimistic Future-Mindedness  
&  
Empathy + Social Problem Solving

### OBJECTIVE

Students will work in groups to practice the “PLAN” problem solving steps and focus on “Listing Options.”

### MATERIALS

- ❖ Digital Projector/Computer
- ❖ Paper/Journals
- ❖ MOSAIC Projector Display: Feelings Detective Scenarios
- ❖ MOSAIC Projector Display: Feelings Detective
- ❖ MOSAIC Projector Display: SMART Goal Framework
- ❖ MOSAIC Projector Display: Pro/Con
- ❖ MOSAIC Projector Display: PLAN

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### TEACHER TIPS

1. Refer to MOSAIC Class Norms (*including group work norms*) as needed to prevent or resolve conflict during group work or discussions. Amend norms as necessary.
  2. Note: Students will benefit the most from problem solving if they learn to identify and plan for potential barriers.
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## Empathy Feelings Detective Overview

**Day 5: How Would You Feel?**

**Day 6: Feelings Detective**

**Day 7: Pros and Cons**

**Day 8: Listing Options and Planning**

## Day 5: *How Would You Feel?*

### STEP 1. Introduce Facial Expressions for Basic Emotions (2-3 min)

- Ask students to *“Close your eyes for a moment and picture how your faces and bodies look when you experience the following emotions:*
  - *Happy*
  - *Sad*
  - *Excited*
  - *Confused*
  - *Frightened*
  - *Angry*
  - *Surprised”*
- NOTE: Another option is to have students draw how their faces and bodies look when they experience these emotions.

### STEP 2. Lead Emotion Role-Play (4-5 min)

- Once students all have an idea of what their own faces look like, ask for volunteers: *“Who would like to show your facial expression for each emotion?”*
- Tell the rest of the class: *“Try to guess the emotion as a group. You can pick emotions that are not on the list as well.”*
  - NOTE: Write emotions down on slips of paper and have volunteer pick a slip out of a hat to facilitate selecting the emotion to act out.
- After each volunteer acts out an emotion, ask, *“Does everyone else have the same facial expression for that emotion?”* If students say they have a different facial expression, ask them to show it!
- Remind students, *“There are several ways to express the same emotion, but we have mentioned certain clues we can pick up to try and imagine how someone else is feeling.”*

### **STEP 3. Summarize the emotion role-play (4-5 min)**

- Ask students about their own experiences of emotion:
  - *“What do you do when you are experiencing sadness?”*
  - *“Are there other ways you show it besides on your face?”*
  - (Repeat for as many different emotions as time allows.)
- Say to students, *“During this activity, you were noticing emotion signs and cues. This is how we can assess people’s feelings in real life.”*
- Relate the emotion role-play to empathy by telling students that *“When we read people’s feelings, we have the chance to show kindness and understanding of others.”*

### **STEP 4. Assign students to groups (1-2 min)**

- Assign the class into small groups of 3 or 4 students, and tell them to *“Remember what group you are in for the next lesson”* (Day 6).

## Day 6: *Feelings Detective*

### STEP 1. Review the Problem Solving PLAN Framework (1-2 min)

- Remind students that, *“One goal of MOSAIC is to make you into great problem solvers, using what we call the MOSAIC PLAN for solving problems.”*
- Show the PLAN (*MOSAIC Projector Display: PLAN*) to students.
- Remind students that, *“In November, you became experts at developing a Problem Description, and now, in December, we will focus on practicing the Listing Options step of PLAN.”*

### STEP 2. Introduce Feelings Detective Activity (2-3 min)

- Ask students to *“Get into the groups of 3 or 4 that you were assigned during the previous lesson”* (Day 5).
- Say to students, *“You will be using what you learned about reading others’ emotions, just like detectives. Detectives have to find out what is really going on by understanding how people are feeling. Each group will be assigned one scenario. The scenarios are like detective cases. First, each group will read their assigned scenario from the MOSAIC Projector Display: Feelings Detective Scenarios.”*
- *“Next, your group will fill out responses to the MOSAIC Projector Display: Feelings Detective.*
  - *1) You will first try to understand how the person in the scenario is feeling.*
  - *2) Then, you will place yourself in the person’s shoes. What is the goal that they are trying to accomplish? Make sure it is a SMART goal!*
    - (Review the **MOSAIC Projector Display: SMART Goal Framework** with the students)

