

February

*Showing Resilience & Overcoming
Obstacles*



YEAR 1

FEBRUARY THEME

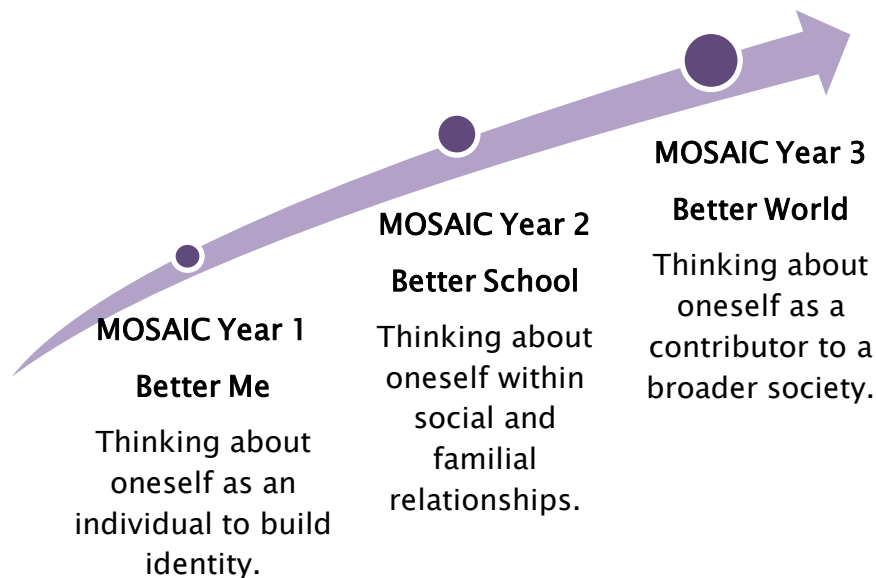
Showing Resilience &
Overcoming Obstacles

FEBRUARY VIRTUE & SKILLS

Virtue:
Responsible Diligence

Skills:
Social Problem Solving &
Emotion Regulation

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

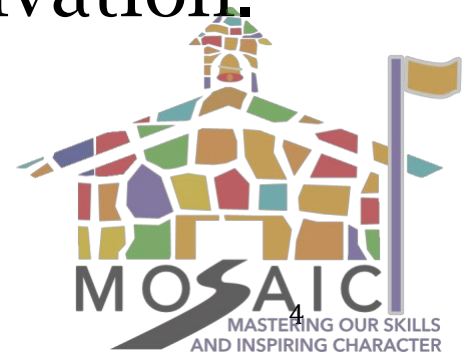
MONTH	THEME	VIRTUE	SKILLS
September	<i>Why are we here: Finding Our Positive Purpose</i>	Introduction to Positive Purpose	Communication & Social Problem Solving
October	<i>What Kind of Person Do I Want to Be?</i>	Virtue Identification	Skill Identification
November	<i>Making Ourselves, School, and World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

MOSAIC FEBRUARY THROUGHLINE

SHOWING RESILIENCE & OVERCOMING OBSTACLES

How can we incorporate MOSAIC into our class today?

- Make an action plan for something you want to accomplish.
- When you encounter difficulties in a task, try another way or seek out help.
- Notice successes in yourself and in others.
- Reward yourself for your effort and for keeping a positive motivation.



MOSAIC in February

Year 1 Curriculum

NOTE: *If video or web resource links do not work, check the www.secdlab.org website for the materials.*

February Activity 1: Introduction to Responsible Diligence

Day 1: Introduce Responsible Diligence

Day 2: A High School Girl's Responsible Diligence

Day 3: Virtue Word Search

Day 4: Responsible Diligence Definition Web

February Activity 2: Action Planning

Day 5: Stressful Situations

Day 6: Alien from Outer Space

Day 7: Class Action Plan

Day 8: Notice Successes

Day 9: SMART Goal Check-in

February Activity 3: Students Taking Action Together

Day 10: Review January Idea and Action Plan

Day 11: Solidify the Action Plan

Day 12: What Does and Doesn't Work in Presentations

Day 13: Practice Presentations and Suggestion Sheet

February Activity 4: Bi-Monthly Reflection & Feedback

Day 14: Reflection & Feedback for January/February

February Activity 1

Introduction to Responsible Diligence

Days 1 to 4

Emotion Regulation +
Social Problem
Solving
VIRTUE & SKILLS

Responsible
Diligence
&

Emotion Regulation +
Social Problem

OBJECTIVE

Students will be able to discuss what it means to be Responsibly Diligent, the new virtue of the month.

MATERIALS

- ❖ Video/Internet Connection
- ❖ Projector
- ❖ MOSAIC Journals
- ❖ MOSAIC Projector Displays:
 - Danielle’s Audio Story
 - Virtue Word Search
 - Virtue Definition Web

TEACHER TIPS

1. *Use the audio clip (Day 2) as an opportunity help students learn to focus their attention on auditory information when there is no accompanying visual image.*
-

“Introduction to Responsible Diligence” Overview

Day 1: Introduce Responsible Diligence

Day 2: A High School Girl’s Responsible Diligence

Day 3: Virtue Word Search

Day 4: Responsible Diligence Definition Web

Day 1: *Introduce Responsible Diligence*

STEP 1. Introduce “Responsible Diligence” (1-2 min)

- Introduce the activity by saying to students, *“This month we will be focusing on the theme ‘Showing Resilience and Overcoming Obstacles,’ and the virtue of Responsible Diligence.”*
- Remind students that Responsible Diligence can be described the following ways (highlight a few of the following):
 - *“Being dependable (people can count on you)*
 - *Working hard and getting your work done*
 - *Sticking with it and not giving up, even if times are hard*
 - *Keeping track of promises*
 - *Organizing tasks to get them done*
 - *Overcoming obstacles toward reaching goals*
 - *Practicing things you need to learn even if they are hard or if you don’t like them”*
 - Emphasize that these descriptions are *not* intended to be an exhaustive definition of Responsible Diligence, but rather a starting point from which the students can develop their own working definition, after they see some more examples.

STEP 2. Introduce Marshmallow Video (4-6 min)



- Say, *“To begin MOSAIC this month, we are going to watch a video about kids and marshmallows. As you watch, write down 2-3 obstacles you notice the kids have to overcome to stop themselves from eating the marshmallow.”*
 - *Examples:*
 - Temptation
 - Hunger
 - Mouth watering
 - Boredom
 - **Video:** https://www.youtube.com/watch?v=QX_oy9614HQ

- Length: 3:27

Only if unable to access video:

- Read description of video, asking students to picture what you are describing:
 - *“Children are placed in a room with one marshmallow. They are told by an adult that if they wait for her to come back before eating it, they can have two marshmallows. The adult leaves for about 10 minutes and the children are filmed alone in the room. Each child is shown struggling to resist the temptation of eating the marshmallow right away. Some are able to be patient; others cannot resist and decide to eat the marshmallow. Those who waited are then rewarded with another marshmallow when the adult returns.”*

STEP 3. Reflect on Video (5-6 min)

- Remind students that, *“This month’s theme is ‘Showing Resilience and Overcoming Obstacles.’”*
- Ask, *“What obstacles did the kids in this video have to overcome in order to get the prize of two marshmallows at the end of the experiment?”*
- Take two or three responses. Then facilitate a discussion about overcoming obstacles in students’ own lives.
 - NOTE: Discussion questions can also be used as writing prompts for a free-write.
- *Example Discussion Questions:*
 - *Who do you know in your life who has experienced a lot of obstacles but has not given up? How do they stay motivated?*
 - *Think about a time you had a success—did you experience any obstacles before you finally had that success? How did you deal with them?*

- *What goes through your head when you experience an obstacle? (What do you think or say to yourself?)*
- *What feelings do you have when you experience an obstacle? How do you usually handle those feelings?*
- *What do you usually do if something does not go your way?*
- *Who in your life has talked to you about overcoming obstacles? What have they told you?*
- *Wrap up by explaining, “Success for the kids in the video came from learning to:*
 - *1) Deal with emotions (MOSAIC Skill: Emotion Regulation),*
 - *2) Be good problem solvers (MOSAIC Skill: Problem Solving), and*
 - *3) Be Responsibly Diligent (MOSAIC Virtue).”*

Day 2: A High School Girl's Responsible Diligence

STEP 1. Introduce Danielle's Audio Story (1-2 min)

- Introduce audio story by telling students that they will be listening to an 8-minute story of a high school girl named Danielle and her struggle and determination to pass a test that will determine whether or not she graduates from high school.
- Explain that the test is called "Regents."

STEP 2. Listen to Danielle's Audio Story (8-9 min)

- Click link: <http://www.wnyc.org/story/when-one-test-stands-way-student-achieving-her-diploma/>
- Length: 8 minutes
 - If you are unable to access the audio clip, you can show the **MOSAIC Projector Display: Danielle's Audio Story** and have students read it aloud.

STEP 3. Reflection Discussion (3-5 min)

- Lead a reflection discussion about Danielle's choices and actions in the audio story.
- *Example Reflection Questions:*
 - *How has Danielle demonstrated responsible diligence?*
 - *What strategies has Danielle used to overcome the various obstacles she has faced in her life?*
 - *What advice would you give to Danielle to pass her exam after failing it multiple times?*

(MOSAIC Projector Display)

February Activity 1

Danielle's Audio Story

Directions: If you are unable to listen to the audio clip, please read the following script:

When Danielle Motindabeka came to the United States at age 13, she didn't speak English. By the time she was in high school, Danielle had mastered the language well enough to pass six Regents exams and maintain an 85 average. There was just one thing keeping her from earning a diploma: the U.S. History Regents exam.

Danielle has failed the U.S. History exam three times. It is one of the five exams required to earn a diploma in New York State. She said she felt frustrated by this obstacle. She overcame so much since coming to the United States. She left her mother in the Congo to join her father. He then left Danielle behind with her step-family to live in a series of homeless shelters.

Despite all the tumult, Danielle made a home for herself. She was looking forward to college.

In many ways, Danielle's story is not unusual. The graduation requirements in New York State have proven challenging to English Language Learners, according to the [most recent state data](#). The graduation rates for English Language has dropped three years in a row, and is now just over 31 percent statewide.

In New York City, the ELL graduation rate fell to 32.3 percent in 2013 from 39.4 percent the previous year.

Yet Danielle's story is exceptional because of her particular experiences and her perseverance. She has taken the U.S. History exam three times this year without success. She has decided to go for a fourth and final attempt. It is unclear if she will pass.

Note: Retrieved from the following website: <http://www.wnyc.org/story/when-one-test-stands-way-student-achieving-her-diploma/>

Day 3: *Virtue Word Search*

STEP 1. Introduce Virtue Word Search (1-2 min)

- Ask students to explain the goal of a word search.
 - Remind students that a word search is a game in which you are provided with a grid of letters and you see how many words you can find.
 - Also remind students that the letters must be touching, which means the words you identify can be next to each other, diagonal, or in an “L” shape.

STEP 2. Play the Virtue Word Search (6-8 min)



- Show the **MOSAIC Projector Display: Virtue Word Search**.
- Tell students to take out a pen/pencil and MOSAIC Journal (or a piece of paper if they do not have their journal).
- Instruct students to write words related to this month’s theme (“Showing Resilience and Overcoming Obstacles”) and virtue (Responsible Diligence) that they can find in the **MOSAIC Projector Display: Virtue Word Search**.
 - NOTE: Provide hints to students if they are having trouble finding words without using the answer key.

STEP 3. Discuss Word Search Terms (5-6 min)

- Have students take turns saying which words they found.
- Be sure to congratulate students on their effort.
- Ask students to describe how each word relates to this month’s theme (“*Showing Resilience and Overcoming Obstacles*”) and virtue (Responsible Diligence)
- Use the Answer Key (following the Projector Display) to describe any additional words to the students.

February Activity 1 Virtue Word Search

Directions: Instruct students to find as many of the words as they can (listed in the Answer Key on next page) related to the virtue of Responsible Diligence and the theme of *Showing Resilience and Overcoming Obstacles*. The letters all have to be touching, which means the words you identify can be next to each other, diagonal, upside down, backwards, or in an “L” shape.

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

Word Search Answer Key:

1. Grit
2. Roadblock
3. Achieve
4. Overcome
5. Bounce
6. Obstacle
7. Vigor
8. Effort
9. Goal
10. Patience

Day 4: *Responsible Diligence Definition Web*

STEP 1. Introduce Definition Web (2-3 min)

- Say to students, *“Today we will use our ideas about Responsible Diligence to create definitions as a class: (1) What it means to ‘Overcome Obstacles’ and (2) what ‘Responsible Diligence’ means.”*
- Show the **MOSAIC Projector Display: Theme and Virtue Definition Web** and review the directions, including each instruction within the 2 by 2 square.

STEP 2. Students Brainstorm in MOSAIC Journals (4-6 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, *“Even if you have done something like this before, it will be helpful to do it again because as you get older, your ideas 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 3. Share Ideas and Create Class Definitions (5-6 min)

- As a large group, ask students to share their brainstorms.
- Summarize the themes that come up from their ideas.
 - *Examples:*
 - *“It seems like the group sees Responsible Diligence as working hard towards your goals and bouncing back from setbacks.”*
 - *“It seems like many of you thought staying optimistic was an important part of overcoming obstacles.”*
- Work with students to collectively create one sentence for each term. This will be the “class definition” of “Overcoming Obstacles” and “Responsible Diligence.”



- Instruct students to copy these definitions in their MOSAIC journals to refer back to.

STEP 4. Introduce the Throughline Sheet (1-3 min)

- Say to students, *“During the rest of this month, we will be learning tools to be Responsibly Diligent and overcome obstacles. 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.”*



- Post the Throughline Sheet in a visible place in the classroom (if you have not done so already).
- End the class by selecting a student to read the Throughline sheet aloud.
- *“How can we incorporate MOSAIC into our class today?”*
 - *Make an action plan for something you want to accomplish.*
 - *When you encounter difficulties in a task, try another way or seek out help.*
 - *Notice successes in yourself and in others.*
 - *Reward yourself for your effort and for keeping a positive motivation.”*

FOLLOW UP

- Throughout the month, provide specific labeled praise for students who show Responsible Diligence (in your MOSAIC class and in your other classes).

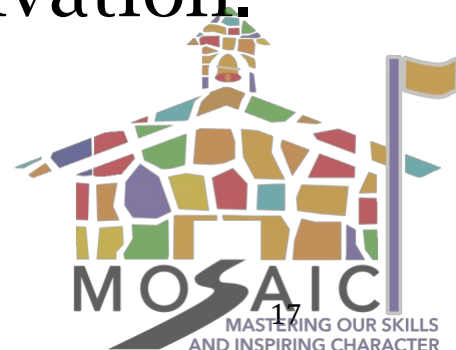
Remind students to think ahead about how they can predict obstacles and plan to overcome them.

MOSAIC FEBRUARY THROUGHLINE

SHOWING RESILIENCE & OVERCOMING OBSTACLES

How can we incorporate MOSAIC into our class today?

- Make an action plan for something you want to accomplish.
- When you encounter difficulties in a task, try another way or seek out help.
- Notice successes in yourself and in others.
- Reward yourself for your effort and for keeping a positive motivation.



February Activity 1

Virtue Definition Web

Directions: Follow the instructions in each of the 4 boxes for both of the terms (1) Overcoming Obstacles and (2) Responsible Diligence. Write answers for Overcoming Obstacles where there is a (1.) in each box and answers for Responsible Diligence where there is a (2.) in each box.

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

1. Overcoming Obstacles
2. Responsible Diligence

February Activity 2

Action Planning

Days 5 to 9

VIRTUE & SKILLS

Responsible
Diligence

&

Emotion Regulation +
Social Problem
Solving

OBJECTIVE

Students will work in groups to practice the PLAN steps of “Action Plan” and “Notice Successes.”

MATERIALS

- ❖ Video/Internet Connection
- ❖ Projector
- ❖ MOSAIC Journals
- ❖ Time-keeping Device
- ❖ MOSAIC Projector Displays:
 - PLAN
 - Combat Stress to Maintain Positive Motivation
 - Tying Your Shoe: Action Plan
 - Tying Your Shoe: Notice Successes

TEACHER TIPS

1. *The “Alien from Outer Space” activity on Day 6 is a surprise! Do not say anything about “Tying Your Shoe” until you have completed the activity!*

“Action Planning” Overview

Day 5: Stressful Situations

Day 6: Alien from Outer Space

Day 7: Class Action Plan

Day 8: Notice Successes

Day 9: SMART Goal Check-in

Day 5: *Stressful Situations*

STEP 1. Review PLAN (1-2 min)

- Remind students, *“One goal of MOSAIC is to make you into expert problem solvers.”*
- Ask students if they know what to do to solve problems. Solicit a few answers before suggesting using “PLAN.”
- Show the **MOSAIC Projector Display: PLAN** and briefly review it.
- Remind students, *“In December, you became experts at Problem Description, in January you practiced Listing Options, and now, in February, we will focus on practicing the Action Plan and Notice Successes steps of PLAN.”*

STEP 2. Discuss Connection Between Stress and Motivation (2-3 min)

- Explain to students, *“Sometimes making an Action Plan and staying motivated and positive during a stressful situation can be hard. Even if you are motivated to do good things, stress can stop you from doing them because stress makes things harder to do and keeps you from thinking clearly.”*
- Ask students to remember the Emotion Role Play they did during January MOSAIC.
- Help students recall that they can feel stress in their bodies – clenched fists, tight stomach, etc.
- Ask some students to share where in their bodies they experience stress.
 - Encourage volunteers to demonstrate what they look like when they feel stressed in their facial expression AND in their body language.

STEP 3. Complete Question 1 (3-4 min)

- Show the **MOSAIC Projector Display: Combat Stress to Maintain Positive Motivation and Responsible Diligence**



- Say, *“Think about times when you feel stress, and write 2 examples of these situations in your MOSAIC Journal.”*
- Encourage students to share with the class some of their situations.

STEP 4. Complete Question 2 (3-4 min)



- Ask students to brainstorm 3 answers to the question: *“When you are feeling stressed, what do you do to make that feeling go away?”*
- Have students write answers in their MOSAIC Journals.
- Ask students, *“Which ideas that work for you do you think could work for other classmates too?”*
 - *Example Responses:*
 - Think about happy things
 - Go to a quiet place to calm down
 - Think optimistically about your goal and remind yourself why you want to reach it

STEP 5. Facilitate Discussion (2-4 min)

- Explain that, *“Stress is one feeling that you have to learn to deal with. Learning to deal with our feelings is the MOSAIC skill we call, ‘Emotion Regulation.’”*
- Highlight that, *“Staying positively motivated means working on important goals despite stress and obstacles. This is important for success in school, college, and jobs.”*

Example Discussion Questions:

- *How can Emotion Regulation help students be positively motivated to do the things that they know are important?*
- *How can Emotion Regulation help when you are feeling stressed?*
- *How can Emotion Regulation help us be Responsibly Diligent?*

February Activity 2

PLAN

Problem 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?

List 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!

Action 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

Notice 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.

February Activity 2

Combat Stress to Maintain Positive Motivation

When do you feel stress?

1. _____
2. _____
3. _____

What can you do when you feel stress to help you get back on a positive path?

1. _____

2. _____

3. _____

Day 6: Alien from Outer Space

STEP 1. Plan to Stay Positively Motivated (2-4 min)

- Review the methods that students came up with for staying positively motivated during stressful situations during the last MOSAIC meeting.
- Encourage students to pick one method to try out (like an experiment!) if they start to feel stressed during the activity today.
- Ask students to think ahead: *“What might make it difficult to stay positively motivated when working together as a group?”*
- Ask, *“How can you calm yourself down or deal with stress so you can continue to participate/move forward?”*
- Today (and in the future) classmates can help each other cope with stress by reassuring and encouraging their peers in high-stress situations and sharing the coping methods that have worked for them.
- Ask students to write down the method they plan to try out in the MOSIAC Journals so that they can refer to it during the activity.



STEP 2. Action Plan Activity (“Alien from Outer Space”) (6-7 min)

- In this activity, students will be directing one of their classmates to tie their shoelaces as if that person had never done that before. It will highlight the importance of clear communication. But they don’t realize this, so do not **even mention anything about shoe-tying or show the name of this activity!**
- Select 1 student volunteer to leave the classroom for 2-3 minutes.
 - NOTE: This student must be wearing shoes with shoelaces!
 - If they cannot leave the classroom, try to set them up in a spot where they cannot hear the instructions and planning process of the rest of the class- perhaps using headphones or asking them to cover their ears.
- Provide the following instructions to the rest of the class:
 - *“I have asked **“Student Volunteer”** to leave the room. In a moment, **“Student Volunteer”** will come back into the room.*

We will be pretending that “Student Volunteer” is an alien from another planet who does not know anything about our world.

- *Your challenge as a class is to direct “Student Volunteer” through the process of tying his/her shoes. You will have 3 minutes to direct “Student Volunteer” through the process, so that after 3 minutes, he/she should have both shoelaces tied.*
- *Remember “Student Volunteer” will pretend that he/she does not know anything about Earth, so you will have to instruct him/her on EVERY detail. You have 60 seconds to make an action plan on how to do this.”*
- While the rest of the class is making their action plan, provide the following instructions to the student volunteer:
 - *“When you come back into the class, I’d like you to pretend that you are an alien from another planet who doesn’t know anything about this world. Only follow the directions your classmates give, exactly how they say them- remember, you are pretending that you don’t know anything about this world!”*
 - Be sure to ask the student to untie their shoelaces, but do not tell the student volunteer that their goal will be to tie their shoes!
- After 60 seconds, bring the student volunteer back into the classroom and provide them with a seat in the front of the room. Tell the class that you are starting the clock, and that they have 3 minutes to accomplish their challenge.
- After 3 minutes, stop the activity, whether or not the shoe-tying task has been completed.

STEP 3. Debrief: “Alien from Outer Space” Activity (4-6 min)

- Lead a discussion reflecting on the “Alien from Outer Space” Activity.

○ *Example Reflection Questions:*

- *What seemed to go well during this activity? (Notice Successes)*
- *What didn't go as well during this activity?*
- *What type of directions were the easiest to follow?*
- *What type of directions were the hardest to follow?*
- *What was stressful about the activity?*
- *Who was able to try out a way to keep their positive motivation in a time of stress? What was it? How did it work?*

Day 7: Class Action Plan

STEP 1. Tying Shoe Action Plan (1-2 min)



- Show the **MOSAIC Projector Display: Tying Your Shoe Action Plan**
- Ask students to list the action plan from the shoe-tying activity in their MOSAIC Journals.
- Say, *“You have 60 seconds to list 4-6 specific steps needed to get from Point A (shoes untied) to Point B (shoes tied).”*
- Set timer: GO!

STEP 2. Create Class Action Plan (6-8 min)

- After 60 seconds, ask for student volunteers to share their steps, and compile into a class action plan.
 - *Example:*
 1. Reach down and take one shoelace in your right hand, and one shoelace in your left hand.
 2. Bring the right shoelace across the left shoelace, holding the laces where they make an “X”.
 3. Bring the right lace down, under, and through the left lace.
 4. Grab the right lace in your left hand and the left lace in your right and pull them tightly. You have formed the first knot.
 5. Form a loop holding it with your right index finger and thumb close to the shoe.
 6. Take the left lace and go around the loop. Feel for the thumb on your right hand and that’s where you will push the lace through. Grasp the emerging loop with your right thumb and index finger.
 7. Slip your left hand to the top of the left loop.
 8. Pull on both loops until they are tight.
 9. Check the length of your loops to make them even. Check the length of the ties to make sure they aren’t too long.

- As students are volunteering their steps, point out obstacles that happened during the activity. Begin listing these obstacles under the “Possible Bumps in the Road on the board or on chart paper

STEP 3. Plan for Bumps in the Road (3-5 min)

- When all the action steps are listed, ask if there are any other “bumps in the road” that should be added to the form.
- Work as a class to think of what students did during the activity when they ran into a bump in the road.
- List these actions under the “Plan B” section.
- Encourage students to also think of other strategies that they could have used to help someone learn to tie their shoelaces.

February Activity 2

Tying Your Shoe Action Plan

1. Create Action Steps to get from Point A (*Shoes Untied*) to Point B (*Shoes Tied*):

- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____

2. Plan for Bumps in the Road:

- _____
- _____
- _____

3. Have a Plan B in Mind:

- _____
- _____
- _____

Day 8: Notice Successes

STEP 1. Notice Successes from “Tying Your Shoe” (3-5 min)

- Show the **MOSAIC Projector Display: Tying Your Shoe, Notice Successes.**
- Ask students, “*What worked well when instructing the Student Volunteer to tie his/her shoes?*”
 - *Example Responses:*
 - Using body language and hand gestures
 - Providing clear directions for just one step at a time
 - Encouraging him/her (keeping positive motivation)
 - Explain to students, “*This was a situation where the Student Volunteer really does know how to carry out the skill. But a lot of times, an action plan helps in situations when you are doing something you have not done before.*”

STEP 2. Identify Skill(s) and Virtue(s) Used (3-5 min)

- Ask students, “*Which skill(s) were needed to achieve successes in this activity?*”
 - *Examples:*
 - Communication was needed to provide clear instructions that the Student Volunteer was able to follow.
 - Emotion Regulation was needed to keep calm under stress.
- Ask students, “*Which virtue(s) were needed to achieve successes in this activity?*”
 - *Examples:*

- Responsible Diligence was needed to stay committed to our action plan, and to believe that we would achieve success.

STEP 4. Discuss Importance of Rewarding Yourself (2-4 min)

- Ask students, “*How do you reward yourself when you notice successes and positive efforts from action plans in your own life?*”
 - *Examples:*
 - A pat on the back
 - A healthy snack
 - Extra screen time
 - Kick back and relax
 - NOTE: Share a personal example of how you reward yourself for a success!
 - Consider offering a reward (such as a pat on the back, or 2 minutes of free time) for the successes and positive efforts from the Alien from Outer Space/Tying Your Shoe Activity.

February Activity 2

Tying Your Shoe Notice Successes

1. Stay Positive and Diligent, Notice Successes:

- -----
- -----
- -----

2. Discover which Skill(s) and Virtue(s) you used to Achieve your Successes:

- -----
- -----
- -----

3. Reward Yourself For Positive Efforts:

- -----
- -----
- -----

Day 9: *SMART Goal Check-in*

STEP 1. Check in on SMART Goals (3-5 min)



- Ask students to look back into their MOSAIC Journals and read the goal they set in September.
- Give students 60 seconds to reflect silently and free write in their journals about the progress they believe they have made on reaching their goal.
- Facilitate discussion about SMART Goals:

Example Discussion Questions:

- *Who has had success working on their SMART Goal?*
- *How do you know if you have had success? What does success working on your SMART goal look like for you?*
- *How can we better support each other as a class to reach our SMART goals?*
- As time permits, allow students to share any successes or barriers they have experienced in pursuing their goal.

STEP 2. Reward Yourself (2-4 min)

- Ask, *“How do you plan to reward yourself for the successes you have noticed in reaching or working toward your SMART goal?”*
- Encourage several volunteers to share with class.

STEP 3. Set New SMART Goal (5-6 min)



- Ask students to set a new SMART goal to be accomplished by May.
- Have students include an Action Plan for reaching their SMART goal. Remind students that creating an action plan means they should:
 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

- Ask students to make a plan for how they will Notice Successes for their SMART goal.
- Noticing Successes means to:
 1. Stay Positive and Diligent, Noticing Successes
 2. Identify which virtues and skills you used to achieve your successes.
 3. Reward yourself for positive efforts.
- Explain, *“Knowing how to make an Action Plan and how to Notice Successes is important for setting goals and reaching those goals.”*

FOLLOW UP

- Now that your class is familiar with creating Action Plans, encourage them to make action plans in their individual and group work in their academic classes.
- Remember that one of the most important parts of making an Action Plan is planning for bumps in the road with a Plan B!
- Encourage students to notice each other’s successes throughout the day, with a call out, pat on the back, or other forms of acknowledgement.

February Activity 3

Students Taking Action Together

Days 10 to 13

VIRTUE & SKILLS

Responsible
Diligence
&

OBJECTIVE

Students will review their January STAT decision, review the importance of presentation, and present their revised Action Plan.

MATERIALS

- ❖ Chart paper or board space
- ❖ MOSAIC Journals
- ❖ MOSAIC Projector Display:
 - PLAN
- ❖ Ambassador Handouts:
 - STAT Bringing Action Plan to Life
 - STAT Action Plan
 - STAT Best Selves
 - STAT Presentation Script

February Activity 3 Tips

1. Just like in December, you will need to select an individual or group that your class will present their ideas to after the STAT lessons, 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. Meet with your Ambassadors before Day 10 to help them coordinate leading the activity.
3. It will be important to have a printed copy of the Ambassador Handouts for your Ambassadors to use.

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

“Students Taking Action Together” STAT Overview

Day 10: Review January Idea and Action Plan

Day 11: Solidify the Action Plan

Day 12: What Does and Doesn't Work in Presentations

Day 13: Practice Presentations and Suggestion Sheet

DAY 10: Review January Idea and Action Plan

NOTE: Days 10-13 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.

******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 is 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 ideas and opinions—your voice—heard in your school.”*

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

- Have Ambassadors re-read “Our Idea” on Step 3 of January **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, “It is important to review why this idea 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. Review Presenting to Someone Outside of the Class (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, 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. 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: STAT Bringing Action Plan to Life**

- 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 11-13 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 individual or group of your selection). At our next MOSAIC class, we will be continue making our Action Plan come to life and preparing our presenting script.”*

February Activity 3

PLAN

Problem 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?

List 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!

Action 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

Notice 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.

(Ambassador Handout)

February Activity 3

STAT: Bringing Action Plan to Life

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

STEP 2. Say, "As we are about to commit to this idea, 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 11: *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 the 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 new students transitioning to middle school)?*

STEP 3. Review Importance of a Presentation (2-3 min)

- Help students think about the importance of how they present their ideas to authority figures or individuals outside of the class.
- Review what was learned in December STAT about presenting.
- Say, *“In December, we talked about the importance of presentation. Although you may not be one of the people giving the presentation, we want to make sure all students are comfortable explaining our idea. Anyone can ask you about it.”*

STEP 4. Notice Successes: What Went Well in December (2-3 min)

- Ambassadors say, *“The last letter in the PLAN problem solving model means to ‘Notice Successes.’ This means that it is important to think about what went well last time we presented our ideas.”*
- *“Turn to the person next to you and discuss two things that went well last time we talked about our ideas for improving our school.”*
- Help Ambassadors facilitate a brief discussion.
- Allow some students to share, and have one Ambassador act as a scribe.

STEP 5. Learning from Past STAT lessons (5-7 min)

- Ambassadors can lead this activity. It is designed to help students think about learning from the past mistakes or experiences to do a better job the next time.
- Have an Ambassador say, *“Now we are going to review some quotes.”*
- Have Ambassadors lead students through the quotes on the **Ambassador Handout: STAT Action Plan** worksheet.
- Students should rank the quotes from 1 to 5 (1- I believe this most strongly; 5- I believe this least strongly). This should be completed in their MOSAIC Journals.
- Allow one or two students to explain why they picked the order they did.
- Say, *“We are learning from our mistakes and successes. This will help us to better present our ideas more clearly, which will help us make a greater impact.”*



(Ambassador Handout)

February Activity 3 Day 11

STAT: Action Plan

Our idea is: _____

Thinking about December's STAT, we learned:

What worked:

Have the students review this quotes on the worksheet and prioritize them from 1 to 5 (1- I believe this most strongly; 5- I believe this least strongly).

**Mistakes have the power to turn you
into something better than you were before.** _____

**If you can learn from the worst times of your life, you'll
be ready to create the best times of your life.** _____

**Failure is the opportunity to begin again,
only this time more wisely.** _____

In every mistake, there is a potential for growth. _____

**Mistakes are a part of life. If you don't make them, you'll
never learn. If you never learn, you'll never improve.** _____

Day 12: *What Does and Doesn't Work in Presentations*

STEP 1. Ambassadors Introduce BEST Selves (4-5 min)

- Show **Ambassador Handout: STAT: BEST Selves**
- Ambassadors may have learned about BEST in their Ambassador trainings. Have them share about how BEST has helped them.
- Ambassadors say, *“When making any type of presentation we always want to be our BEST.”*
- Use handout to explain the acronym or write on the board.

B *ody language*

- *Stand up tall: Body language has a huge effect on how people see you, so make sure you present yourself well.*

E *ye contact*

- *Look at the authority figure: It's easy to stare at the paper. Look up!*

S *peak clearly*

- *Speak clearly, pronounce words: Make sure he/she can understand you!*

T *one of Voice*

- *Use a loud and confident tone of voice: What you are saying is important, and you want to make sure he/she hears it!*

STEP 2. Ambassadors Demonstrate BEST (4-5 min)

- Ambassadors can pick any book in the classroom or a favorite song.
- Ambassadors demonstrate reading from this book or saying song lyrics with and without the use of BEST.
- Students provide feedback on the way the Ambassadors use BEST and provide additional public speaking suggestions.

STEP 3. Complete Presentation Handout (3-5 min)

- Review the concept of an elevator pitch.
- Say, *“Now that we learned about BEST presentation skills and worked out the details of our idea, we are ready to make an elevator pitch. Does anyone remember what an ‘elevator pitch’ is?”*
 - If needed, say, *“Imagine that you are in an elevator with an authority figure in our school and you need to explain our idea to them in one minute before you get to the third 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)
- Review **Ambassador Handout: STAT: Presentation Script** and help students complete the handout.
- Introduce the concept of feedback: *“In order to get better at something we must practice and give feedback. So we will present our idea to _____ [name of individual/group your class will present to] and get their input.”*

February Activity 3 Day 12

STAT: BEST Selves

Use your BEST Public Speaking skills:

B ody language

- *Stand up tall*: Body language has a huge effect on how people see you, so make sure you present yourself well.

E ye contact

- *Look at the authority figure*: It's easy to stare at the paper. Look up!

S peak clearly

- *Speak clearly, pronounce words*: Make sure he/she can understand you!

T one of Voice

- *Use a loud and confident tone of voice*: What you are saying is important, and you want to make sure he/she hears it!

(Ambassador Handout)

February 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):

Day 13: *Practice Presentations and Suggestion Sheet*

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 noticed our successes from the December STAT, thought about what we could do better, and learned about presenting our BEST selves. Using our BEST public speaking skills, we are going to practice presenting our idea today.”*
 - NOTE: Teacher or Ambassadors can demonstrate some of the techniques that work.

STEP 2. Partner Presentation Activity (5-7 min)

- Split the class into partners and practice presentation using the **Ambassador Handout: STAT: Presentation Script**.
- 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).
- Be sure students are using their BEST presentation skills!
- 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 individual or group outside of the class). Let’s discuss our plan for when that will happen.”*

STEP 3. 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.
- 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 4. 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 _____ [recipient of presentation], and we will reflect on the feedback and take our next steps in March and April.*”
 - NOTE: You may plan to give a presentation to the individual or group from outside of your class during this class or find another time to do it.

FOLLOW UP

- It is essential that your students present their idea and get feedback about their ideas from an individual or group in the school before the STAT activity in March.
- Your class can work on their STAT idea outside of MOSAIC class over the next month.

February Activity 4

Bi-monthly Reflection & Feedback

Day 14

VIRTUE & SKILLS

Responsible
Diligence

&

Emotion Regulation +
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

February 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 14: Reflection & Feedback for January/February

Day 14: Reflection & Feedback for January/February

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 Jan. and Feb. (3-5 min)

- Prompt students to provide feedback about the activities from January and February.
- Say, *"In January, we focused on thinking ahead to the future with Optimistic Future-Mindedness. We did activities to think about how you might feel in different situations and continued Students Taking Action Together (STAT)."*

Discussion Questions:

- *What were some things you liked about MOSAIC in January?*
- *How could those January lessons be better?*
- Say, *"In February we focused on the theme of Overcoming Obstacles, and the virtue of Responsible Diligence. We heard a story and watched a video about Responsible Diligence, and practiced giving directions and dealing with stress in the "Alien from Outer Space" activity. We also continued with our Students Taking Action Together (STAT)."*

Discussion Questions:

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

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

- Show **MOSAIC Projector Display: MOSAIC Reflection.**
- 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.

February Activity 4 MOSAIC Reflection

Write your answer in your MOSAIC Journal:

Someone you know has been calling you names and putting you down on the way to school each morning. You've tried to ignore them and say nothing, but they haven't stopped bothering you.

What have you learned in MOSAIC that would help you figure out 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?**

March

*Appreciating Ourselves, Our School, and
the World*



YEAR 1

MARCH THEME

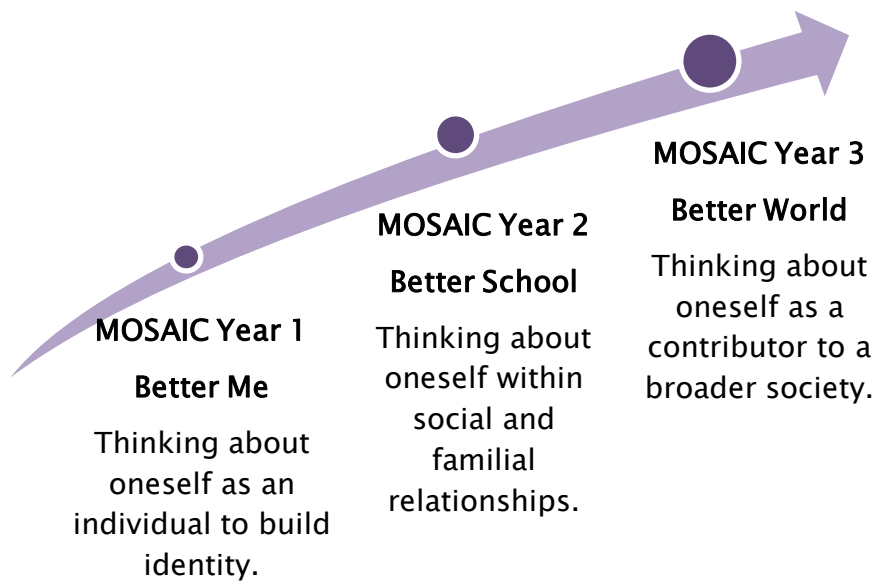
Appreciating Ourselves, Our School, and the World

MARCH VIRTUE & SKILLS

Virtue:
Compassionate Gratitude

Skills:
Communication & Empathy

MOSAIC BY YEAR



MOSAIC MARCH THROUGHLINE

APPRECIATING OUR SELVES, SCHOOL, AND WORLD

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

- Show your classmates and others in your school your appreciation for good things they do for you and others.
- Use your B.E.S.T. skills to communicate your feelings and thoughts clearly, even when you are upset.
- Pass along your gratitude by being helpful and kind to others.