- 3) *Next, talk about what you would advise the person do to. Think of ALL possible options you can suggest in response to the situation. Use your creativity to think outside of the box! Then, as a group choose two options that you like the best.*

### **STEP 3. Show the MOSAIC Projector Display: Feelings Detective Scenarios (1-2 min)**

- Confirm that each group understands which scenario they are assigned to: *“Is everyone clear on which scenario you are assigned to?”*
  - *TIP: If there are more scenarios than groups, either skip the extra scenarios or have some groups do more than one.*

### **STEP 4. Work in Groups on MOSAIC Projector Display: Feelings Detective (8-10 min)**

- Instruct each group to write responses in their notebooks to each of the questions listed in the **MOSAIC Projector Display: Feelings Detective**.
- Tell students, *“You will have the next 8-10 minutes to work in your groups to answer the questions. Write your responses in your notebooks. We will use your responses next class to learn how to select an option from our list of options. Please call me over if your group needs help.”*
- Circulate and help groups as needed.





# January Activity 2

## PLAN

### **P**roblem Description

1. Is there a problem here? How do you know?
2. What is the problem?
3. How would you feel in that situation?
4. What would you think in that situation?
5. How do you think the other kids feel?

### **L**ist Options

1. Set a SMART goal for this problem.
2. List as many options as you can think of.
3. Pick 2-3 options, and think about the **pros** and **cons** of those options.
4. Pick one option that you are going to try!

### **A**ction Plan

1. Create Action Steps to get from Point A to Point B
2. Plan for Bumps in the Road
3. Have a Plan B in mind

### **N**otice Successes!

1. Stay Positive and Diligent, noticing where you succeeded with your action plan.
2. Identify which virtues and skills you used to achieve your successes.
3. Reward yourself for your positive efforts.

## January Activity 2

# Feelings Detective Scenarios

### Scenarios:

#### **Group 1:**

Marcus is a star quarterback on the school football team. During one of the final games of the season, he was injured badly, so badly that he couldn't play in the rest of the games, nor could he go to school for three months.

#### **Group 2:**

Chen always admired her friend Lucy's wardrobe. One day, when they were hanging out at Lucy's house, Chen asked to borrow Lucy's expensive blue sweater. Lucy said she could, but then made fun of Chen, telling everyone at school that Chen couldn't afford her own nice clothes.

#### **Group 3:**

During a school field trip, Juan had a seizure in front of his entire class. He came out of it to find all his classmates staring at him. His doctors told him he has a condition where he could have a seizure anytime.

#### **Group 4:**

Anita's best friend confided in her about a surprise birthday party she had planned to throw for her brother. Anita accidentally let the secret slip, and now her best friend won't talk to her.

#### **Group 5:**

Bali found out that a nasty rumor being spread about her was started by a former friend.

#### **Group 6:**

Micah emailed Emily, admitting his crush on her. Emily forwarded the email to all of her friends, some of whom then teased Micah on a social networking site about his crush on Emily.

#### **Group 7:**

Alex discovered that his teammate cheated by copying from his paper during the Spanish test.

## January Activity 2 Feelings Detective

**1. How is the person in your scenario feeling? Why?**

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**2. What does this person want to accomplish? What is their goal?  
(Make sure it is a SMART goal!)**

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**3. Put yourself in this person's shoes. List all of the options that you could do in response to the situation. Remember, use your creativity to think outside the box!**

1. -----
2. -----
3. -----
4. -----
5. -----
6. -----

**4. As a group, chose the two options that you like best, and circle these options above.**

## January Activity 2

# SMART Goal Framework

### S

- Specific
  - Is the goal clear and specific?

### M

- Measurable
  - How can this goal be measured?

### A

- Action Plan
  - What small, specific actions must you take to achieve the goal?

### R

- Realistic
  - Can you achieve the goal? Is it realistic?

### T

- Time
  - What is the time frame for the goal?