MOSAIC in March

Year 1 Curriculum

NOTE: *If video or web resource links do not work, check the www.secdlab.org website for the materials.*

March Activity 1: Intro to Compassionate Gratitude

Day 1: Purpose Essay Introduction

Day 2: Compassionate Gratitude & A-Z Gratitude

Day 3: An Experiment in Compassionate Gratitude

Day 4: Yes-No-Maybe

Day 5: Compassionate Gratitude Definition Web

March Activity 2: Cope with Stress and Show Gratitude

Day 6: Understanding Stress

Day 7: Communicating When Stressed

Day 8: Appreciating Ourselves

Day 9: Showing Appreciation

Day 10: Reflection on “Beautiful School”

March Activity 3: STAT and Reflection

Day 11: STAT Check-in and Monthly Reflection

March Activity 1

Introduction to Compassionate Gratitude

Days 1 to 5

VIRTUE & SKILLS

Compassionate
Gratitude
&
Communication+
Empathy

OBJECTIVE

Students will be able to discuss what it means to have compassionate gratitude and the importance of compassionate gratitude.

MATERIALS

- ❖ Digital Projector/Computer
- ❖ MOSAIC Journals
- ❖ MOSAIC Projector Display: Gratitude in the Face of Obstacles
- ❖ MOSAIC Projector Display: Theme & Virtue Definition Web

TEACHER TIPS

1. *The Purpose Essay is an important activity that gives your students an opportunity to reflect on their own, developing, sense of purpose. The essay is intended to take place outside of MOSAIC, but the MOSAIC lesson on Day 1 will help students to connect their MOSAIC skills and virtues to their purpose.*
2. *Encourage students to relate compassionate gratitude to their own life and use personal examples during the activities.*
3. *Use the “Think – Pair – Share” flexibly. Include free writing or drawing before students pair up to share their examples.*

“Introduction to Compassionate Gratitude” Overview

Day 1: Purpose Essay Introduction

Day 2: Compassionate Gratitude & A-Z Gratitude

Day 3: An Experiment in Compassionate Gratitude

Day 4: Yes-No-Maybe

Day 5: Compassionate Gratitude Definition Web

Day 1: *Purpose Essay Introduction*

STEP 1. Review Concept of Positive Purpose (1-2 min)

- Say, *“In September, we talked about the concept of a Positive Purpose. Who can remember what a positive purpose is?”*
- 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—it is what you do that makes those around you and the world a better place*
 - *“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 and to others*
 - *“Keeps you positively connected to others*
 - *“Helps you become the person you want to be.”*
- Review the definition your class came up with following this format:
 - “Our MOSAIC class defines Positive Purpose as _____ . We think Positive Purpose is important because _____ .”

STEP 2. Introduce and Reflect on Purpose Essay (10-12 min)

- Say, *“In one of your academic classes, you will be asked to write an essay about your positive purpose.*

- Say, *“Since MOSAIC is a place where we learn the skills and virtues that can help us pursue our positive purpose, we will use our time this MOSAIC lesson to help you think about what you might write in your essay.”*
- NOTES:
 - To provide students with the best context in which to write their essays, the Purpose Essay should be presented to the students as an academic assignment, not as a "MOSAIC assignment." Ideally, it would be part of Language Arts and take the place of another writing assignment, so as not to be an “add on.” It also could be presented in the students' Social Studies classes.
 - A recommended format for a Purpose Essay for Year 1 (planning for students to also do Purpose Essays in Years 2 and 3) follows. It should be adjusted to align with essay writing standards within your Language Arts curriculum for your grade level:
 - (1) “Write about someone (you may or may not know personally) who has exhibited noble characteristics. Describe the actions specifically, when and where they took place, and who else was involved. Be sure your description makes clear why or how you consider these actions to be noble.”
 - (2) “Describe how these actions relate to this person’s larger mission (or purpose) in life.”
 - Once your school has established its method for the Purpose Essay (for example, a homework assignment with two rounds of drafts; use of peer feedback during the writing process), it's helpful if this method stays the same in subsequent years so that you can track students’ growth over time.
- Use **MOSAIC Projector Display: MOSAIC Virtues and Skills** and say to the class, *“We can’t disconnect our Positive Purpose from who we are and how we act. So, as you think about*

your Positive Purpose, think about which MOSAIC virtues and skills are most connected to your purpose and why. Take a few minutes and write in your MOSAIC notebook about your Positive Purpose and which virtues and skills are most important to your purpose. Even though all are important, pick the few that are MOST important to you.”



- As time allows, give your students time to share with one or two other students what they selected for the virtues and/or skills most connected to their sense of Positive Purpose, or use some other method to give them a brief chance to share.

(MOSAIC Projector Display)

March Activity 1

MOSAIC Virtues and 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

Day 2: *Compassionate Gratitude & Nelson Mandela*

STEP 1. What is Compassionate Gratitude? (1-2 min)

- Say, *“This month we are going to be discussing Compassionate Gratitude. Let’s begin by describing gratitude. What is gratitude?”*
- Allow one or two students to answer. Tell students, *“One way of describing gratitude is, expressing appreciation for what one has—as opposed to what one wants or needs.”*
- Ask, *“What does it mean to add ‘compassionate’ to gratitude?”*
Allow one or two students to answer.
 - Possible answers:
 - “to feel strong sympathy for someone’s misfortune and want to help. To add compassion to gratitude could mean to understand that others have even less than you do, and how hard that must be for them.”
 - “to recognize that the person doing something for you/giving something to you had to sacrifice a lot to do so, and so you have a special, strong feeling of appreciation for what they did/gave”
- Conclude by saying, *“When we put these together, we get Compassionate Gratitude; one way of thinking about Compassionate Gratitude is, being thankful for what we have with an understanding and a concern that there are other people who have less.”*

STEP 2. A-Z Gratitude (8-10 min)

- Say, *“Now we are going to practice showing gratitude using the letters of our alphabet. Take out your MOSAIC notebooks and write the letters A-Z.”*

- Instruct students, *“Once you have finished writing the alphabet, you are going to come up with one thing you are grateful for each letter. In other words, you may be grateful for Apples for A, Breathing for B or your Cat for C and so on. You will have about eight minutes to complete the alphabet, so do the best you can.”*
 - If needed, remind the students that if they get stuck on a letter, it is better to skip it and try the next letter. Completing every letter in order is less important than coming up with examples for as many letters as possible.

STEP 3. Reflection (2-3 min)

- Say, *“Now that most of you are finished with your list, I want to hear about how that experience felt for you.”*
 - Possible discussion questions:
 - *Was it hard to come up with examples for each letter?*
 - *When you look at your final list, were you surprised by how many items you have gratitude for?*
 - *Would anyone like to share their favorite item from their gratitude alphabet?*
- Conclude by saying, *“We all have unique talents, gifts and privileges. It is easy for us to take these things for granted, which is why it is so important to take the time to express gratitude. I encourage you to keep this alphabet list and look back at it whenever you think it is necessary.”*
- Option: Collect the lists and have Ambassadors compile a master list and make it into a poster (potentially with other students’ help, including illustrations) that can be displayed inside or outside of the classroom to show your class’s Compassionate Gratitude.



Day 3: An Experiment in Compassionate Gratitude

STEP 1. Introduce an Experiment in Gratitude (8-10 min)

- Say, *“To continue examining gratitude, we are going to watch a video about an experiment on how gratitude can make us feel happier. As you watch, identify what the experiment found and how the people in the video felt.”*
- *Examples include: showing gratitude improves a person’s happiness. The people felt grateful, embarrassed, nervous, happy.*
 - **Video:** Experiment in Gratitude: The Science of Happiness: <https://www.youtube.com/watch?v=oHv6vTKD6lg>
 - **Length:** 7:13 minutes

*****Only if unable to access video*****

- Read description of video, asking students to picture what you are describing:
 - *“A scientist asks the crowd what makes them happy. Then he tells them that psychologists have proven that one of the leading contributors to a person’s happiness is how grateful they are. He decided to do his own experiment. First he gave people a test that measured how happy people were. Then, he asked them to think of someone who did something really amazing or important for them. Next, he had them write as much as they could about why that person was so important to them. Finally, he made them call the person and read the paper to them. Then they took another happiness test. What do you think he found? (take one or two responses). He found that the people who just wrote about being grateful were 2 - 4 % happier than before they wrote, but amazingly the people who made the phone calls and expressed their gratitude were 4 - 17 % happier than before. Even more surprisingly, the people who showed the most improvement were the people who were the least happy. So, he said that even if you are*

having a particularly difficult time, being grateful can help you feel happier.”

STEP 2. Reflect on Video (5-7 min)

- Remind students, *“This month’s theme is Appreciating Ourselves, Our School, and the World.”*
- Ask, *“What did the experiment on gratitude reveal?”*
- Facilitate a discussion about people in students’ lives that they are grateful for.
 - NOTE: Discussion questions can also be used as writing prompts for a free-write.
- *Example Discussion Questions:*
 - *Who has positively influenced your life by doing something really amazing or important for you? What did they do?*
 - *Who are you grateful for in your lives? Why?*
 - *Could you write a letter about how important someone is to you and then read it to them? How would that make you feel? How do you think it would make them feel?*
- Wrap up by saying, *“We use our empathy skills to feel gratitude and then use our communication skills to express our appreciation to those to whom we are grateful. When we do this, we help others feel better and we also feel better ourselves.”*

Day 4: *Yes-No-Maybe*

STEP 1. Introduce Yes-No-Maybe (2-3 min)

- Assign “yes,” “no,” and “maybe” to three different sections of the room.
 - NOTE: It can be helpful to create Yes-No-Maybe signs, or have students make them, and tape them to sections of the room
- Tell students, *“I will ask you some questions. For each question, you can answer yes, no, or maybe. You should stand in the section of the room that represents your response. There are no right or wrong answers to these questions.”*
- Try to ask at least two questions.
- Once students have picked their section, say, *“Please discuss within your group why you chose this response.”*
- Next, ask students, *“Please pick one person from your section to summarize your group’s discussion and share with the class.”*

STEP 2. Play the “Yes-No-Maybe” Game (10-12 min)

- Read any of the statements below, or create your own to be as relatable to the group as possible. Try to ask at least **two** if you can:
- *Yes-No- Maybe Questions*
 - *You can only be grateful if everything in your life is going well.*
 - *When people are grateful in the face of injustice, they are weak.*
 - *I can't be grateful when there are so many things others have that I don't have.*
 - *You can only be grateful if you have a lot of money.*

- *You can have little education, no money, and poor health, and still be grateful.*

STEP 3. Reflect on Similarities and Differences (2-3 min)

- After you have completed the questions you have time for, let students take a seat and review answers that stood out.
- 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.”*
- Remember, it is okay if students disagree; part of what we want students to learn is about respectful disagreement.

Day 5: *Compassionate Gratitude Definition Web*

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

- Ask students to recall the monthly theme, “*Appreciating Ourselves, Our School, and the World.*”
- Say to the students, “*Today, we will use our ideas about Compassionate Gratitude to create a definition as a class.*”

STEP 2. Review Theme and Virtue Definition Web (1 min)

- Post the **MOSAIC Projector Display: Theme and Virtue Definition Web** and review the directions, including each instruction within the 2 by 2 square.

STEP 3. Students Brainstorm in MOSAIC Journals (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 (7-9 min)

- As a large group, ask students to share their brainstorms
- Summarize the themes that come up from their ideas
 - *Example: “It seems like the group pictures Compassionate Gratitude as showing thanks for what we have instead of focusing on what we don’t have.”*
- Ask students to collectively create one sentence for “Compassionate Gratitude” to be the “class definition”.
- Instruct students to copy these definitions in their MOSAIC journals to refer back to.

STEP 5. Introduce the Throughline Sheet (2 min)



- Post the Throughline Sheet in a visible place in the classroom.
- Say to students, *“This month is all about showing compassionate gratitude. This month’s Throughline Sheet reminds us that to show Compassionate Gratitude, we can:*
 - *Find something to appreciate even in difficult situations*
 - *Empathize with other students who might be struggling with things*
 - *Be forgiving of ourselves and others when things don’t go well*
 - *Communicate in the B.E.S.T. way even when we are under stress.”*
- End by selecting a student to read the Throughline Sheet (displayed in a visible place in the classroom) aloud.

FOLLOW UP

- Your class is now familiar with the MOSAIC Circle and Yes-No-Maybe formats. 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 a MOSAIC Circle or “Yes-No-Maybe” pedagogy to actively engage students in the topic.

APPRECIATING OUR SELVES, SCHOOL, AND WORLD

How can we incorporate MOSAIC into our class today?

- Show your classmates and others in your school your appreciation for good things they do for you and others.
- Use your B.E.S.T. skills to communicate your feelings and thoughts clearly, even when you are upset.
- Pass along your gratitude by being helpful and kind to others.

(MOSAIC Projector Display)

March Activity 1

Theme & Virtue Definition Web

Directions: Follow the instructions in each of the 4 boxes for Compassionate Gratitude. Write answers in each box.

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

Compassionate Gratitude

March Activity 2

Cope with Stress and Show Gratitude

Days 6 to 10

VIRTUE & SKILLS

Compassionate
Gratitude
&
Communication+
Empathy

OBJECTIVE

Students will be able to practice the skills of letting go of stress, communicating when stressed, and showing gratitude by making their school more beautiful.

MATERIALS

- ❖ Digital Projector/Computer
- ❖ MOSAIC Journals
- ❖ MOSAIC Projector Display: Stress Thermometer
- ❖ MOSAIC Projector Display: B.E.S.T.
- ❖ MOSAIC Projector Display: Using Strengths for School Beautification

TEACHER TIP

1. *The skills taught during Activity 2 are especially relevant during this time of year when many students suffer from test anxiety. Encourage your students to use these techniques in the context of preparing for upcoming exams, both in terms of stress management and also communicating clearly when under stress.*
 2. *Students school beautification projects will be carried out in a 15-minute lesson (Day 8), so it is important that this project is small and manageable in that time frame!*
-

“Cope with Stress and Show Gratitude” Overview

Day 6: Understanding Stress

Day 7: Communicating When Stressed

Day 8: Appreciating Ourselves

Day 9: Showing Appreciation

Day 10: Reflection on “Beautiful School”

Day 6: *Understanding Stress*

STEP 1. Introduce Video (3-4 min)

- Say, “*Today we will be talking about stress: what causes stress, and how we can communicate when we are stressed. We will start with this short video in which some teens discuss their experiences with stress. While you are watching this video, write in your MOSAIC Journal one thing that is causing you stress in your life right now.*”



- NOTE: Make sure students use a blank page (back and front) in their notebook for this exercise so that they can tear this page out of their notebook later.
- Show video, “Teens Talk about Stress”:
 - Link: <https://www.youtube.com/watch?v=27Z-mfzgSyA>
 - Time: 2:20

*******If unable to access video, skip to discussion questions *******

STEP 2. Reflect on Video (2-3 min)

- Facilitate reflection discussion on the topic of stress, discussed in the video.
- *Discussion Questions:*
 - *Do you sometimes feel stressed by anything that the other teens mentioned in the video?*
 - *How can you tell if you are stressed?*
 - *How can you tell if someone else is stressed?*

STEP 3. Practice Letting Go of Stress (5-6 min)

- Say to students, *“We all have things causing us stress, and this is normal. What matters is how we deal and cope with our stress. During this month and next month, we are going to learn ways to notice, communicate, and manage when we are stressed.”*
- Display **MOSAIC Projector Display: Stress Thermometer** and say, *“During the movie, you wrote down one thing that is causing you stress in your life right now. Look at what you wrote and read it to yourself.”*
- *“Now, look at the stress thermometer on the board. The “0” means no stress at all, and “10” means so much stress you can’t stand it. First, write down the number that shows how much stress you feel about what you wrote in your journal.”*
- *“Now close your eyes, and imagine this stressful thing, either a picture of this thing, or the words that you wrote, inside a bubble that is floating in front of you. Now, picture yourself blowing that bubble away from you. Watch it float away until it disappears.”*
- *“Open your eyes. Now look at the page in your journal where you wrote the stressful thing. Rip that page out of the journal and crumple it up – hard! Now take this piece of paper and throw it into this trash bin!”*
 - NOTE: It may work well to have a bin in an accessible part of the room and to call students up in groups to throw the paper out based on where they are sitting.
- *“Now, look back at the stress thermometer and rate your stress level that you feel NOW, on the scale of 0-10, in your journal.”*

STEP 4. Reflect on Letting Go of Stress (2-3 min)

- Facilitate reflection discussion.
- *Discussion Questions:*
 - *Did your stress rating change from the first time you wrote it down to the second time?*
 - *How did it change, or not change?*
 - *Why do you think this change happened or didn't happen?*
- You can point out that if it did not seem to change the rating, it's because they are learning a new skill and like most new skills, it takes time and practice to get really good at it. But there is no question that everyone can get better at coping with stress.
- Emphasize the point we all feel and show stress, whether we realize it or not, and that it is possible to reduce one's stress by taking action or by thinking differently about what causes us stress. One way of thinking differently is to imagine putting their stress in a bubble and watching it float away and disappear. Just like writing a letter about gratitude, imagining your stress disappearing actually helps you feel a little better. That's why MOSAIC will spend some time focusing on how to cope with stressful situations and thoughts so that we can lower our stress ratings and be more focused on the important things we want to do.
 - NOTE: If students are stressed at end of this or any class period, take a moment to guide them through some deep breathing, bubble imagery, or other brief relaxation strategy.

March Activity 2 Stress Thermometer



Day 7: *Communicating When Stressed*

STEP 1. Connect Stress to Communication Skills (2-3 min)

- Tell students, *“Stress can sometimes make it hard for us to communicate intentionally, because we can be distracted by how we are feeling, and that makes it hard to put our energy toward our communication skills.”*
- Ask one or two students to share about a time they felt stress affected the way they communicated to others.
- If necessary, share an example from your own life, perhaps where stress led you to speak less clearly at a meeting or presentation, or led you to forget to say part of what you were going to present when you were being observed.
- Say to students, *“Even though stress can make it hard to communicate effectively, with skills and practice, we can become the master of our communication skills, even when we are stressed! Today we are going to practice using the skill we call ‘B.E.S.T.’ Let’s give it a try!”*

STEP 2. Review the B.E.S.T. Skill (3-4 min)

- NOTE: If you are in a classroom with Ambassadors, then the ambassadors may have had extra practice with the B.E.S.T. skill in their Ambassador training. You could look to them to help guide other students in learning this skill.
- Ask students, *“Who remembers what B.E.S.T. stands for?”* then ask students, *“Has anyone used the B.E.S.T. skill since we learned about it in the February STAT to help you feel less stress when you were communicating to a group of people?”*
- Allow a student or two to share their experience with the B.E.S.T. skill.
 - NOTE: If no one offers to share, share a story about a time that you used B.E.S.T. or wish you had used in it when speaking in front of a crowd. This may help students feel more comfortable!
- Display **MOSAIC Projector Display: B.E.S.T**

- Say to students: *“Let’s review how B.E.S.T. works best when you are speaking to groups.”*
 - *“B” is for Body: Body language has a huge effect on how people see you, one key component to effective body language when speaking to a crowd is to stand up tall. Let’s all practice standing up tall! Good!*
 - *“E” is for Eye Contact: when you are talking to a group, it is important to look at the audience. Notice how I am looking around at all of you as I am speaking right now!*
 - *“S” is for Speak Clearly: It is important to make sure that everyone can understand you, so you need to pay attention to pronouncing your words clearly.*
 - *“T” is for Tone of Voice: What you are saying is important, and you want to make sure that everyone in the room hears it! To do this, you must use a loud and confident tone of voice.*

STEP 3. Practice the B.E.S.T. Skill with a Partner (3-4 min)

- Put students into pairs and say to students, *“The partner with the birthday coming up next will be the speaker first and the other partner will be the listener. You will have 1 minute for the first round, and then you will switch roles- the speaker becomes the listener and the listener becomes the speaker. When you are the speaker, you will practice using your B.E.S.T. skills while telling your partner about a time when you were stressed. When you are the listener, you are showing your partner that you are listening by facing your body toward them and having eye contact.”*
 - NOTE: Use a timer with a buzzer to help stay on track! You may want to ask Ambassadors to join you in walking around and helping pairs make the B.E.S.T. better.

STEP 4. Practice the B.E.S.T. Skill with the Class (3 min)

- Ask for one or two student volunteers who want to practice using their B.E.S.T. skills in front of the class. Ask the student volunteers to share with the class one time when they were stressed.

- After a student presents to the class, ask the class to provide positive feedback to the student about the B.E.S.T. skills that they used.

STEP 5. Reflect on using B.E.S.T. Throughout the Day (2 min)

Say to students, *“The skill of communicating clearly when you are stressed can take a lot of practice. Now that you have learned the B.E.S.T. skill, think of it as a tool you have in your toolbox, that you can practice throughout the day whenever you speak in class, during the school day, or after school.”*

- NOTE: Whenever students speak in class, make a presentation, or work in a group, remind them to use or improve their B.E.S.T. skills.

(MOSAIC Projector Display)

March Activity 2
B.E.S.T. Speaking

Body posture

Eye contact

Speak clearly

Tone of voice

Day 8: *Appreciating Ourselves*

STEP 1. Connect Stress to Compassionate Gratitude (2-3 min)

- Tell students, *“Stress makes it hard for us to Notice Successes in ourselves and in others because feeling stressed makes us pay more attention to things that are going wrong or things we don’t like.”*
- Ask students, *“Who can share how they have felt stress impact their ability to notice good things in themselves or others?”*
 - NOTE: If students are hesitant to share, you can share your own example of how stress makes it hard to notice successes! A common example is how anxiety about test scores and student goals leads us to focus more on what students get wrong than on what they ARE able to do correctly. Another is when we are so worried about someone or something in our lives—even if we are threatened by bullying—that we think it’s our fault that things are not going well.
- Tell students, *“Even though it is hard to do when we are stressed, we can practice noticing our own strengths. This will help us feel Compassionate Gratitude for ourselves and others.”*

STEP 2. Students Identify Strengths to Recognize School’s Beauty (5-7 min)

- Remind students, *“Every student in the MOSAIC classroom has a different set of strengths. We are going to think about how our strengths can be used to recognize that our school is a beautiful place to be in. This doesn’t always have to mean physical beauty, like painting or decoration. A school can also be beautiful through people expressing gratitude and empathy toward one another.”*
- Highlight the example strengths on the **MOSAIC Projector Display: Using Strengths for Recognizing our Beautiful School.**
- Read the first column to the students and say, *“Look at the first column on the Projector Display. Pick at least one of your own strengths from the list. You do not need to share the strength aloud. Write that strength in your MOSAIC journal.”*



- NOTE: If students are having difficulty identifying a personal strength, ask students to practice Helpful Generosity by providing assistance to each other.

STEP 3. Students Choose “A Beautiful School” Action (6-8 min)

- Point out the second column on the **MOSAIC Projector Display: Using Strengths for Recognizing our Beautiful School.**
- Read the second column aloud and tell students: *“There are many different ways you can use your strengths to help document how our school looks and feels like a pleasant place to be. This does not always have to mean recognizing something big. If we all notice really small actions, they will add up to making a larger beauty in our school. The Projector Display lists ideas for how you can you recognize how our school is beautiful.”*
- Ask students to write down a choice in their MOSAIC journals.
 - OPTIONAL: Students can work on the project at home and bring it in to finish during Day 9.
- NOTE: Students will be carrying out this project in a 15-minute lesson (Day 9), so it is important that this project is small and manageable in that time frame! The goal is for students to find small ways to show appreciation and compassionate gratitude.

March Activity 2

Using Strengths for Recognizing our Beautiful School

Strength	Suggested Action
I enjoy drawing or writing .	Write a <i>Thank You Card or Letter</i> to someone in the school who has helped you.
I am good at helping others recognize their strengths .	Make a <i>Positive Affirmations project (e.g., rock)</i> with positive statements for people to read to start their day.
I am good at noticing positive things.	Make a poster to celebrate a positive part of the school to hang in the hallway or classroom.
I am a caring person.	Make a small gift for someone in the school to brighten their day (<i>choose: a bookmark, a card, a drawing</i>).
I am good at motivating and communicating with other students .	Read an announcement to your class to get students to think about something important in the school (<i>examples: bullying, keeping school clean, coming to an after-school sporting event</i>)

Day 9: *Showing Appreciation*

STEP 1. Students Work on “Beautiful School” Project (12-14 min)

- Students can create a draft of letters, posters, or announcements in their MOSAIC journals for your approval (or for a peer to review!).
- Students can use art materials if they are available.
- Some students may require structure to create a Thank You Card or Letter. Have students help each other or provide your own example.

STEP 2. Students Complete Project (1-2 min)

- Help students monitor time so that they are able to finish their projects.
 - OPTIONAL: Students can complete at home!
- Be sure to allow time for reflection on this activity by helping students keep these projects simple.
- Make sure students are able to deliver or carry out their projects
 - NOTE: If this activity takes longer than one lesson, you could: (1) suggest the students finish their beautiful school project at home, (2) allow students to finish their projects for the first half of the next day’s MOSAIC class, and shorten the Day 10 Reflection discussion.

Day 10: Reflection on “Beautiful School”

STEP 1. Review the “Beautiful School” Activity (1-2 min)

- Say, *“By doing a small action to make document the beauty in our school, you had to 1) Notice your own strengths and 2) Share your strengths with someone else. Now, I want you to think about how doing this small recognition changed your perspective of the school. We are going to do a short exercise to get you thinking.”*

STEP 2. Lead a Reflective Exercise (5-6 min)

- Ask students, *“Write your answers to these questions in your MOSAIC Journal. There are no right or wrong answers.”*
 - *“Question 1: Using the stress thermometer, on a scale from 0-10, how stressed do you think you felt before you made your project?”*
 - *“Question 2: How do you think your project might affect other people in our school? What positive successes do you might notice from doing this project?”*
 - *“Question 3: After you have finished doing this small project to recognize the beauty of our school, on the same stress scale from 0-10, how do you feel now?”*

STEP 3. Students Share their Responses (5-6 min)

- First, ask students to share their answers with a partner for a few minutes.
- After a few minutes, call on 2-3 student volunteers to share their reflections.

STEP 4. Wrap-up by Connecting to Stress (2-3 min)

- Ask students to review the impact of stress: *“What do you remember about how stress affects us?”*

- Example answers:
 - Stress makes it hard for us to notice positive things.
 - Feeling stressed makes us focus more on our own problems than how we can help other people.
- Ask students, *“How can sharing our strengths help us feel less stressed?”*
 - Example answers:
 - We practiced noticing positive things in ourselves and others.
 - Showing appreciation of others takes attention away from our own problems.
 - Showing appreciation makes our school a better place to be.
- Conclude by reminding students that, *“Stress is a common problem for all students and adults. Everyone can benefit from improving their ability to deal with stress.”*

FOLLOW UP

- If your class was excited about your Beautiful School ideas or the topic of Stress, suggest that they use these ideas for a future Students Taking Action Together (STAT) activity

March Activity 3

STAT and Reflection

Day 11

VIRTUE & SKILLS

Compassionate
Gratitude
& Communication+
Empathy

OBJECTIVE

Students will review their feedback on STAT Presentation, their progress on their STAT, Action Plan and make plan for next month.

MATERIALS

- ❖ Chart paper or board space
- ❖ STAT Materials (as needed)
- ❖ MOSAIC Projector Display:
 - PLAN

March Activity 3 Tips

1. Ambassadors will lead a STAT Check-in on Day 11. Look ahead to prepare them for this day.
2. Meet with your Ambassadors before Day 11 to help them coordinate leading the activity.
3. In this activity, the instructor directions will be utilized by your student Ambassadors. Ambassador script is in underlined green font.

“STAT and Reflection” Overview

Day 11: STAT Check-in and Reflection

Day 11: *STAT Check-in and Reflection*

STEP 1. Notice Successes (1-3 min)

- Begin by pointing out students' successes in revising their idea, sharing it with an individual or group from outside your class, and being open to feedback

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 on to STEP 3
- 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 February
- 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. Ambassadors Summarize Progress on STAT Action Plan (2-3 min)

- Ambassadors say, “We need to complete our STAT Action Plan by the end of April. What have we done so far?”
- Ambassadors collect input from the class and write notes on the board.
 - NOTE: March and April are the last months to work on the STAT Action Plan because May will be dedicated to putting together a demonstration of the Action Plan for other classrooms to see.
- Be sure to notice successes in what your class has accomplished so far!
- Ambassadors ask, “What steps do we need to take over the next month?”
- Ambassadors collect input from the class and write notes on the board.

STEP 4. Classroom Brainstorming and Action Planning (5-7 min)

- Ambassadors say, “Now that we have a list of the steps we need to take, we need to make a plan to complete these steps.”
- Ambassadors and teacher facilitate problem-solving and planning discussion with the full class. If there is a problem with the STAT Action Plan that needs to be addressed, then use the PLAN problem-solving framework to address the issue. (See **MOSAIC Projector Display: PLAN**)
- As time permits, MOSAIC time can be used to plan and take action on remaining steps for the STAT Action Plan.
- If the class has completed the STAT Action Plan, begin planning for how to summarize the outcomes of the Action Plan in a Demonstration/Celebration event at the end of the school year.

There will be some time set aside in May for planning for the Demonstration/Celebration.

- NOTE: Schools will have different ways of celebrating the work of all the STAT classrooms. Your school's STAT Point Person is the best resource for this.

STEP 5. Reflect on MOSAIC in March (3-5 min)

- Take several minutes to reflect on the activities from the past month.
- *Example Reflection Questions*
 - *What did you learn about Compassionate Gratitude this month?*
 - *What do you still want to learn?*
 - *Did you notice any examples of Compassionate Gratitude in the world around you during the past month?*

March Activity 3

PLAN

Problem 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?

List 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!

Action 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

Notice 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.

April

*Appreciating Ourselves, Our School,
and the World*



YEAR 1

APRIL THEME

Connecting with Others and Being a Leader

APRIL VIRTUE & SKILLS

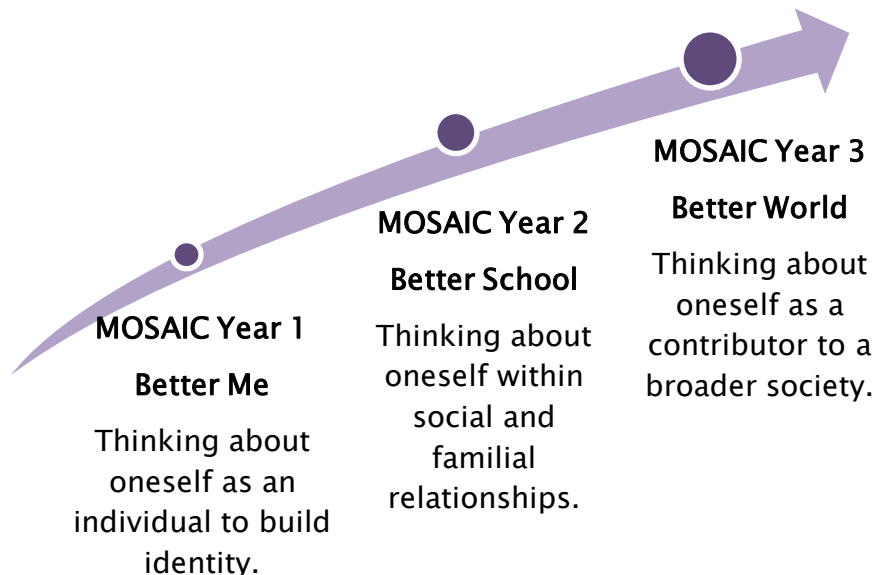
Virtue:

Compassionate Forgiveness

Skills:

Emotion Regulation & 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

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

MOSAIC APRIL THROUGHLINE

CONNECTING WITH OTHERS AND BEING A LEADER

How can we incorporate MOSAIC into our class today?

- Use self-calming skills to deal with stress.
- Practice empathy when others have upset us.
- Be understanding when you are in a leadership role.
- Reach out to others and be forgiving so you can move on.



MOSAIC in April

Year 1 Ambassador-Led Curriculum

NOTE: *If video or web resource links do not work, check the www.secdlab.org website for the materials.*

April Activity 1: Intro to Compassionate Forgiveness

Day 1: Introduce Theme and Compassionate Forgiveness

Day 2: Apply Compassionate Forgiveness to Life

Day 3: Yes- No-Maybe

Day 4: Gratitude/Forgiveness Venn Diagram and Throughline

April Activity 2: Combat Stress and Leadership Project

Day 5: Relaxation Breathing and Positive Thinking

Day 6: Compassionate Forgiveness between Groups of People with History of Conflict

Day 7 & 8: Compassionate Forgiveness and Leadership Project

April Activity 3: Students Taking Action Together

Day 9: STAT Check-in

April Activity 4: Bi-monthly Reflection & Feedback

Day 10: Reflection & Feedback for March/April

April Activity 1

Intro to Compassionate Forgiveness

Days 1 to 4

VIRTUE & SKILLS

Compassionate
Forgiveness
&
Emotion
Regulation +
Empathy

OBJECTIVE

Students will take a position on “Connecting with Others and Being a Leader,” the new theme of the month.

MATERIALS

- ❖ MOSAIC Journals
- ❖ April Throughline
- ❖ MOSAIC Projector Displays
 - Story of Compassionate Forgiveness Option 1-2
 - Feelings
 - Gratitude and Forgiveness Venn Diagram

TEACHER TIPS

1. *Warning about sensitive videos:* Please determine whether the video for Activity 1, Day 1 is appropriate for your classroom before showing it
2. *Encourage students to relate theme to their own life and use personal examples during the activities.*

“Introduction to Forgiveness” Overview

Day 1: Introduce Theme and Compassionate Forgiveness

Day 2: Apply Compassionate Forgiveness to Life

Day 3: Yes-No-Maybe

Day 4: Gratitude/Forgiveness Venn Diagram and Throughline

DAY 1: *Introduce Theme and Compassionate Forgiveness*

***Content warning: the video within this activity may be a sensitive topic for some students. If you feel it may not be appropriate to show the video, please use the video alternative and read it to the class. Alternatively, you can meet with whatever individual students may choose to opt out of the video and discuss the alternate story with them, then discuss forgiveness together as a class.*

STEP 1. **Introduce Compassionate Leadership (3-5 min)**

- Introduce the activity by saying to students, *“This month we will be focusing on the theme of ‘Connecting with others and being a leader’, and the virtue of Compassionate Forgiveness.”*
- Ask students, *“Who can give me a quick definition of leadership?”*
- Take one or two responses and ensure that students have the idea that leadership is providing guidance to others to help them achieve their goal or goals important to an organization or group of which they are a part.
 - Three common examples: music conductors, coaches, and school principals are all leaders, but within a family or group of friends, anybody can be a leader.
- Using those responses, ask, *“How do you think leaders show compassion?”* Take two or three responses.
 - Some responses might include:
 - Compassionate leaders are understanding and forgiving when others make mistakes or have difficulties.
 - Leaders show compassion by being not being selfish and by thinking of others when making decisions
- *“Please take out your MOSAIC Journals. Take 2-3 minutes to think of someone in your life that gives a good example of compassionate leadership to others. Please write down 3 qualities that this person has that makes them a leader that shows compassion.”*



STEP 2. **Introduce Vignette of Compassionate Forgiveness (8-10 min)**

- Introduce the activity by saying to students, *“This month we will be focusing on the virtue of ‘Compassionate Forgiveness.’”*
- *“We will begin by learning about a group of people from Lebanon who have been working together to restore peace and reconciliation in their communities through forgiveness.”*
- Ask students, *“Who can give me a definition of forgiveness?”*
- Take a couple of replies and ensure that students have the idea that Compassionate Forgiveness is a process through which the victim lets go of anger or resentment or a desire for revenge for someone that they feel did something wrong to them or someone they care about. As we discuss later, Compassionate Forgiveness enables people to move on with their own lives.
- Say, *“We can feel stressed by small things, like being late for school or big things like losing a loved one or being separated from people you love. When we are stressed by small things, we will learn how to cope with that in some ways. But how do we deal with big, unfair things that happen that really should not have happened?”*
- Say to students, *“Today, we will learn about an organization called the Foundation for Forgiveness and Reconciliation in Lebanon (FFRL). We will see how people found a way to move on after they were harmed. We are going to spend some time trying to understand how they were able to do this.”*
- Next, use the projector to show the class the video on the FFRL (please show the entire video)
 - Video: <https://vimeo.com/184233179>
 - Length: 3:05
- ****VIDEO ALTERNATIVE (if unavailable or if you decide not to show video to the class because of its content)****
- Show the **MOSAIC Projector Display: Story of Compassionate Forgiveness (Option 1 or 2)**, and ask for several student volunteers to read the story aloud.

- NOTE: There are two stories to choose from for this alternative activity. Several lessons in April will refer back to the Compassionate Forgiveness story you present in this lesson.

STEP 3. Discuss Compassionate Forgiveness Shown by the FFRL (2-3 min)



- Ask students to write in their MOSAIC Journals. Say, *“Write in your journal one emotion you felt when watching the video.”*
- Ask students, *“How has this group displayed Compassionate Forgiveness?”*
- Say to students, *“How has Compassionate Forgiveness helped the people of this foundation individually? How has it helped their communities?”*
 - NOTE: If you would like to give your students more information on the FFRL, please visit their website and encourage students to learn more about the history and formation of the organization.
 - <http://www.ffrlebanon.org/>

April Activity 1

Story of Compassionate Forgiveness

Option 1

Immaculee Ilibagiza is a survivor of the Rwandan genocide that took place in the mid-nineties. Political tensions between the Hutu and Tutsi tribes resulted in the massacre of hundreds of thousands of members of the Tutsi tribe and of members of the Hutu tribe who opposed the genocide. On Easter Sunday 1994, when Ilibagiza and her family were gathered together, Ilibagiza's older brother, Damascene, begged their father to take the family and flee to safety. They made the fateful decision to stay.