## Day 7: Pros and Cons

### STEP 1. Identify SMART Goal and Top Two Options (3-4 min)



- Ask the class, *“Which group is willing to volunteer to share their scenario and options you wrote in your notebooks, based on the MOSAIC Projector Display: Feelings Detective?”*
  - NOTE: Another option is to select a group based on their completion of the **MOSAIC Projector Display: Feelings Detective** and explain that they will be leaders in today’s MOSAIC class.
- Show the **MOSAIC Projector Display: Pro/Con**
- Ask the volunteer group to *“Share the scenario that you used for the MOSAIC Projector Display: Feelings Detective.”*
- Ask the class and the volunteer group, *“In this scenario, what is the SMART goal for this individual who has the problem? What do they want to accomplish?”*

- NOTE: It may be helpful to review the components of a SMART Goal:

**S**

- Specific
- *Is the goal clear and specific?*

**M**

- Measurable
- *How can this goal be measured?*

**A**

- Action Plan
- *What small, specific actions must you take to achieve the goal?*

**R**

- Realistic
- *Can you achieve the goal? Is it realistic?*

**T**

- Time
- *What is the time frame for the goal?*

- Next, ask the volunteer group to *“Share your top 2 options based on the MOSAIC Projector Display: Feelings Detective, and write each option in a space on the MOSAIC Projector Display: Pros/Cons as well as in your notebook”*



## **STEP 2. Walk students through listing pros and cons (5-6 min)**

- Say to students, *“The next step after picking your top two options is to think about what would be good and bad consequences of each option. We will be calling this a pro-con list. A ‘pro’ is a positive consequence of the solution and a ‘con’ is a negative consequence. We will go through each of the 2 options and write the pro-cons for each.”*

▪ *Example:*

## Scenario 1, Marcus:

- Problem description: He is scared he will fall behind in school.
  - Goal: To keep up with his homework so that he can pass all of his classes.
  - Option: Have a friend from school bring him his homework everyday, and share class notes with him.
    - Pro: Marcus will get his homework delivered to him
    - Con: Might cause tension in the friendship if Marcus' friend thinks the request is too big of a demand.
  - Fill out the **MOSAIC Projector Display: Pro/Con** (or write on board) and have students write their responses in their notebooks.
- NOTE: You may need to define “consequences” as something that happens after an action. Consequences can be positive or negative. (Many students think consequences must be bad.)



## January Activity 2 Feelings Detective

1. How is the person in your scenario feeling? Why?

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2. What does this person want to accomplish? What is their goal?  
(Make sure it is a SMART goal!)

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3. Put yourself in this person's shoes. List all of the options that you could do in response to the situation. Remember, use your creativity to think outside the box!

1. -----
2. -----
3. -----
4. -----
5. -----
6. -----

7. As a group, chose the two options that you like best, and circle these options above.



(MOSAIC Projector Display)

## January Activity 2 Pro/Cons

<b>Describe Option</b>	<b>Pros</b>	<b>Cons</b>
	<ol style="list-style-type: none"><li>1.</li><li>2.</li><li>3.</li></ol>	<ol style="list-style-type: none"><li>1.</li><li>2.</li><li>3.</li></ol>
	<ol style="list-style-type: none"><li>1.</li><li>2.</li><li>3.</li></ol>	<ol style="list-style-type: none"><li>1.</li><li>2.</li><li>3.</li></ol>

**Option we are going to try:**

## Day 8: Listing Options and Planning

STEP 1. Finish Pros/Cons if needed (2-3 min if necessary)

STEP 2. Select one option to try! (5-6 min)



- Ask students to *“Reflect on the pro/con list from the previous lesson”* (Refer to the **MOSAIC Projector Display: Pro/Con** and have students review what they wrote in their notebooks)
- Ask students:
  - *“Do you notice any similarities between the pros of each option? What about between the cons?”*
  - *“What do you think is the most important pro on the list?”*
  - *“What con do you think has the most negative impact?”*
- After reflecting, tell students, *“After thinking through these options more deeply with the pro/con list, we will now take another vote to decide on which option you think the person in the scenario should choose.”*
- Once an option has been selected:
  - Ask students who voted for this option: *“Why did this option seem the best to you?”*
  - Ask students who voted for the other option: *“Why did the other option seem best to you?”*

STEP 3. Listing and Selecting Options in the Future (5-6 min)



- Ask students to *“Write the 4 steps of Listing and Selecting Options in your notebooks:”*
  1. *Set a SMART goal for this problem.*
  2. *List as many options as you can think of.*