On April 6, 1994, a plane carrying the Rwandan president, a Hutu, was shot down, and everyone on board was killed. Soon after, a killing spree began that targeted the Tutsi people. Ilibagiza and her younger brother, Vianney, managed to make their way to a local Hutu pastor's home, who provided protection from the chaos that was surrounding them. When they arrived, they learned the heartbreaking news that Vianney could not stay. Ilibagiza and seven other women hid in a very small (1 square meter) bathroom for three months. When Ilibagiza and the seven other women were finally able to leave their hiding place, Ilibagiza learned that her family had been murdered. Ilibagiza herself lost 22 kilograms (50 lbs) during her ordeal.

While our human nature desires revenge, Ilibagiza chose to forgive the people who killed her family as she felt the bitter feelings of rage destroying her. Though not easy, she was determined to let forgiveness, rather than hate, rule her life. Eventually, she met one of the murderers face-to-face and told him directly that she forgave him.

Ilibagiza is now living in the US with her children, some of whom are adopted from Rwanda. She has written a best-selling book about her experience, *Left to Tell*, and has made several television appearances. She has spoken at several conferences and founded the Left to Tell Charitable Fund to help children who have been orphaned through genocide. From the unimaginable pain she had endured, Ilibagiza has managed to do a great amount of good and make the world a little bit of a better place.

April Activity 1

Story of Compassionate Forgiveness

Option 2

In 1986, Steven McDonald was a young New York City police officer. While patrolling Central Park, he and his supervisor questioned three teenagers whom they suspected of stealing bicycles. One of the teenagers, 15-year-old Shavod Jones, pulled a gun on McDonald and shot him three times. Doctors were able to save his life, but the incident left him paralyzed and in need of a respirator to breathe.

At the time of this heartbreaking event, McDonald and his wife, Patty, had not yet reached their one-year anniversary and were expecting a child. It was suggested to Mrs. McDonald that she put her husband in a nursing home, but the McDonalds stayed together through her pregnancy and his many rehabilitation and doctors' visits and beyond. In spite of everything that had happened, Steven decided that revenge was not the answer. Rather than hold a grudge, he forgave the boy who shot him. McDonald's forgiveness of Jones was so complete that he attempted to correspond with Jones while he was in jail serving his sentence.

The two men wanted to work together to promote forgiveness and non-violence, but sadly, this was not to be. Only three days after Jones was released from prison, he was killed in a motorcycle accident. Steven McDonald did fulfill this mission on his own, though, traveling to various speaking engagements to promote forgiveness, peace, and non-violence.

DAY 2: *Apply Compassionate Forgiveness to Life*

STEP 1. Review Forgiveness (1 min)

- Ask, *“After our discussion about Forgiveness and Reconciliation in Lebanon (FFRL) [or the story you read] yesterday, can anyone tell me what Compassionate Forgiveness is?”*
- If not addressed, remind students that Compassionate Forgiveness is not always easy and actually helps us to feel better.

STEP 2. Play Video (3-5 min)

- Say, *“Now we are going to watch a video about Compassionate Forgiveness. Listen closely to this man’s story and we will talk about it after.”*
- Play YouTube clip 0:15-2:15
- <https://www.youtube.com/watch?v=S-AJ-jBFW24>
- Facilitate a group discussion by asking questions like:
 - *Do you agree that we get stuck if we hold grudges against those who we think wronged us?*
 - *What do you think it felt like to forgive?*
 - *Why does forgiving make him feel better?*

ALTERNATIVE TO VIDEO (if not available)

Relate Compassionate Forgiveness to a Quote (2-3 min)

- Say, *“Listen to this quote... ‘Today I decided to forgive you. Not because you apologized, or because you acknowledged the pain you caused me, but because my soul deserves peace.’- From Najwa Zebian”.*
- Facilitate a group discussion by asking questions like:

- *What do you think this quote means?*
- *Do you think it was easy to forgive without an apology?*
- *Why do you think forgiving gives our souls peace?*

STEP 3. Apply Compassionate Forgiveness to Students' Lives (5-6 min)



- Say, *“Now we are going to practice.”*
- Show MOSAIC Projector Display: Feelings.
- Say, *“Pick one of the feelings on the board and draw the face in your MOSAIC Journal. Once you are done, rip the paper out of your book.”*
- Have the students cut or tear the paper into pieces and then put them back together.
- After they try say, *“Forgiving is like putting the pieces back together. While the picture may not look exactly the same as it did before, it feels much better than when it was cut into multiple pieces.”*
- Facilitate a group discussion.

Example Discussion Questions:

- *What do you think this quote means?*
- *Do you think it feels better to have the pieces back together?*
- *Why do you think forgiving is better than multiple pieces?*

OPTIONAL Activity for Applying Compassionate Forgiveness to Students' Lives

STEP 3. Practice Compassionate Forgiveness (8-10 min)



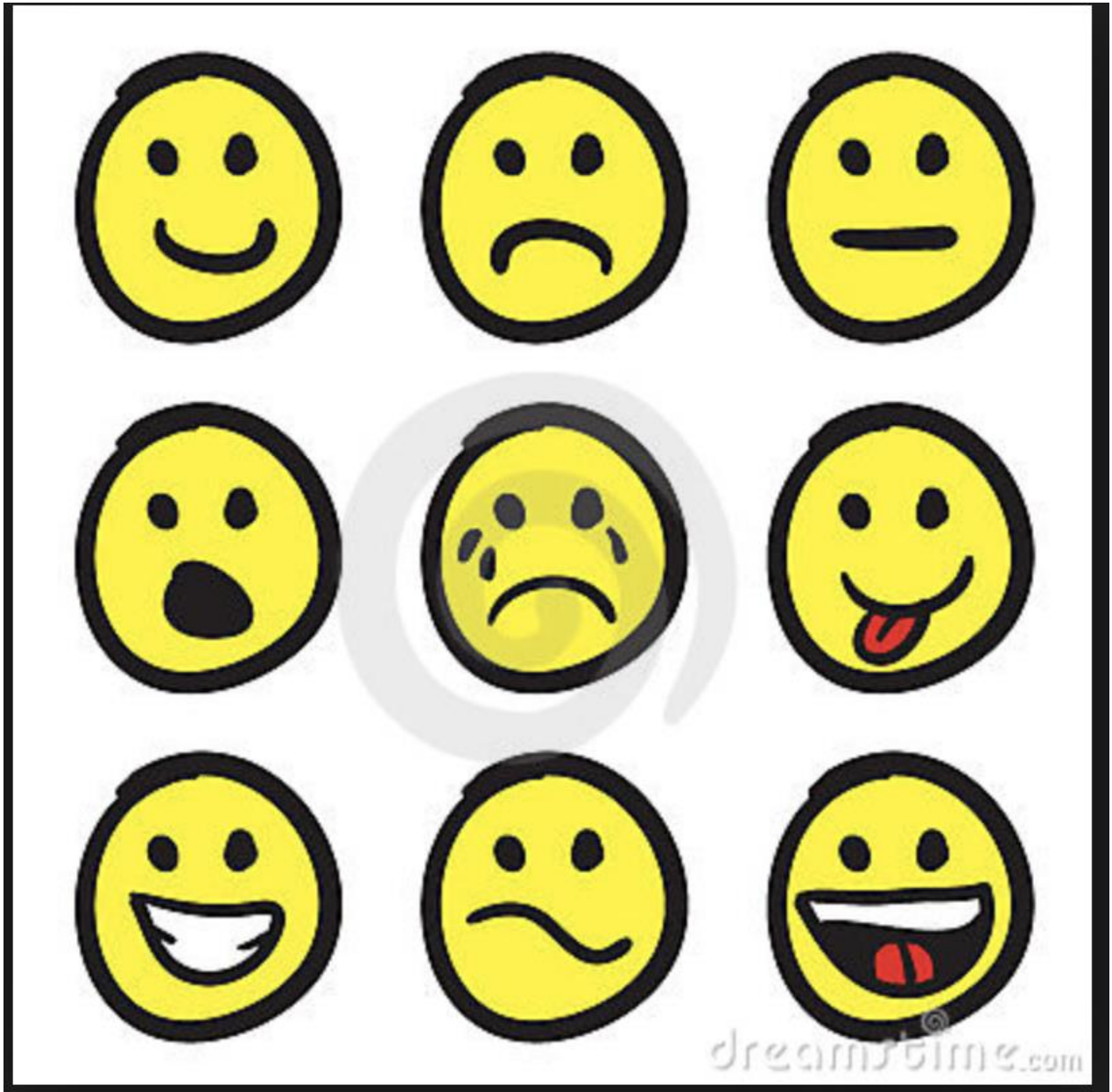
- Say, *“Now we are going to practice. Think of someone in your life who you are not happy with right now. Write down in your MOSAIC Journal why you are upset with that person. Also write about how it makes you feel to be upset with them. Once you are done, look up at me.”*
- Have students practice Compassionate Forgiveness by saying, *“Now write in your MOSAIC Journal what it would feel like to forgive this*

person. Remember, they do not need to apologize first or admit how much they hurt us, but we are forgiving them so that we feel better.”

- Facilitate sharing in pairs. Say, *“Turn to the person next to you and tell each other about how it felt to do this activity. You do not need to tell them details about who you were upset with or what you are forgiving that person for doing, just talk about the experience of forgiveness.”*

April Activity 1

Feelings



DAY 3: Yes-No-Maybe

STEP 1. Introduce Yes-No-Maybe (1-2 min)

- Assign “yes,” “no,” and “maybe” to three different sections of the room.
 - *Tip: Create Yes-No-Maybe signs, or have students make, and tape them to sections of the room*
- Tell students, *“I will ask you some questions. For each question, you can answer yes, no, or maybe. You should stand in the section of the room that represents your response. There are no right or wrong answers to these questions.”* Try to get to at least two questions.
- Once students have picked their section, say, *“Please discuss within your group why you chose this response.”*
- Next, ask students, *“Please pick one person from your section to summarize your group’s discussion and share with the class.”*
- Part of what we want students to learn is about respectful disagreement.

STEP 2. Play the “Yes-No-Maybe” Game (7-8 min)

- Read any of the statements below, or create your own to be as relatable to the group as possible:
 - *Yes-No- Maybe Questions*
 - *It is important to be forgiving in order to connect with others.*
 - *I feel that I am able to understand the needs of others and the feelings they experience.*
 - *If someone is truly sorry and asks for forgiveness, I will forgive them no matter what they have done.*
 - *It is impossible to have a good relationship with others without forgiving them for everything they have done wrong.*

- *How I feel about someone depends more on their past actions than their present actions.*
- *Forgiveness is an important part of showing leadership.*
- *Create your own!*

STEP 3. Reflect on Similarities and Differences (2-3 min)

- After you have completed the questions you have time for, let students take a seat and review answers that stood out.
- 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.”*

DAY 4: *Gratitude/Forgiveness Venn Diagram and Throughline*

STEP 1. Complete Venn Diagram Activity (3-4 min)

- Show MOSAIC Projector Display: Gratitude and Forgiveness Venn Diagram



- Introduce the activity by saying to students, *“Now we are going to complete a Venn Diagram. In one circle write “Gratitude” and the other write “Forgiveness,” and write how they are different. In the overlapping part of the circles, write how gratitude and forgiveness are the same.”*
- Circulate and help students as needed.

STEP 2. 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, *“We will now 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 3. Conduct MOSAIC Circle (4-5 min)

- Say to students, *“Today in our MOSAIC Circle, we will each share one way that you can show more leadership, Compassionate Forgiveness and Compassionate Gratitude toward others.”*
 - Example response:
 - I can show more leadership, forgiveness and gratitude toward others by standing up to bullying. If I see a peer being bullied in the hall this week, I am going to tell a teacher rather than keep walking past the situation.
- Emphasize, *“Sometimes in order to show leadership you must learn to be accepting of others for who they are, regardless of what they have done in the past. This allows for strong connections in your school and community and will help you lead in the best way possible!”*

STEP 4. Introduce the Throughline Sheet (1-2 min)

- Say to students, *“During the rest of this month, we will be using tools to plan for your positive future. This month’s Throughline Sheet reminds us to:*
 - 1) Use self-calming skills to deal with stress.*
 - 2) Practice empathy when others have upset us.*
 - 3) Be understanding when you are in a leadership role.*
 - 4) Reach out to others and be forgiving so you can move on*
- *We will learn to use these tools in more detail in the coming weeks.”*



- End the class by selecting a student to read the Throughline Sheet (displayed in a visible place in the classroom) aloud.

FOLLOW UP

- Throughout the month, provide specific, labeled praise for acts of leadership, forgiveness and gratitude in your MOSAIC class and in your other classes.
- Your class is now familiar with the MOSAIC Circle and Yes-No-Maybe formats. 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 a MOSAIC Circle or “Yes-No-Maybe” pedagogy to actively engage students in the topic.

(MOSAIC Projector Display)

April Activity 1

Gratitude and Forgiveness Venn Diagram

Directions: Follow the instructions in each of the areas for GRATITUDE, FORGIVENESS AND BOTH.

**COMPASSIONATE
GRATITUDE**

What does it mean in your own words?

**COMPASSIONATE
FORGIVENESS**

What does it mean in your own words?

BOTH

How are they
the same?

April Activity 2

Combat Stress and Leadership Project

Days 5 to 8

VIRTUE & SKILLS

Compassionate
Forgiveness
&
Emotion
Regulation +
Empathy

OBJECTIVE

Students will be able to practice the skills of regulating their emotions with relaxation techniques, showing empathy and compassionate forgiveness to those who have hurt them.

MATERIALS

- ❖ Digital Projector/Computer
- ❖ MOSAIC Journals
- ❖ MOSAIC Projector Display:
 - Stress Thermometer

April Activity 2 Tips

1. Encourage students to practice their relaxation skills throughout the day, and especially during testing situations!
 2. When doing breathing and journal entry Day 5-7, ask students to lead the activities, ask students to share their experiences using slow breathing, and ask for examples of positive journal entries.
-

“Combat Stress and Leadership Project” Overview

Day 5: Relaxation Breathing and Positive Thinking

Day 6: Compassionate Forgiveness between Groups of People with History of Conflict

Day 7 & 8: Compassionate Forgiveness and Leadership Project

DAY 5: *Relaxation Breathing and Positive Thinking*

STEP 1. Provide a rationale for relaxation breathing (1 min)

- Say to students, *“Last month, we talked about what causes stress and how we can communicate when we are stressed. This month, we are going to learn a new way to calm down when we are stressed that works for students your age.”*
- Introduce the following video, saying, *“Slow breathing can seem a bit silly at first; it’s common to laugh when trying it for the first time. But think for a minute what famous athletes do before a big moment in a game—they use slow breathing to help them calm down and perform at their best. And it can work for you, too. Let’s try it out!”*

STEP 2. Introduce Slow Breathing (6-8 min)

- Show **MOSAIC Projector Display: Stress Thermometer**
- Say to students, *“You may remember the stress thermometer from our MOSAIC lessons in March. We are going to use this thermometer to measure our stress levels again in this activity. I would like you to imagine a time you were stressed, upset, or frightened about something. Sometimes, just imagining a stressful event can make us feel a bit stressed. Please write down, in your MOSAIC Journals, the level of stress you feel right now, when thinking about this time, from 0-10, with 0 being no stress at all and 10 being such high stress you can hardly stand it.”*
- Explain to students the importance of slowing down, say, *“By just breathing slowly, it tells your body to calm down, which tells your brain to think less stressful thoughts. Your body can’t be stressed when you are breathing slowly!”*
- Ask students to sit comfortably in their seats. Explain that for the next few minutes, we will try out slow breathing as an experiment.
 - **Option 1:** Show this video, and say, *“Close your eyes if you feel comfortable or stare at a spot on the wall, and follow the instructions from the video.”*

- Show Video:

- <https://www.youtube.com/watch?v=lnXrXX0m-NE>
- Length: 2:30
- **Option 2:** Guide students through slow breathing following this script:
 - Say, *“Lean back in your chair, stare at a spot on the wall, and try to make your body feel comfortable. Now, try to follow my count when you are breathing. Breathe in slowly 1-2-3-4-5, and breathe out slowly 1-2-3-4-5. Breathe in 1-2-3-4-5, breathe out 1-2-3-4-5.”*
 - NOTE: When counting, count a full second between each number, one trick is to say “Mississippi” (or “Jersey City”!) in your head between each number.
 - Continue this breathing sequence for the next 2 minutes.
 - Then say, *“Refocus and look around: up, down, and all around the entire room.”*



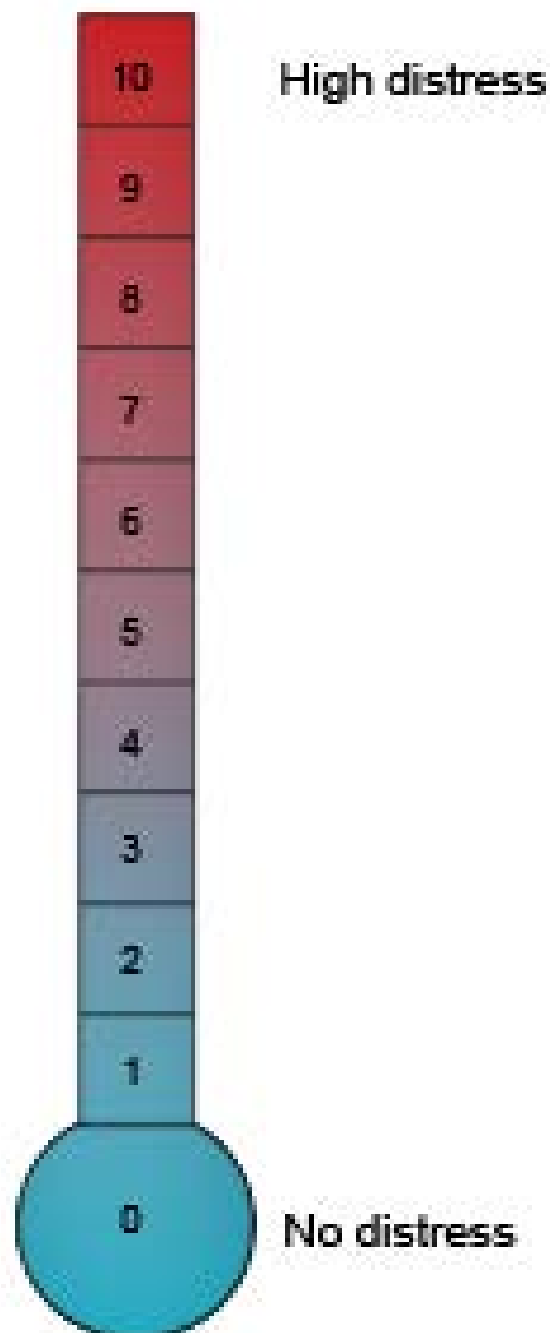
- Ask students, *“Now open your MOSAIC Journals, and on the same stress thermometer scale of 0-10, write down the level of stress you feel now.”*
- Ask students to raise their hands for each of the following: if their stress number 1) went down, 2) went up, or 3) stayed the same.
 - As time permits, ask why students think the breathing exercise did or did not change their stress levels.
- Tell students, *“You will be practicing this breathing every day this week so that you can get used to this way to calm down. To be able to use this method of relaxation during a stressful moment, you need to practice slowing down your breathing when you are not feeling stressed. This is just like how you need to practice dribbling a basketball during practice so that you can perform well during a game. And just like athletes and other performers practice being calm before big moments in games. What is a big moment you have where calm breathing might be helpful to you?”*

- Take one or two examples from the students.

STEP 3. Facilitate Positive Thinking Quick-Write (3-5 min)

- Say to students, *“Another way some students keep away stress is to think of good things. Every day this week we are going to do a quick write in your MOSAIC Journal – 1 positive thing that happened to you yesterday, or will happen to you today, and why this event is positive.”*
- *Example Responses:*
 - Today I got a good grade on my math test because I worked hard for it and have math skills.
 - I am going to tutor a younger student later. I feel good when it happens because it helps her learn.
 - Today my friend and I had a really good laugh during lunch because we get along really well.

April Activity 2 Stress Thermometer



DAY 6: *Compassionate Forgiveness between Groups of People with History of Conflict*

STEP 1. Practice Slow Breathing, Positive Thinking, or Calming Imagery (5-7 min)

- Say to students, *“In difficult situations, when something hurtful happens, it is normal to feel stressed. And, in these moments, regulating our stress can help us to move on. This is not easy, and so we need to practice regulating our stress, like working out at the gym. That’s why we have been practicing regulating our stress this week. Every day this week, you will get to choose one of the three calming skills we have learned so far in MOSAIC. These choices are: 1) slow breathing, 2) positive thinking, and 3) calming imagery.”*



- *“First, think of something stressful in your life, and write down your Stress Thermometer number, from 0-10, in your MOSAIC Journal for how stressed you are feeling right now.”*
- *“Next, choose which type of relaxation skill you want to use, and write down your choice in your MOSAIC Journal.”*
- *“If you chose to practice slow breathing, you will close your eyes and count your breath in your head, counting in for 5 and out for 5. If you chose to practice positive thinking, you will do a quick write in your MOSAIC Journal – 1 positive thing that happened to you yesterday, or will happen to you today and why this event happened. If you chose to practice calming imagery (this is the skill we practiced in March), you will close your eyes, and imagine this stressful thing, either a picture of this thing, or the words that you wrote, inside a bubble that is floating in front of you. Now, picture yourself blowing that bubble away from you. Watch it float away.”*
- *“For the next 2 minutes, follow the procedure to practice the skill you chose.”*
- (After 2 minutes) *“Now, write down in your MOSAIC Journal your stress thermometer (show handout) number for how you feel right now.”*



STEP 2. Review the Story of the Foundation for Forgiveness and Reconciliation in Lebanon (FFRL) OR Alternative Story (1 min)

- Ask, *“Who can briefly summarize the video about the Foundation for Forgiveness and Reconciliation in Lebanon (FFRL) (or the alternative story)?”*
- Fill in any gaps, as necessary.

STEP 3. Identify Compassionate Forgiveness (3-4 min)

- *“We are going to think about why Compassionate Forgiveness is needed in order to move forward and become a leader.”*
- Ask students to:
 - 1) Identify the people or groups of the people that the video or individuals in the story needed to forgive in order to move and become leaders. Why was Compassionate Forgiveness a necessary step?
 - 2) Identify possible obstacles an individual or organization might face in the when trying to move on from difficult times.
 - 3) Determine how Compassionate Forgiveness has helped individuals in the video or stories to become leaders in their communities.

STEP 4. Discuss Compassionate Forgiveness as a Bridge to Leadership (2-3 min)

- Say, *“Now, you are going to create an individual project that shows how Compassionate Forgiveness can be a bridge to leadership. Your goal is to show the story you watched (or heard) by either (1) a written expression, such as a rap, song, or poem; or (2) a visual expression, such as a drawing or collage.”*
- *“In your project, think about the history involved and the feelings these individuals might have had, the choices they made, and the leadership they have shown by moving forward and helping other people who may be experiencing hardship.”*
- *“Your project could be literal (you could show the story step by step). Or, your project could be abstract, showing the feelings and thoughts*

you experience when you learned about the organization. Take two minutes and write your idea down in your MOSAIC Journal.”



- NOTE: This project is designed to offer students an opportunity to express what they have learned through multiple intelligences.
- OPTIONAL: Students can brainstorm at home to give them more time in class to work on the project.

DAY 7 & 8: *Compassionate Forgiveness and Leadership Project*

STEP 1. Students Work on Project (10-20 min)

- Say, *“Yesterday we talked about doing a leadership project based on the stories of forgiveness that we watched/read about. Today, we are going to work on that project. You will have ten minutes to work on your project.”*
- Circulate and offer support to students as they work.
- Say, *“If you are not finished with your Compassionate Forgiveness and Leadership Project, you are encouraged to continue working on it at a later time, either by taking it home with you and working on it there, or finding another opportunity outside of class to keep working on it.”*
- If you are able to provide time for students to continue or arrange for them to continue in art, music, or another specials class, let the students know this.

STEP 2. Lead Free-Write Reflection Exercise (2-3 min)

- Start this Step with at least five minutes left in class.
- Say to students, *“Now it is time to reflect. Take out your MOSAIC Journal and answer this question: Who or what do you personally need to forgive to help yourself be a better leader?”*
- Allow students to share, saying, *“Would anyone like to share their reaction to the exercise?”* Students do not need to share what they wrote about because it may be personal, but they may comment on how forgiveness relates to leadership for them.



FOLLOW UP:

- Help the students to find time to finish or polish their projects. Also, try to help students be alert to the importance of having forgiveness-related conversations after conflict with one another.

April Activity 3

Students Taking Action Together

Day 9

VIRTUE & SKILLS

Compassionate
Forgiveness
&
Emotion
Regulation +
Empathy

OBJECTIVE

Students will review their progress on their STAT, Action Plan and decide how to finish.

MATERIALS

- ❖ Chart paper or board space
- ❖ STAT Materials (as needed)
- ❖ MOSAIC Projector Display:
 - PLAN

April Activity 4 Tips

1. Ambassadors will lead a STAT Check-in on Day 9. Look ahead to prepare them for this day.
2. Meet with your Ambassadors before Day 9 to help them coordinate leading the activity.
3. In this activity, the instructor directions will be utilized by your student Ambassadors. Ambassador script is in underlined green font.

“STAT” Overview

Day 9: STAT Check-in

DAY 9: *STAT Check-in*

STEP 1. Ambassadors Summarize Progress on STAT Action Plan (2-3 min)

- Ambassadors say, “We need to complete our STAT Action Plan. What have we done so far?”
- Ambassadors collect input from the class and write notes on the board.
 - NOTE: The month of April is the last month for working on the STAT Action Plan because May will be dedicated to putting together a demonstration of the Action Plan for other classrooms to see.
 - Be sure to notice successes in what your class has accomplished so far!
 - Ambassadors ask, “What steps do we need to take to finish?”
- Ambassadors collect input from the class and write notes on the board.

STEP 2. Classroom Brainstorming and Action Planning (5-7 min)

- Ambassadors say, “Now that we have a list of the steps we need to take, we need to make a plan to complete these steps.”
- Ambassadors and teacher facilitate problem-solving and planning discussion with the full class. If there is a problem with the STAT Action Plan that needs to be addressed, then use the PLAN problem-solving framework to address the issue. (See **MOSAIC Projector Display: PLAN**)

STEP 3. Action Planning or Plan for Demonstration/Celebration (3-5 min)

- As time permits, MOSAIC time can be used to plan and take action on remaining steps for the STAT Action Plan.
- If the class has completed the STAT Action Plan, begin planning for how to summarize the outcomes of the Action Plan in a Demonstration/Celebration event at the end of the school year. There will be some time set aside in May for planning for the Demonstration/Celebration.
 - NOTE: Schools will have different ways of celebrating the work of all the STAT classrooms. Your school’s STAT Point Person is the best resource for this.

April Activity 3

PLAN

Problem 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?

List 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!

Action 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

Notice 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.

April Activity 4

Bi-monthly Reflection & Feedback *Day 10*

VIRTUE & SKILLS

Compassionate
Forgiveness
&
Emotion
Regulation +
Empathy

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

April 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 10: Reflection & Feedback for March/April

Day 10: Reflection & Feedback for March/April

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 March and April (3-5 min)

- Prompt students to provide feedback about the activities from March and April. Be prepared to adjust the prompts if your MOSAIC scheduled changed due to testing.
- Say, *"In March, we focused on the theme of Appreciating Ourselves, Our School and Our World. We did focused on Compassionate Gratitude and did activities to practice communication."*

Discussion Questions:

- *What were some things you liked about MOSAIC in March?*
- *How could those March lessons be better?*
- Say, *"In April we focused on the theme of Connecting with Others and Being a Leader, and the virtue of Compassionate Forgiveness. We heard the story of the FFRL and learned how to apply Compassionate Forgiveness to our lives, and practiced deep breathing and dealing with stress in the "Relaxation" activity. We also check-in on our progress on the STAT Action Plan."*

Discussion Questions:

- *What were some things you liked about MOSAIC in April?*
- *How could those April 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.

April Activity 4 MOSAIC Reflection

Write your answer in your MOSAIC Journal:

Someone you know has been taking things out of other students' lockers when they are not paying attention. You've tried to ignore them and say nothing, but they haven't stopped stealing.

What have you learned in MOSAIC that would help you figure out 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?**

May

Looking Forward: Next Steps on the Journey



YEAR 1

MAY THEME

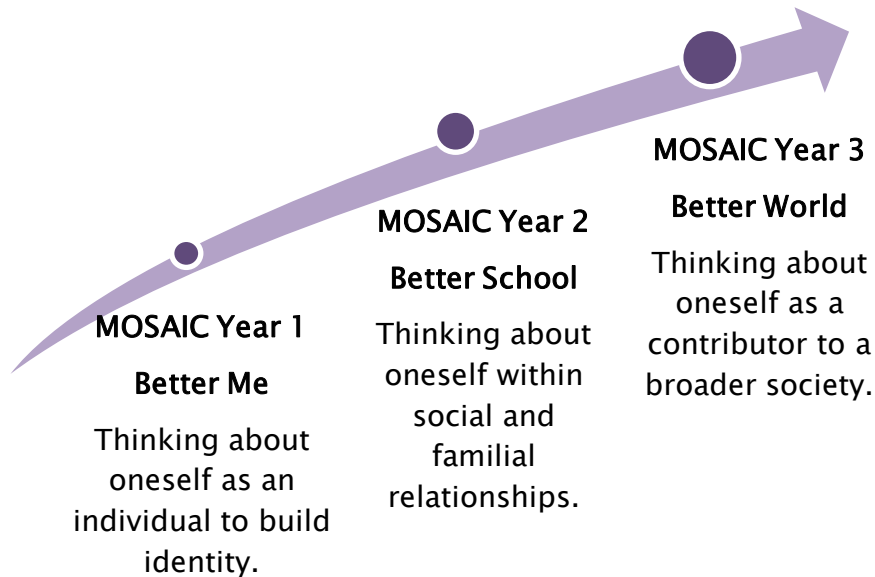
Looking Forward: Next Steps on the Journey

MAY VIRTUE & SKILLS

Virtue:
Positive Purpose

Skills:
Communication and 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

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

MOSAIC MAY THROUGHLINE

LOOKING FORWARD: NEXT STEPS ON THE JOURNEY

How can we incorporate MOSAIC into our class today?

- Remember Principal Kafele's message by reflecting on your purpose at the start of each class!
- Use creative forms of expression to share what we have learned in MOSAIC.
- Help make the school a better place for our incoming 6th graders and others new to our school.



MOSAIC in May

Year 1 Ambassador-Led Curriculum

NOTE: *If video or web resource links do not work, check the www.secdlab.org website for the materials.*

May Activity 1: Preparation for STAT Showcase

Day 1: Reflect on STAT from the Past Year & Prep for Showcase

May Activity 2: Positive Purpose Continued

Day 2: Positive Purpose and Principal Kafele

Day 3: MOSAIC Circle

Day 4: Yes-No-Maybe and Throughline

May Activity 3: Demonstration Project

Day 5: Plan Demonstration

Day 6: Create Take-Away Demonstration

Day 7: Create Demonstration (continued)

Day 8: Practice Take-Away Demonstration

Day 9: Practice Demonstration (continued)

Day 10: Share Take-Away Demonstration

Day 11: Notice Successes and Wrap-Up

May Activity 4: STAT and Connection to Greater Service

Day 12: Reflect on STAT & Connect to Greater Service in the Community

May Activity 1

Preparation for STAT Showcase

Day 1

VIRTUE & SKILLS

Positive Purpose
&
Communication +
Social Problem
Solving

OBJECTIVE

Students will reflect on the STAT lessons over the past year and prepare to present their experience in a STAT showcase.

MATERIALS

- ❖ Chart paper or board space
- ❖ MOSAIC Projector Display:
 - STAT Showcase Presentation Script

TEACHER TIPS

1. *The showcase opportunity at your school may involve a range of methods for students to share their work. This could include a poster or booth session and/or a presentation.*
 2. *It is essential that you communicate with the MOSAIC instructional support team to understand the plan for showcasing student's STAT projects at your school. A suggested timeline and guidance is available in the MOSAIC Showcase Manual.*
 3. *This lesson is intended as a time for you to introduce the showcase structure to your students and to begin preparing. You will likely need additional time outside of the MOSAIC class to complete your preparation.*
-

“Preparation for STAT Showcase” Overview

Day 1: Reflect on STAT from the Past Year & Prepare for Showcase

Day 1: Reflect on STAT from the Past Year & Prepare for Showcase

STEP 1. Notice Successes from Past Year's STAT (2-3 min)

- Say, *“We have accomplished so much as a class throughout our STAT program this year. Who would like to share one success we have had in moving forward with school improvement?”*
- First, have Ambassadors share successes they have had in moving forward with school improvement from the past month. Then, ask other students.
- If you have received a formal report or email about any progress made, let the students know.
- Report on any other conversations or changes that have happened in the school as a result of past discussion.

STEP 2. Introduce Presentation at STAT Showcase (1-2 min)

- Your school's STAT Point Person, together with teachers and administrators, will work together to plan a way for students to present their work in STAT this past year. This may take many different forms, ranging from an assembly inviting parents and community members, an ambassador showcase at a local university, a presentation to younger students in the school, or something else!
- Use this time to provide students with some information about what the showcase structure will be.
- However your STAT showcase opportunity looks, it will be important for your students to be ready to present their ideas, work, and successes to others!
 - NOTE: If you haven't yet, this is a great time to show the Ambassador Showcase videos from past years found on the website, www.secdlab.org

STEP 3. Create Presentation Script (3-5 min)

- Say to students, *“First let's work as a class to create a script for our presentation. We can use the outline on the MOSAIC Projector Display, but we can also use our Constructive Creativity to make the presentation our own.”*

- Show **MOSAIC Projector Display: STAT Showcase Presentation Script** and work as a class to fill in the blanks. You may want to have an ambassador or student volunteer take notes on the board.

STEP 4. Practice Presentation Script (6-8 min)

- Determine who will be presenting the script (depending on the structure of the showcase, it could be Ambassadors, student volunteers, or shared between the whole class!)
- Have students practice presentation using the strategy that makes the most sense for your class and showcase structure. Some ideas include:
 - Practicing in partners and giving each other feedback on use of B.E.S.T. skills
 - Allowing students to take turns practicing in front of the whole class
 - Invite another teacher, administrator, or adult from the building to be the practice audience and give feedback.
 - Use the audio or video recording function on a cell phone or other device to allow students the chance to record themselves and view their practice presentation

STEP 5. Wrap-Up

- Notice student successes in practicing presentation and let students know the plan for the next steps for showcasing their work.
- NOTE: It is possible that the showcase opportunity at your school will involve additional or alternative methods to share work other than presenting- such as a poster or booth session. This may involve taking time outside of the MOSAIC class to complete.

(MOSAIC Projector Display)

May Activity 1

STAT Showcase Presentation Script

Please use this sheet as a guide when presenting your projects!

Introduction

We are the Ambassadors (or students) from: CLASS
One thing about our class that most people don't know is:

Problem Description

In our school, we wanted to address: BULLYING,
CULTURAL DIVERSITY, ETC.

Project Description/Plan

In order to do this, we thought it would be a good idea to plan a
MULTICULTURAL EVENT/ANTI-BULLYING PROJECT, ETC.

ANSWER:

Where and when did the project take place?
Who participated in OR saw the project?
What was the project about?

Noticing Success

Name one way your project was successful: -----

May Activity 2

Positive Purpose Continued

Days 2 to 4

VIRTUE & SKILLS

Positive Purpose
&
Communication +
Social Problem
Solving

OBJECTIVE

Students will discuss what purpose means to them, what they think their purpose might be,

MATERIALS

- ❖ MOSAIC Journals
- ❖ May Throughline

and how to pursue that purpose in their future.

❖ MOSAIC Projector Display:
Principal Kafele

TEACHER TIPS

- 1. Students' understanding of purpose is expected to grow and change throughout their adolescence. Be sure to help students reflect on how their understanding of purpose has changed from when they began attending this school.*
- 2. If students are having trouble sharing and listening in the MOSAIC Circle introduce "speaker power" by using an object, such as a talking stick, to be passed around the circle. The only person who should be talking is the person with the talking stick. It is also helpful to incorporate non-verbal communication tools into your MOSAIC Circle rules, such as snapping when you agree with something.*
- 3. Be sure to highlight any display of problem solving or effective communication when appropriate.*

Intro to Positive Purpose and Theme of Looking Forward


Day 2: Positive Purpose and Principal Kafele

Day 3: MOSAIC Circle

Day 4: Yes- No- Maybe and Throughline

Day 2: *Positive Purpose and Principal Kafele*

STEP 1. Present Positive Purpose with Principal Kafele (4-5 min)

- 
- Introduce the activity by saying to students, “*This month we will be focusing on the theme of ‘Looking Forward: Next Steps on Your Journey,’ along with the virtue of Positive Purpose. We will begin by watching a video. Please take out your MOSAIC journals. As you are watching the video, please write down your reaction to the video, something important that was said, or something new that you learned.*”
 - Play the video titled “What is your purpose?”: <https://www.youtube.com/watch?v=U98d6CQbz4s>. Video length is 2:53.


Only if unable to access video:

- Use **MOSAIC Projector Display: Principal Kafele Video**, and ask students to take turns reading the text aloud.

STEP 2. Reflect on Video (2-3 min)

- Facilitate discussion about positive purpose.
- *Example Discussion Questions:*
 - *Who can explain what Principal Kafele meant about having a definition and the words of the dictionary?*
 - *Why do you think having a sense of purpose is important?*
 - *Do you think it is always easy to know your purpose?*

STEP 3. THINK: Create a Personal Definition (2-3 min)

- 
- Say to students, “*Now look back in our MOSAIC Journals to your entries from September of this year.*”
 - “*Keeping in mind your Positive Purpose that you wrote about in September, and the reaction you had when watching Principal Kafele’s video, take a few minutes to review and rethink your own personal definition of Positive Purpose. Write in your journals what you would say is your personal definition of Positive Purpose NOW. You will be asked to share your writing with a partner.*”

STEP 4. PAIR-SHARE: Create a Shared Partner Definition (3-4 min)

- Say, *“Turn to the person next to you and share your personal definition. As you work together, try to combine your ideas and agree on a shared definition. Be sure to write that definition in your MOSAIC notebook as a shared definition.”*
- Circulate and help students think about how their understanding of purpose has changed.
- Say, *“Tomorrow, we will get a chance to put our ideas together to form our class definitions of Positive Purpose. For now, you can put your MOSAIC notebook away.”*

(MOSAIC Projector Display)

May Activity 2, Day 2

Principal Kafele: What is Your Purpose?

Greetings, this is Principal Kafele. I just finished speaking to educators a few hours ago, changed my clothes, and I have a flight in about an hour or so.