*3. Pick 2 options, and think about the pros and cons of those options.*

*4. Pick one option that you are going to try!"*

- Explain that, *"You will be using these steps many times as you solve problems together in future lessons!"*
- As time allows, ask students to *"Think of the different ways the PLAN problem solving model can be used (e.g. math class, dealing with friends, planning for the future, etc.)"* (Refer to the MOSAIC Projector Display: PLAN)

## **FOLLOW UP**

- Find ways to use the PLAN problem-solving model in your non-MOSAIC classes. The model is designed to be general and applicable to a variety of problems so that students can get a lot of practice!
- Suggest using the PLAN model if conflicts arise in your MOSAIC class or outside of your MOSAIC class.

(MOSAIC Projector Display)

## January Activity 2 Pro/Cons

<b>Describe Option</b>	<b>Pros</b>	<b>Cons</b>
	1. 2. 3.	1. 2. 3.
	1. 2. 3.	1. 2. 3.

**Option we are going to try:**

# January Activity 2

## PLAN

### **P**roblem Description

1. Is there a problem here? How do you know?
2. What is the problem?
3. How would you feel in that situation?
4. What would you think in that situation?
5. How do you think the other kids feel?

### **L**ist Options

1. Set a SMART goal for this problem.
2. List as many options as you can think of.
3. Pick 2-3 options, and think about the **pros** and **cons** of those options.
4. Pick one option that you are going to try!

### **A**ction Plan

1. Create Action Steps to get from Point A to Point B
2. Plan for Bumps in the Road
3. Have a Plan B in mind

### **N**otice Successes!

1. Stay Positive and Diligent, noticing where you succeeded with your action plan.
2. Identify which virtues and skills you used to achieve your successes.
3. Reward yourself for your positive efforts.

# January Activity 3

## *Students Taking Action Together*

### *Days 9 to 12*

#### VIRTUE & SKILLS

Optimistic Future-Mindedness  
&  
Empathy +  
Social Problem Solving

#### OBJECTIVE

Students will address the administration's response to their classroom's idea from December and choose their next idea.

#### MATERIALS

- ❖ MOSAIC Handouts:
  - STAT: Select Topic
  - STAT: List of Options
  - STAT: Action Plan
- ❖ Optional:
  - Projector Display: PLAN

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#### January Activity 3 Tips

1. Depending on the response your classroom received from the individual outside your class who provides feedback about your class's idea, you will need to incorporate the feedback in revising your problem, options, and action plan.
  2. Look ahead to help your Ambassadors be prepared for their role in the STAT this month.
- 

### Activity 3: Students Taking Action Together

**Day 9: Review and Reflect on Feedback from Presentation**

**Day 10: Select Topic**

**Day 11: Problem Description & List of Options**

**Day 12: List of Options & Action Plan**

## **DAY 9: Review and Reflect on Feedback from Presentation**

NOTE: Days 9-12 include sections that are led by your student Ambassadors, who will need a lot of support from you! The teacher curriculum below explains both the teacher and the Ambassador's role and provides suggested scripts for the teachers in *blue font*, and the Ambassadors in *green font*. The Ambassador handouts provide direct instructions for the Ambassadors and should be given to them to use during the lessons.

**\*\*\*\*Make sure that you review the curriculum and handouts with your Ambassadors before the lesson, and that you support them in any way that they need!\*\*\*\***

### **STEP 1. Notice Successes (1-3 min)**

- Begin by pointing out that students made a great first step toward improving their school by coming up with an idea and sharing it with an individual or group from outside of your class, such as an administrator, supervisor, Student Council representative, or buddy classroom.

### **STEP 2. Summarize Feedback Received After Presentation (2-4 min)**

**\*\*\*\*NOTE: If your class did not receive any feedback from someone outside your class:**

- Ask your students to identify something they are proud of about their idea.
- Identify at least one reason why they may not have received feedback.
- Move to Day 10, select topic
- There are many possible responses the person or group you presented to may have had to your classroom's idea or suggestion from December. The most likely are:
  - Support of the idea/suggestion with some changes proposed
  - Suggestion/idea needs to be reconsidered

- Have your Ambassadors (or understudies, if applicable) present the response from the person(s) who provided feedback.
  - NOTE: Ambassadors/understudies should have feedback recorded on their Presentation Script from December
- Discuss classroom reactions to the feedback received. Be sure to share your own reactions and have Ambassadors share their reactions.

*Example Discussion Questions:*

- *What feelings do you have about this response from \_\_\_\_\_ (the person receiving your class's presentation)?*
- *Are you surprised by the response we received?*

### **STEP 3. Evaluate Changes (5-6 min)**

- Break students into small groups of 3-4 students.
- Ask students to:
  - Identify at least one reason why they received the feedback that they did.
  - Generate at least one way to incorporate the feedback into their action plan moving forward. If your classroom has already acted on the idea, ask them to reflect on how they could improve/continue the idea.

*Examples of incorporating feedback into action plan:*

- Supportive Feedback: The feedback we received was positive about our idea of having and lunch rotating buddy system in our class to help us get to know each other and make sure everyone has someone to sit with. The presentation audience suggested that we expand this plan to other classes in our grade. We could



incorporate this feedback by contacting one other class first and proposing they join us in this idea.

- Reconsider Feedback: The person(s) we presented to did not think that our idea to start a new middle school newspaper focusing on multiculturalism would be feasible this year. Instead, they suggested that we try to incorporate this idea into the current school newspaper. A first step in our new action plan could be to find a point person for the newspaper and contact them about the idea.
- REMINDER: These ideas must be realistic, to be completed outside of the MOSAIC classroom time.
  - Example ideas that could be completed outside of classroom time:
    - Pick up litter
    - Hold doors for others
    - Sit with new students at lunch
    - Try to learn names of all students in our grade
    - Create thank you cards for first responders
    - Say “hello” to new students

#### **STEP 4. Prepare for Next Class (1-2 min)**

- Tell students that, ***“Next class we will share our reactions and reflections on the feedback we received on our idea and begin our plan on how to move forward with our STAT ideas and suggestions.”***

## ***Day 10: Select Topic***

### **STEP 1. Consider Reasons For Changes (3-5 min)**

- Ask students to identify their emotional reactions to the feedback they received.
- Build from the group work from Day 9 to identify reasons that changes are needed to make the action plan more feasible.

### **STEP 2. Ambassadors Lead “Yes-No-Maybe” (3-5 min)**

- This step is designed to help the classroom decide whether they are still committed to this topic. If the changes that are needed are too daunting, or the classroom has lost interest, then the classroom may choose to select a new topic for this STAT series.
- Have Ambassadors lead a “Yes-No-Maybe” activity about whether the classroom remains committed to this topic.
  - Ambassadors can use the **MOSAIC Ambassador Handout: “Selecting Topic”**
- Provide instructions:
  - *“The Ambassadors will ask us questions and we will go to the place in the room that stands for our answer, either ‘Yes’ or ‘No’ or ‘Maybe.’”*
- Ambassadors identify three spaces in the room that each represent either “Yes” or “No” or “Maybe.”
- Have one Ambassador ask “Yes-No-Maybe” questions, while the other Ambassador takes notes on the board. Help Ambassadors ask their peers follow-up questions.
- *Yes-No-Maybe Questions:*

- Question 1: Do you still think this idea is something we should still work on?
- Question 2: Do you want to change this idea at all?
- Remind students that they have the option to pick a new topic if they no longer want to work on this idea.
- After students' opinions have been heard, assist Ambassadors in leading a classroom vote for continuing the same topic or selecting a new topic.

### STEP 3. Identify Problem to Solve (5-6 min)

- Option 1: Continue and improve same topic.
  - Ambassadors say, "We can focus on the same topic we worked on in November and December but improve it."
  - Example:
    - Previous idea:
      - "To make our school friendlier we suggested that all students in our grade be assigned a buddy in the grade above us."
        - Problem with this idea: It was too hard to carry out this idea.
    - New idea:
      - "We still want to make our school a friendlier place, so we need to find a way that everyone in our classroom will do one friendly act each day."
- Option 2: Choose a new topic.
  - Ambassadors say, "We can focus on a new topic: the challenges of getting good grades in middle school and/or getting ready for testing in a few months."