But before I board that plane, I've got a message for you. And that message comes in the form of a question. And the question is: What is your purpose for walking into that classroom every day? Once again, young men and women, what is your purpose for walking into that classroom every day? Here's what I'm saying- you must have a purpose for walking into your classroom. You can't walk into your classroom mindlessly. You can't walk into your classroom aimlessly. You've got to have a specific reason for being there and that is to learn. That is to maximize your potential. You can connect your learning today with success in life, later on in the future.

Think about a dictionary. A dictionary is comprised of thousands of words and definitions. And as you scan through that dictionary, you will not find a word with a blank space next to it, meaning that it is undefined. Every word in that dictionary has a definition. That means every word in that dictionary has meaning.


Now let's transfer that back to your life. What I'm saying to you is that your life must have a definition; your life must have meaning. When you walk into that classroom you must have meaning, you must have purpose. Your purpose is your definition. Your purpose is your meaning for being in there. So you can't be in there and... you're mindless, you're aimless, you're drifting, you're not focused, you're not serious, you're not diligent, you're not disciplined, you're not resilient. Those things cannot happen. They cannot be your experience in the classroom.

Your experience must be that I am, in fact, serious, I am, in fact, focused, diligent, disciplined, and resilient, because my life has purpose. You have taken the time with the assistance of your teachers, the assistance of your parents, of other significant others, and determined who you are, defined who you are, determined your specific meaning for existing, your specific meaning for being in that classroom. You have got to walk in that very narrow path which I call your purpose for being. Make sure that when you walk into that classroom you are walking in your purpose every day. And throughout the period, throughout the day, you are walking in your purpose.

Enough said, young men and women. Let's go, let's do it, let's get it done, let's make it happen. This is Principal Kafele. Thanks for listening. Peace.

Day 3: MOSAIC Circle

STEP 1. Create a Shared Class Definition (4-5 min)

- 
- Say, *“Yesterday, we came up with shared definitions of Positive Purpose. Who would like to volunteer their pair’s definition?”*
 - Take 2-3 responses.
 - Say, *“Now we are going to come up with a class definition of ‘Positive Purpose’?”*
 - Use MOSAIC definition as guide. The definition should include these elements:
 - The individual aim or goal of a person; what a person is trying to do, become, etc. in life; a cause, principle, or idea they believe in, care about, and want to promote, such as justice or freedom.
 - Help them to see the difference between a goal and a purpose.
 - Say, *“Please copy the class definition down in your MOSAIC journals.”*

STEP 2. Review Structure of MOSAIC Circle (2 min)

- Review the structure of a MOSAIC Circle, first introduced in November:
 - Say, *“Gather in a circle around the classroom (or some other configuration that allows students to see one-another), either standing or sitting.*
 - *In order to begin discussing our positive purpose in life, 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.*
 - *Remember, our norms should include:*
 - *What is said in the MOSAIC Circle stays in the MOSAIC Circle*
 - *One person talks at a time (depending on the needs of your classroom, it be helpful to incorporate “Speaker Power” tools, such as a talking stick).*

- *Right to pass—students do not need to answer the question if they 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.”*

STEP 3. Conduct MOSAIC Circle (8-10 min)

- Say to students, *“Today in our MOSAIC Circle, we will each share: what you believe your positive purpose is, why it is important to you, and how you hope to pursue it. Before we take turns sharing in the circle, take a few moments to reflect on all three parts of your answer and write it down in your MOSAIC Journal.”*
- Example response:
 - I believe one of my purposes in life is to help others through medicine. This is important to me because I love science and helping others in need so I hope to use my strengths to pursue my purpose in the medical field by studying hard in school and always showing compassion towards others.
- NOTE: If it is difficult finish your discussion in the time allotted, ask students to write their thoughts down on a piece of paper (they can rip one out from their MOSAIC Journal) and hand it in to you for your review. You can then share common themes you saw in their responses with students in a future MOSAIC Class.

STEP 4. Reflect on Student Responses (1-2 min)

- Reflect with students the common themes that came up in the MOSAIC Circles. Say, *“Positive purpose can mean many different things to different people and someone’s positive purpose can always grow and change. What matters most is our passion and dedication toward our positive purpose and toward a positive future.”*

Day 4: *Yes-No-Maybe and Throughline*

STEP 1. Introduce Yes-No-Maybe (1 min)

- Say, *“Today we are going to play the Yes-No-Maybe game.”* Assign “yes,” “no,” and “maybe” to three different sections of the room.
- Tell students, *“I will ask you some questions. For each question, you can answer yes, no, or maybe. You should stand in the section of the room that represents your response. There are no right or wrong answers to these questions.”*

STEP 2. Play the “Yes-No-Maybe” Game (5-7 min)

- Read any of the statements below, or create your own to be as relatable to the group as possible. Try to ask at least **two** if you can:
 - *Yes-No-Maybe Questions*
 - *I think modeling my MOSAIC virtues for my younger sibling, cousin or friend is a way of showing my Positive Purpose.*
 - *Using PLAN to solve difficult problems is a way to get better at pursuing my Positive Purpose.*
 - *Giving up when something is difficult or boring, like a challenging class in school, doesn’t affect my Positive Purpose.*
 - *There are some situations when using BEST to communicate openly and honestly with others is not a good idea.*
 - *Following my Positive Purpose means doing whatever I want to do when I want to do it.*
- Once students have picked their section, say, *“Please discuss within your group why you chose this response.”*
- Next, ask students, *“Please pick one person from your section to summarize your group’s discussion and share with the class.”*
- Part of what we want students to learn is about respectful disagreement.

- After you have completed the questions you have time for, let students take a seat and review answers that stood out.
- Ask students, *“Was there anything that surprised you during the activity?”*
- Ask students, *“What strategies for getting better at pursuing purpose came up most often in the activity?”*
- Point out that, *“There were many different thoughts, and there was not a single right answer.”*
- Emphasize, *“Sometimes in order to pursue your positive purpose you must learn to problem solve in difficult situations and learn to openly communicate with others. That’s why it’s so important to use PLAN and BEST. This allows for strong connections with those around you so you can get the help that you need to become the person you want to be!”*

STEP 4. Introduce the Throughline Sheet

- Say to students, *“During the rest of this month, we will be using tools to help you plan for a future with a positive purpose. This month’s Throughline Sheet reminds us to:*
 - *Ask yourself how what I am doing today is helping me to meet my destiny tomorrow.*
 - *Remember what we learned in MOSAIC and remind one-another to use it all the time, in and out of school.*
 - *Help make the school a better place for our incoming 6th graders and others new to our school.*
- *We will learn to use these tools in more detail in the coming weeks.”*
- End the class by selecting a student to read the Throughline Sheet (displayed in a visible place in the classroom) aloud.



FOLLOW UP

- Your class is now familiar with the MOSAIC Circle, Yes-No-Maybe, and Respectful Debate formats. 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 a MOSAIC Circle, “Yes-No-Maybe,” or Respectful Debate pedagogy to actively engage students in the topic.

MOSAIC MAY THROUGHLINE

LOOKING FORWARD: NEXT STEPS ON THE JOURNEY

How can we incorporate MOSAIC into our class today?

- Remember Principal Kafele's message by reflecting on your purpose at the start of each class!
- Use creative forms of expression to share what we have learned in MOSAIC.
- Help make the school a better place for our incoming 6th graders and others new to our school.



May Activity 3

Demonstration Project

Days 5 to 11

VIRTUE & SKILLS

Positive Purpose
&
Communication +
Social Problem
Solving

OBJECTIVE

Students will demonstrate what they have learned in MOSAIC using an expressive medium of their choice.

MATERIALS

- ❖ MOSAIC Journals
- ❖ MOSAIC Projector Displays:
 - MOSAIC Virtues and Skills
 - Ways to Express Myself
 - Planning My Project

TEACHER TIPS

- *This activity is meant to allow students the space to express themselves creatively in different media. Feel free to suggest or encourage projects that use materials and methods not explicitly written in the curriculum and to bring in any special skills or interests you are able to offer the students.*
- *In larger classes, it may be necessary to work in groups, and not pairs, for this activity in order to complete the full project and presentation.*
- *The “Activity 2: Demonstration Project” series is designed to be flexible. You will need to help students plan projects that will fit within the time constraints you have.*
- *You can also put all projects on your school’s web sites and share the link with other students, parents, and the wider community.*

“Demonstration Project” Overview

Day 5: Plan Demonstration

Day 6: Create Take-Away Demonstration

Day 7: Create Demonstration (continued)

Days 8: Practice Take-Away Demonstration

Day 9: Practice Demonstration (continued)

Day 10: Share Take-Away Demonstration

Day 11: Notice Successes and Wrap-Up

Day 5: Plan Demonstration

STEP 1. Introduce Demonstration (1-2 min)

- Explain to students, *“As the school year comes to an end, we will wrap up our time in MOSAIC by working on final take-away projects. These projects will be a way for you to creatively communicate something you have learned in MOSAIC—about yourself or about your school—that you think would be helpful for the next year’s class of 6th graders.”*
- Tell students, *“You have the option to work in pairs or in small groups, depending on what type of project you chose to do.”*
 - NOTE: This may not be true for all classrooms (see Tips).
- Say to students, *“When we have completed these take-away projects, you could submit a photo or video of your project to the MOSAIC team. This submission may be selected to be put on the MOSAIC website and shared other students and teachers!”*

STEP 2. Give Topic Ideas (1-2 min)

- Say, *“One good way to inspire your project is to think about ideas you have had from your Students Taking Action Together or from your MOSAIC skill and virtue lessons over the year.”*
- Show **MOSAIC Projector Display: MOSAIC Virtues and Skills** and say, *“Your project can focus on:*
 - A MOSAIC skill
 - Empathy
 - Emotion Regulation
 - Social Problem Solving
 - Communication
 - OR
 - A MOSAIC Virtue
 - Positive Purpose
 - Constructive Creativity

- *Helpful Generosity*
- *Optimistic Future-Mindedness*
- *Responsible Diligence*
- *Compassionate Gratitude and Forgiveness*

STEP 3. Demonstrate Multiple Intelligences Options (5-6 min)



- Say, *“Creative projects can take many forms. Take a moment to brainstorm different forms of expression. Who can tell me one form of expression?”*
- Take answers from 2-3 students.
- Show **MOSAIC Projector Display: Ways to Express Myself** and ask for student volunteers to take turns reading the many different ways that students can express themselves.

STEP 4. Help Students Recognize Personal Expression (7-8 min)

- Say, *“Please take out your MOSAIC notebooks. Now that we understand some different forms of expression, write down 2-3 ways that are most comfortable for you.”*
- Encourage reflection by saying, *“Can you think of a time that you used one of the virtues to express yourself? If so, write it down.”*
- Say, *“Tomorrow we are going to start planning our Demonstration Projects using the form that is most comfortable for us. Try to come to class tomorrow with a couple ideas in your mind.”*

May Activity 3 MOSAIC Virtues and 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 Projector Display)

May Activity 3

Ways to Express Myself

Students Can Express Themselves By:

- Doing a photo essay
- Writing a report
- Keeping a journal
- Select a song to share
- Write song lyrics or rap lyrics
- Compiling a collage
- Building a model
- Doing a statistical chart
- Recording interviews
- Setting up an experiment
- Designing a mural
- Choreographing a dance
- Making a video
- Creating a rap or a song
- Giving a PowerPoint presentation
- Developing a musical
- Writing a play or commercial

Day 6: Create Take-Away Demonstration

STEP 1. Introduce Student Planning (1-2 min)

- Say, *“Today we are going to begin planning our demonstration projects. Yesterday we discussed the multiple ways to express yourself and today we are going to use those strengths to create our projects.”*
- Have students break into pairs or groups to work on their project.
- Show **MOSAIC Projector Display: Planning Our Project** and ask for student volunteers to read the instructions aloud.

STEP 2. Think-Pair-Share (10-12 min)



- THINK: Say, *“Please take out your MOSAIC notebooks. Once you are ready, take 2 minutes to think about what you want to do for your project. Answer the questions on the projector in your journal.”*
 - NOTE: Have students pair up within groups and then share the results of the paired conversations to arrive at a consensus. This then becomes an activity to build teamwork, listening, respectful disagreement, communication, diligence, etc.
- PAIR: Ask, *“Now, share your project idea with a partner, along with your preferred way of expression. We want to practice our communication skills so let’s make our ideas brief! I am going to set the timer for one minute. Each partner should take 1 minute to explain his/her idea. Once you are done, your partner will respond for 1 minute with feedback, ideas, and support.”*
 - NOTE: It may be helpful to use the timer on your phone or computer for this portion. If a buzzer/alarm sound goes off at 1 minute, students are more likely to stay focused.
- SHARE: Say, *“Each pair (or group) must confirm their project with me. So, you need to share and decide what you will do and how you will show what you know and what mode of expression you will use. I will sign your journal to indicate that this project is appropriate and feasible to work on during the next week or so.”*

- Examples:

- Write song lyrics or rap lyrics that summarize what you learned about communication or optimistic future mindedness in MOSAIC.

- Possible titles:

- *How X Skill (or Virtue) Helps Me be Who I Am*

- *How X Skill/Virtue Helps Me to Become What I Want to Become*

- *How X Skill/Virtue Made a Positive Difference in My Middle School Story*

- Draw a picture that shows how your school community changed this year because of a MOSAIC skill or virtue.

- A Before/After picture about your school in September and in June.

- Bring in a song to share with the class that describes why you think a skill/virtue you learned during MOSAIC is important to you and other students your age and explain the song's connection and/or change the song to better fit your ideas and experiences.

- Bring in a song that matches the mood you have when you look back on the year.

- Bring in a song that shows how you changed this year because of a MOSAIC skill/virtue you learned/ STAT-related helping experience you had in MOSAIC.

- Write a short play or commercial that shows the importance of the skill/virtue you learned in MOSAIC this year.

- Example topics:

- Communication with peers/adults

- Positive Purpose

- Being a Calmer, More Confident Person

(MOSAIC Projector Display)

May Activity 2 Planning Our Project

To show what we have learned about:

-----,

We will: -----.

Brief description of what we plan to do:

-----.

Day 7: Create Demonstration (continued)

STEP 1. Set Goal for What to Accomplish Today (1-2 min)

- Say, *“As we have learned in MOSAIC, it is helpful to set goals in order to accomplish a task. Today, it expected that you will continue to work on your projects individually/together.”*
- Begin by setting an expectation for what students will accomplish during MOSAIC time today.

STEP 2. Circulate as Students Work on Projects (10-12 min)

- Majority of today’s MOSAIC time should be spent allowing students to work on their projects.
- Monitor student projects to make sure they will meet the goal of the session.
 - NOTE: Students who are done with their projects early can join the teacher in circulating the class to help others work on their projects.

STEP 3. Summarize Progress and Explain Next Steps (1 min)

- Praise students’ work and label specific Virtues and Skills you saw during the work time.
- Say, *“Great work today. You will have 2 more days before you will present your projects to each other.”*

Day 8: Practice Take-Away Demonstration

STEP 1. Facilitate Mid-Activity Peer Check in for Feedback (5-6 min)

- Say, *“We are going to start today by having a check in for feedback with other classmates. Please find another group to partner with.”*

Note: *If you have an odd number of groups, you can be the partner for one of them.*

- Use a timer set for 30 seconds, and restart for each step:
 - Say, *“One group will have 30 seconds to explain and show your project. Once the timer goes off, the other group will have 30 seconds to respond with:*
 - One thing that they like about the group’s project
 - One suggestion for the group that could help them to improve their project
 - Switch roles:
 - 30 seconds: Switch roles- now the other group shares their project!
 - 30 seconds: Switch roles- now the other group responds with a compliment and suggestion.

STEP 2. Circulate as Students Prepare (8-10 min)

- Say, *“Using the feedback that your peers shared, continue to work on your project.”*
- Help students as they practice and prepare for their presentation.

STEP 3. Summarize Progress and Explain Next Steps (1 min)

- Praise students’ work and label specific Virtues and Skills you saw during the work time.
- Say, *“These projects are really coming along nicely! You will have 1 more day to work on them before you will present your projects to each other.”*

Day 9: Practice Demonstration (continued)

STEP 1. Students Prepare to Share their Projects (1-2 min)

- Begin by letting students know how they will be sharing their projects during the next MOSAIC class.
- Depending on your class size, how much you time you have, and the breakdown of individual and group projects, you can choose from the following options for students to share their projects, or use another approach that fits your timing and circumstances:
 - Students could present their projects within small groups: Groups could be created either by shared topic, or by dispersing the topics chosen among groups.
 - If time permits, you can join with another MOSAIC classroom to share projects from both classrooms!

STEP 2. Circulate as Students Prepare (7-8 min)

- Help students as they practice and prepare for their presentation.

STEP 3. Summarize Progress and Explain Next Steps

- Say, *“At our next MOSAIC class, you will share your projects with each other.”*
 - Encourage students to work on their projects at home, if needed
- NOTE: If students are done early on Day 8, this time can be utilized to start the sharing/presentations. Remember, this can be done in a small group (e.g., individuals/groups present to each other) or in front of the whole class (i.e., if larger groups were used). These lessons are flexible with timing, and should be completed in the most appropriate way for your classroom.

Day 10: *Share Take-Away Demonstration*

STEP 1. Introduce “Take-Away Demonstration” (1-2 min)


- Begin by setting an expectation for how much time each student group will have to share. Say, *“You will each have ___ minutes to present your project. Who can tell me what BEST stands for? We talked about this when we were practicing our STAT suggestions.”*
- Allow one student to respond.
- *“Remember to use your BEST selves when presenting and be proud of the project you created.”*

STEP 2. Facilitate “Take-Away Demonstration” (11-13 min)

- Following the structure you determined in Day 8, allow student groups the opportunity to present the take-away project to the class.
- Allow time for congratulations and positive compliments:
 - Depending on the size of your class and time constraints you are under, you may choose to have a final applause and compliment circle at the end of the class, or to allow for a 1-2 positive comments after each individual or group presentation.
- You can also put all projects on your school’s web sites and share the link with other students, parents, and the wider community.

Day 11: Notice Successes and Wrap-Up

STEP 1. Facilitate Closing Discussion (10-12 min)

- Say, ***“Let’s gather in a circle.”*** (If needed, use some other configuration that allows students to see one-another), either standing or sitting.
- Provide the Prompts:
 - Say, ***“How have you seen yourself and each other grow over this year?”***
 - Encourage students to make specific comments about classmates they have seen grow, saying specifically in what ways.
 - Say, ***“How can you use what you learned in MOSAIC as we finish this year and move into next year?”***
-  **OPTIONAL:** Ask students to leave a note to themselves for next year in their MOSAIC Journals

STEP 2. Notice Successes and Wrap-Up (2-3 min)

- This is an opportunity for you to share your observations/feelings about this past year’s MOSAIC lessons and the growth you have seen in the students and let them know that you expect them to apply the skills and virtues they have learned during the summer and next year in school, and follow their sense of Positive Purpose, whether or not they are in a school that has MOSAIC or something like it.
- You may wish to share, individually with each student through a personal note, how you have seen them grow over the year.

May Activity 4

STAT and Connection to Greater Service Day 12

VIRTUE & SKILLS

Positive Purpose
&
Communication +
Social Problem
Solving

OBJECTIVE

Students will reflect on the STAT lessons over the past year and learn that school improvement and community service is something that kids and teens around the world are engaging in, and that there are resources and networks that they can be a part.