- Ambassadors should take turns taking notes (on board or chart paper) during this discussion.
- Ambassadors ask students to generate ideas about why this topic is relevant to them and then ask them to share their feelings and beliefs about these topics

#### STEP 4. Summarize themes and Class Vote (2-3 min)

- Help your Ambassadors summarize commonalities or themes from student responses.
  - Refer to the Ambassadors' notes on the board/chart paper.
  - Summarize themes in feelings and beliefs, for example, *“It seems that much of the class feels this way...”* or *“Some people expressed the belief that...while others expressed...”*
- Help Ambassadors facilitate a vote of whether to continue with the topic from December, or begin working on a new topic.

#### STEP 5. Introduce Defining Problem (2-3 min)

- The class has two ways to think about a topic and can choose to think of the problem:
  - 1. **As a Classroom Problem:** Think about how the problem affects our classroom and what might happen in your classroom that you can work on
    - *Example:*
      - Some students in a classroom have trouble paying attention during class. What can our classroom do to help students pay attention?

- 2. **As a School Problem:** Think about how the problem affects your school and what might happen in our school that you can work on.
  - *Example:*
    - Some students feel uncomfortable asking teachers for help on their homework. What can happen in the school so students can get the help they need on their homework?
- The next lesson will focus on describing the problem.

(MOSAIC Projector Display)

## January Activity 3 PLAN

### **P**roblem Description

1. Is there a problem here? How do you know?
2. What is the problem?
3. How would you feel in that situation?
4. What would you think in that situation?
5. How do you think the other kids feel?

### **L**ist Options

1. Set a SMART goal for this problem.
2. List as many options as you can think of.
3. Pick 2-3 options, and think about the **pros** and **cons** of those options.
4. Pick one option that you are going to try!

### **A**ction Plan

1. Create Action Steps to get from Point A to Point B
2. Plan for Bumps in the Road
3. Have a Plan B in mind

### **N**otice Successes!

1. Stay Positive and Diligent, noticing where you succeeded with your action plan.
2. Identify which virtues and skills you used to achieve your successes.
3. Reward yourself for your positive efforts.

# January Activity 3

## STAT: Selecting Topic

### STEP 1. Lead A “Yes-No-Maybe” Activity

- Choose three places in the room:
  - One for “Yes”
  - One for “No”
  - One for “Maybe”
- Ask the following questions and take notes on the board.
- Yes-No-Maybe Questions:
  - Question 1: Do you still think this idea is something we should still work on?
  - Question 2: Do you want to change this idea at all?
- Ask why students picked their answers, and write those reasons on the board.

### STEP 2. Select a Topic

- Work together to select a topic.

The topic our class chose is: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## ***Day 11: Problem Description & List of Options***

### **STEP 1. Review Topic (1-2 min)**

- Review the topic that was discussed during Day 10.

### **STEP 2. Problem Description (P) (3-5 min)**

- Ambassadors say to students, “We need to work as a group to write one sentence that describes the problem (or topic) and the goal of discussing this issue.”
  - NOTE: If the class chooses to continue working on the same topic as November and December, the problem description may be the same or only slightly revised.
- Use chart paper or the board to document the brainstorm.
  - NOTE: Problems can be about making good things better, not only dealing with difficulties
- Have Ambassadors copy the sentence onto the **MOSAIC Handout: STAT List of Options Handout.**
- *Examples:*
  - “Students do not know who to sit with in the cafeteria (problem) and we need to help each other feel safer (goal).”
  - “Many activities happen at this school that students in our grade do not know about (problem) and we think they should know (goal).”
  - “Older students can be intimidating (problem) and we want to see them as friends (goal).”

### **STEP 3. List of Options (L): Ready-Set-Brainstorm! (5-7 min)**

- Help Ambassadors put students into groups of three (one student is note-taker). Ambassadors say, “Let’s break into groups of three. Two



*of you will be brainstormers and the other will be the note-taker. The oldest one in your group will take the notes.”*

- Ambassadors say to students, *“In your groups, you will think of different ways to address the problem or issue we just described.”* If the problem is the same one we addressed in November and December, ask students to brainstorm ways to revise and improve their action plan.
- Ambassadors set a timer for 2 minutes and tell students, *“You will have two minutes to brainstorm as fast as you can—no idea is a bad idea!”*
- *Examples:*
  - We could make sure that all the students in our class have someone to sit with and invite those who sit alone to join them.
  - We could reach out to the student coordinators of the school newspaper and ask them to add an article about the opportunities at our school.
  - There could be a mentorship program where each student in our grade be assigned a buddy in an older grade.
  - We could create a peer tutoring buddy system in our class or grade so that students can help each other academically.

#### **STEP 4. List of Options: Share Ideas (2-6 min)**

- One Ambassador says to the small groups, *“Let’s share our ideas.”* The Ambassador then calls on students to share.
- The other Ambassador takes notes on the board or chart paper. Help your Ambassadors take notes, if they need it!
- Keep the list of options handy for the next lesson!

## January Activity 3

### STAT: List of Options

#### STEP 1. Review Topic (discussed on Day 10)

- Same topic from November-December
- New topic

#### STEP 2. Problem Description

- Say to class, ***“We need to work as a group to write one sentence that describes the problem (or topic) and the goal of discussing this issue.”*** Write problem description below.

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#### STEP 3. List of Options (L): Ready-Set-Brainstorm!

- Put students into groups of three (one student is note-taker).
- Say ***“In your groups, you will think of different ways to address the problem or issue discussed over the past 2 MOSAIC lessons. You will have two minutes to brainstorm as many ideas as you can—no idea is a bad idea!”***

#### STEP 4. List of Options: Share Ideas

- Ask the small groups to share their ideas
- Take notes on the board or chart paper
- All options should be listed (repeated options receive one or more stars or checks)
- Write the top 3 ideas that the class agrees upon on the MOSAIC Handout: STAT Action Plan.

## ***Day 12: List of Options & Action Plan***

### **STEP 1. Review the List and Select Top 3 Options (3-4 min)**

- Support the Ambassadors in asking classmates about the list of new or improved options from Day 11.
- *Example Discussion Questions:*
  - **“Which option do you think...**
    - **... is the easiest to do?**
    - **... will reach the goal we set?**
    - **... will affect the most people in our classroom/school?**
    - **... will be well-liked?”**
- Ambassadors circle and save the top 3 options that the class agrees upon.
  - NOTE: If there is a tie, your class can have a tie-breaking vote or include up to four options.
- Ambassadors add top 3 options to **MOSAIC Handout: STAT Action Plan**

### **STEP 2. Discuss the Pros/Cons of the Top 3 Options (3-5 min)**

- Support Ambassadors in leading the class through a discussion of the pros and cons of top 3 ideas.
- Ambassadors should take notes on board or on **MOSAIC Handout: STAT Action Plan**
- If students have difficulty evaluating options, help them consider these common pros and cons:
  - Common Pros:
    - “We can actually carry this out in our classroom/school with no extra costs.”

- “Teachers will like this.”
- “The principal might say yes.”
- “This choice is something that is fun for most people!”
- Common Cons:
  - “This option requires too much money, space, or supervising adults.”
  - “Some students might feel left out.”
  - “The principal might say no.”

### STEP 3. Action Plan (A): Vote on 1 Top Idea (2-3 min)

- Ambassadors lead a class-wide vote to pick the best idea as determined by the group by saying, “We have had some great ideas and discussions. At this point, it is important to take a vote in order to create our action plan. Who votes for Option 1? Option 2? Option 3?”
  - For ties, or differences of only one vote, two options can be suggested.

### STEP 4. Notice Successes, Discuss February STAT (2-3 min)

- Ambassadors notice successes by saying, “Great working together. We described the problem, listed options and created an action plan. The last letter of PLAN is “N”. Who remembers what that stands for?... Notice Success-correct!”
- Ambassadors help the class understand the next steps by saying, “During our STAT in February, we will look back at our idea(s) and reflect on it (them). Once we are sure about our idea(s), we will get ready to put our ideas into action. We will think about times that we helped solve challenging problems or created positive change and how we did it. And then, we will practice how to go from an idea to an action.”

(MOSAIC Handout)

## January Activity 3

### STAT: Action Plan

**\*\* REMINDER:** Keep this worksheet in a safe place because it will help to guide STAT discussion in February.

#### STEP 1. Choose Top 3 options

- Review the options list from the last class meeting and vote on the top three. Write top three options below.

#### STEP 2. Discuss Pros & Cons

- Go through each option and ask students for good (pro) and bad (con) things about each one.

Option

1. \_\_\_\_\_

PROS: (+)

CONS: (-)

Option

2. \_\_\_\_\_

PROS: (+)

CONS: (-)

Option

3. \_\_\_\_\_

PROS: (+)

CONS: (-)

### STEP 3. Action Plan (A): Vote on 1 Top Idea

- Hold a class-wide vote on the three options to pick the idea your class will work on by saying, ***“We have had some great ideas and discussions. At this point, it is important to take a vote in order to create our action plan. Who votes for option 1? Option 2? Option 3?”***

- **Our idea:**

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### STEP 4. Notice successes and plan for next month

- Notice success by saying, ***“Great job with our second STAT this year. We described the problem, listed options and created an action plan. The last letter of PLAN is “N”. Who remembers what that stands for?... Notice Success-correct!”***
- Help the class to understand what the next steps will be by saying, ***“During our STAT in February, we will revisit our idea(s) and reflect. Once we are sure about our idea(s), we will get ready to put our ideas into action. We will think about times that we helped solve challenging problems or created positive change and how we did it. And then, we will practice how to go from an idea to an action.”***

## January Activity 4

# *Mid-Year Reflection & Feedback*

## Day 13

### VIRTUE & SKILLS

Optimistic Future  
Mindedness

&

Empathy + Social  
Problem Solving

### OBJECTIVE

Students will reflect on MOSAIC for the first half of the school year and provide their feedback.

### MATERIALS

- ❖ Digital Projector/Computer
- ❖ MOSAIC Student Handout: MOSAIC Mid-Year Feedback

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### TEACHER TIPS

1. Make a copy of the MOSAIC Student Handout: MOSAIC Mid-Year Feedback for each student in your class.
2. To help students feel confident in the anonymity of their responses, you could have a student collect feedback forms and place them into an envelope before returning them to you.

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## “Mid-Year Reflection & Feedback” Overview

### Day 13: *Mid-Year Reflection & Feedback*

## Day 13: *Mid-Year Reflection & Feedback*

### STEP 1. Introduce Student Mid-Year Feedback (1-2 min)

- Show **MOSAIC Student Handout: MOSAIC Mid-Year Feedback**.
- Say to students, *“This month, there is different format for our reflection. Each of you is going to think about the MOSAIC lessons we have had so far this year and answer questions based on your opinions. Your answers will be anonymous; this means that they will not have your name on it. Please be as honest as you can. Your feedback will help us make MOSAIC better and better.”*

### STEP 2. Students Complete Feedback (5-10 min)

- Give students paper copies of **MOSAIC Student Handout: MOSAIC Mid-Year Feedback**.
- Ask students to complete this form with their honest opinions so MOSAIC can be improved.
  - NOTE: Let students know that you (their teachers) will not see how they individually answer.

### STEP 3. Collect Student Feedback and Wrap-Up Reflection (1-3 min)

- To protect student privacy, have one student collect feedback forms into an envelope before handing them to you.
- As time permits, facilitate a group reflection on MOSAIC for first half of the year. Do not press students if they are reluctant to share their opinions.

*Example Reflection Questions:*

- *What have you liked about MOSAIC so far this year?*
- *How does MOSAIC compare to other classes you have had like it/to MOSAIC last year, if you had it?*
- *What could make MOSAIC better?*



- *Is there anything we can do in our classroom to make a better classroom environment for everyone? What?*

## **FOLLOW UP**

- Reflection and feedback is integral to the MOSAIC process. Continuous input from you and your students will help your school make MOSAIC into the best program it can be. Use this, along with feedback you have gathered throughout the first half of the year, to plan improvements for MOSAIC for the second half of the year. Additionally, if your school has a MOSAIC instructional support team, share this information with that team to inform wider MOSAIC improvements at the grade school levels.

## January Activity 4

### Mid-Year Student Feedback

*Dear MOSAIC students,*

*Your voice matters to making MOSAIC better and better!  
Your name will not be included in your answers. Please  
answer honestly.*

School\_\_\_\_\_

MOSAIC Teacher Name: \_\_\_\_\_

MOSAIC Year (Grade Level): \_\_\_\_\_