MATERIALS

- ❖ Chart paper or board space
- ❖ Computer/Internet
- ❖ MOSAIC Projector Displays:
 - Youth Service in Other Schools
 - Researching Youth Service in Other School

TEACHER TIPS

1. *If your students require more structure in discussions, have them pair-share or free-write/draw before having a full class discussion.*
2. *Please be sure that computers with internet are available.*

“STAT and Connection to Greater Service” Overview

Day 12: Reflect on STAT & Connect to Greater Service in the Community

Day 12: *Reflect on STAT & Connect to Greater Service to the Community*

STEP 1. Notice Successes in STAT (2-3 min)

- Say, *“You have done a great job, working very hard to improve your school and community. Special thanks to our Ambassadors for working so helping with our STATs.”*
- Point out specific examples of excellent problem solving.

STEP 2. Connect to Youth Service in Other Schools (3-5 min)

- Say, *“Now we are going to think about how to connect this to more global service in the community. Who is willing to read the text on the MOSAIC Projector Display: Youth Service In Other Schools?”*
- Facilitate a discussion about why youth have a special ability to cause change. Discussion questions could include:
 - *What is different about youth working for social change compared to adults?*
 - *What kinds of things can bog adults down, but don't bog YOU down?*
 - *What other social action projects have you heard of people your age and a little older doing in other towns and cities?*

STEP 3. Search for other Youth Social Action Projects (5-7 min)

- Ask students, *“What other social action projects have you heard of people your age and a little older doing in other schools in New Jersey?”*
- Explain to students, *“We will now be using our computer research skills to search for other Youth Social Action Projects that other schools have done!”*
- Break students into small groups (make the same number of groups as the number of computers you have in the classroom).
- Show the **MOSAIC Projector Display: Researching Youth Social Action Projects** and read the instructions listed.

STEP 4. Groups Present Their Findings (2-3 min)

- Have groups of students present the social action project that they found in their research to the rest of the class.
- Ask students to describe what skills and virtues they felt were used by the students to make this project successful.

STEP 5. Facilitate Discussion on Youth Social Action (3-5 min)

- Facilitate a discussion reflecting on the youth social action projects in others schools. Discussion questions could include:
 - *What skills and virtues were used in more than one project? Why do you think this is?*
 - *What similarities did you notice across the projects?*
 - *What do you think makes an action project successful?*

FOLLOW UP

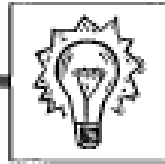
Notice Successes

- Ask if students have taken personal action on any of the group's ideas, and have them share their experiences.
- Ask students what they can do, collectively, when using responsible diligence and good communication skills, to help serve others

May Activity 4, Day 12

Youth Service in Other Schools

The Kid's Guide to Social Action By, Barbara Lewis



Imagine the Possibilities

According to the U.S. Bureau of the Census, there were 46,654,000 kids ages 5–17 in the United States in 1992. Add to that another 29,667,000 young people ages 18–25. What would happen if all 76 million decided to start serving their communities?

Government solutions to society's problems and needs are slow and expensive. Young people are able to cut through red tape and get results while adults are still wondering where to start.

What gives you this amazing ability? Unlike adults, you don't know ahead of time all the reasons why something might *not* work! Instead of making excuses, you take action. You've got the clout—and the numbers—to bring about major social changes.

May Activity 4

Researching Youth Service in Other Schools

STEP 1: In your small groups, use a computer to conduct a Google search on youth service projects in NJ schools.

- **TIPS:**
 - Try the search term: “successful youth service projects in NJ schools”
 - Click on results that seem to be reliable sources (i.e., a school website, a reputable service organization, a known news source).

STEP 2: Select one successful youth service project to focus on, and read about that project in more detail.

- Example projects:
 - http://zane.collingswood.k12.nj.us/apps/news/show_news.jsp?REC_ID=396515&id=0
 - <https://www.ptotoday.com/pto-today-articles/article/1168-community-service-teaching-civic-responsibility>

STEP 3. As a group, summarize this finding by answering the following questions:

- How would you describe the project in 1-2 sentences?
- What skills and virtues were needed to make this project?

STEP 4. Briefly present your findings to the class.

TEACHERS: There is no Feedback activity here because May Feedback will be Activity 1 in June.

June

*Looking Back: What Have I Accomplished?
What Have I Learned?"*



YEAR 1

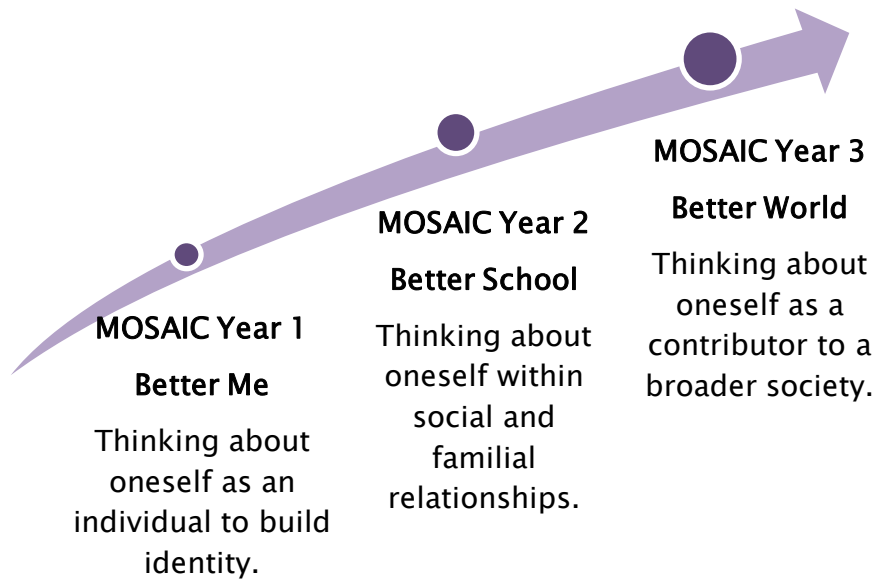
JUNE THEME

Looking Back: What Have I Accomplished? What Have I Learned?"

JUNE VIRTUE & SKILLS

Virtue & Skill Integration

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

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

MOSAIC JUNE THROUGHLINE

LOOKING BACK: WHAT HAVE I ACCOMPLISHED? WHAT HAVE I LEARNED?

How can we incorporate MOSAIC into our class today?

- Sharing what we have learned this year using creative forms of expression.
- Reflecting on how we have been able to use the MOSAIC skills and virtues in different ways in all of our classes.
- Thinking about our successes as we look ahead to the future.



MOSAIC in June

Year 1

NOTE: *If video or web resource links do not work, check the www.secdlab.org website for the materials.*

June Activity 1: End-of-Year Reflection

Day 1: Classroom End-Of-Year Reflection & Feedback

Day 2: Student Individual End-Of-Year Reflection & Feedback

Days 3-4: Career Path Priorities

June Activity 2: Conversation Series

Day 5: Looking Back

Day 6: Generosity Debate

Day 7: Leadership Roles

Day 8: Gratitude and Appreciation

Day 9: Looking Ahead

Day 10: Final MOSAIC Lesson

June Activity 1

End-of-Year Reflection

Days 1 to 4

VIRTUE & SKILLS

Virtue and Skill
Integration

OBJECTIVE

Students will use the June theme, “*Looking Back: What Have I Accomplished? What Have I Learned?*” to reflect on the entire year’s MOSAIC lessons.

MATERIALS

- ❖ MOSAIC Journals
- ❖ MOSAIC Projector Display:
 - Group Reflection & Feedback
 - What’s Important to Me?
- ❖ June Throughline
- ❖ MOSAIC Student Handout:
 - End-of-Year Feedback
- ❖ MOSAIC Teacher Handout:
 - End-of-Year Feedback

June Activity 1 Tips

1. *Make a copy of the **MOSAIC Student Handout: End-of-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.*
3. *Completing the **MOSAIC Teacher Handout: End-of-Year 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.*

“End-of-Year Reflection” Overview

Day 1: Classroom End-of-Year Reflection & Feedback

Day 2: Student Individual End-of-Year Reflection & Feedback

Day 3-4: Career Path Priorities

DAY 1: *Classroom End-of-Year Reflection & Feedback*

STEP 1. Introduce June Theme and Throughline (2-3 min)

- The June theme is: *“Looking Back: What Have I Accomplished? What Have I Learned?”*
- Say to students, *“Last month, we looked forward. We thought about how MOSAIC can help us think about our future. In June, we are going to spend some time looking back, reflecting on everything we have learned in MOSAIC this year.”*
- Say to students, *“During the rest of this month, we will be using tools to help you reflect on your experience with MOSAIC this year. We will look back at the whole school year in the remaining weeks.”*
- Select a student to read the Throughline Sheet (displayed in a visible place in the classroom) aloud.
 - *How can we incorporate MOSAIC into our class today?*
 - *Sharing what we have learned this year using creative forms of expression.*
 - *Reflecting on how we have been able to use the MOSAIC skills and virtues in different ways in all of our classes.*
 - *Thinking about our successes as we look ahead to the future.*

STEP 2. Introduce Yes-No-Maybe (1-2 min)

- To get students thinking, play a quick round of “Yes-No-Maybe” with the students.
- Assign “yes,” “no,” and “maybe” to three different sections of the room.
 - *Tip: Create Yes-No-Maybe signs, or have students make, and tape them to sections of the room*
- Tell students, *“I will ask you some questions about the whole year of MOSAIC. For each question, you can answer yes, no, or*

maybe. You should stand in the section of the room that represents your response. There are no right or wrong answers to these questions.”

- Try to get to at least two questions.
- For a quicker version of “Yes-No-Maybe” students do not need to discuss responses with their group.

STEP 3. Play “Yes-No-Maybe” (3-5 min)

- Read any of the statements below, or create your own.
 - *Yes-No- Maybe Questions*
 - *This year in MOSAIC, I learned something new about my classmates.*
 - *I have some ideas for how MOSAIC could be better next year.*
 - *I feel more hopeful about what I can accomplish in the future than I did at the start of the year.*
 - *Our “Students Taking Action Together” discussions have led to positive changes in our school.*
 - *I am more clear about my own Positive Purpose than I was at the start of the school year.*
- Say to students, *“Now, you’ve started Looking Back on this year. It’s time to share your ideas.”*

STEP 4. Classroom Reflection and Feedback (5-10 min)

- Show **MOSAIC Projector Display: MOSAIC Group Reflection and Feedback**, solicit open-ended positive and constructive feedback about each of the questions.
- Either take notes on student comments yourself, or designate a student note-taker.
- Help students be as specific as possible in their suggestions.
- Do not press students if they are reluctant to share their opinions.

- Summarize the positive and constructive comments you hear from the students.

NOTE: Keep note of your student's responses to share with any MOSAIC instructional support teams in your school and to help you improve MOSAIC next year.

MOSAIC JUNE THROUGHLINE

**LOOKING BACK: WHAT
HAVE I ACCOMPLISHED?
WHAT HAVE I LEARNED?**

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

- Sharing what we have learned this year using creative forms of expression.
- Reflecting on how we have been able to use the MOSAIC skills and virtues in different ways in all of our classes.
- Thinking about our successes as we look ahead to the future.



June Activity 1

Group MOSAIC Reflection & Feedback

Classroom (Group) End-of-Year Feedback:

The summary of student feedback will be used to make the MOSAIC lessons better and better!

Topic	Student Answers
What was helpful about MOSAIC this year?	
How much did MOSAIC help you learn about your classmates this year?	
What would make MOSAIC better for next year?	
How could our Students Taking Action Together conversations be improved?	

Day 2: *Student Individual End-of-Year Reflection & Feedback*

STEP 1. Introduce Student End-of-Year Feedback (1 min)

- Say to students, *“Last class we reflected as a group on our year in MOSAIC, and today, you will each have the opportunity to share your individual reflections and feedback on MOSAIC this year.”*

STEP 2. Students Complete Feedback Handouts (10-12 min)

- Give students the paper copies of the **MOSAIC Student Handout: End-of-Year Feedback**.
- Say to students, *“Please complete this form with your honest opinions so MOSAIC can be better for students next year. Your answers will be anonymous; this means that they will not have your name on it. Your answers will tell us what changes need to be made in MOSAIC and what we should keep the same.”*
- 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.
- While students are filling out their End-of-Year Feedback, complete your own **MOSAIC Teacher Handout: End-of-Year Feedback** to share with any MOSAIC instructional support teams in your school and to help you improve MOSAIC next year.
 - NOTE: This feedback survey is different from the past formats because this feedback is for the **ENTIRE year of MOSAIC**.

STEP 3. Collect Student Feedback Handouts (1-2 min)

- 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.

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 year, to plan improvements for MOSAIC next 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 level.

June Activity 2

End-of-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): _____

MOSAIC Student End-of-Year Feedback

To help improve MOSAIC, please answer these questions about you and your class.

1. **Do you like MOSAIC?**
Not very much Somewhat Very much

2. **Do you feel MOSAIC helps you learn about your classmates?**
Not very much Somewhat Very much

3. **Do you feel your MOSAIC classmates listen to you?**
Not very much Somewhat Very much

4. **How strongly do you feel we should continue with MOSAIC?**
Not very much Somewhat Very much

5. **Do you feel more clear about your own Positive Purpose, compared to the start of the year?**
Not very much Somewhat Very much

6. **Do you feel that our “Students Taking Action Together” discussions have led to changes in our classroom or school?**
Not very much Somewhat Very much

7. **Do you feel that what you are learning in MOSAIC will be helpful to you in the future?**
Not very much Somewhat Very much

8. **Do you feel that what you are learning in MOSAIC is making you a better person?**
Not very much Somewhat Very much

9. **What do you like best about MOSAIC?**

10. **What would you like to see change in MOSAIC?**

June Activity 2

End-of-Year Teacher Feedback

MOSAIC Teachers,

Your voice matters to making MOSAIC better. Your feedback should be given to the MOSAIC instructional support team in your school. You do not have to include your name with your responses. Please answer honestly. Additionally, keep a copy for your own reference to make improvements in MOSAIC for next year.

School_____

MOSAIC Year (Grade Level): _____

MOSAIC Teacher End-of-Year Feedback

To help improve MOSAIC, please answer these questions about you and your class.

1. Do you like MOSAIC?

Not very much

Somewhat

Very much

2. Do you feel MOSAIC helped you build positive relationships with your students?

Not very much

Somewhat

Very much

3. Do you feel MOSAIC helped you build a positive classroom climate?

Not very much

Somewhat

Very much

4. Do you feel you had enough time to teach the MOSAIC lessons?

Not very much

Somewhat

Very much

5. How much of the MOSAIC curriculum were you able to complete this year?

Not very much

Somewhat

Very much

6. What do you like best about MOSAIC?

7. What would you like to see change in MOSAIC?

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

Days 3-4: *Career Path Priorities*

STEP 1. Introduce “What’s Important to Me?” (1-2 min)

- Say to students, *“We have talked a lot about your Positive Purpose and what goals you have for your life. We are going to spend some time thinking about what is most important to you when thinking about your career path.”*(Be sure to clarify the term, “career path,” if it seems unfamiliar to students.)
- Show the instructions on the **MOSAIC Projector Display: What’s Important to Me?**
- *“When you think about what kinds of jobs or the career path you want, what is most important to you? Here is a list of some things people think about when choosing a career. Write down which of these things are important to you in order, with #1 being the most important.”*

STEP 2. Students Rank Priorities (3-5 min)



- Students should rank the priorities in order of importance in their MOSAIC Journals.

STEP 3. Students Find Other Students with Similar Rankings (5-10 min)

- After students have completed their rankings, have students circulate among their classmates and review each other’s rankings and ask questions about their priorities.
- Tell students, *“You write down the names of your classmates who wrote down the same first priority as you.”*

STEP 4. Facilitate a Debrief Discussion (5-7 min)

- Use the following questions to connect the activity to career decision-making broadly and to reflect on the whole year of MOSAIC.

Example Discussion Questions:

- *Was your first ranking a common choice? Did that surprise you?*
- *How did you decide on your ranking list?*

- *What kinds of careers line up with your choices?*
- *Have your priorities changed over this school year?*

(MOSAIC Projector Display)

June Activity 1

What's Important to Me?

When thinking about a career path, what is most important to you? Rank these in order of importance in your MOSAIC Journal:

Money

Being In Charge

Fairness

Health

Environment

Beauty

Helping Others

Being Noticed

Family

Education

June Activity 2

Conversation Series

Days 5 to 10

VIRTUE & SKILLS

Virtue and Skill
Integration

OBJECTIVE

Students will be able to discuss various topics with their class.

MATERIALS

- ❖ Paper/MOSAIC Journals
- ❖ Pens/pencils

June Activity 2 Tips

1. A conversation series is an excellent way to get students thinking more deeply about one topic.
2. You can modify the sequence based on the number of days you have available (you do not need to do all of the lessons or you can add conversations if you have extra time).
3. The Day 10 lesson is meant to be your final MOSAIC lesson of the year, so please adjust your planning accordingly

“Conversation Series” Overview

Day 5: Looking Back

Day 6: Generosity Debate

Day 7: Leadership Roles

Day 8: Gratitude and Appreciation

Day 9: Looking Ahead

Day 10: Final MOSAIC Lesson

Day 5: Looking Back

STEP 1. Introduce Conversation Series (1-2 min)

- Say, *“A Conversation Series is a time where we can discuss different topics.”*
- Say, *“We will be reflecting on the past year and thinking about what is to come in the year ahead”*

STEP 2. Break into Groups (5-6 min)

- Break students into small groups and ask them to think about the following questions (chose 2-3):
 - *What is the best memory you have from this year?*
 - *What is something that happened this year that you’re still upset about, or are having a hard time forgetting?*
 - *For those of you who are feeling this way, what MOSAIC virtue and/or skill could you practice in order to feel better about your circumstance?*
 - *What is something that you wish you could “do over” this year?*
 - *What is something that you did that was taking a step in the right direction this school year?*
 - *Do you think that practicing the MOSAIC virtues/skills helped you in taking a step in the right direction? Which one(s)?*
 - *If you could pick one or two words to describe how you did in school this year, what would you say?*
 - *If you could pick one or two words to describe the type of friend you were this year, what would you say?*

STEP 3. Have Students Share (4-5 min)

- If possible, have students get into a circle (or at least face one-another).
- Ask, *“Would anyone like to share their answer to one of the questions you discussed in your group?”*
- Allow some students to share and facilitate an open discussion.

STEP 4. Reflection (2 min)

- Ask students *“Was there anything that you learned about your classmates that surprised you during this activity?”*
- Point out the similarities in their responses and emphasize the positive actions they’ve taken this past year.

DAY 6: *Generosity Debate*

STEP 1. Review Conversation Series Format (1 min)

- Remind students that this month, you are using a “Conversation Series” format. Rather than asking a variety of questions, this series will be focused on one debate question.
- Add that this series about generosity will also include action steps of doing good deeds over the next few days.

STEP 2. Debate: Generosity (10 min)

- Ask one student to recite the class’ definition of “generosity” written in their MOSAIC notebooks.
- If no one has the definition written, ask, *“Who can tell me what generosity means?”*
- Arrange students into two groups for a debate. One group represents “Yes” and the other group represents “No.”
- Position students to face each other on opposing teams and instruct them to pick a speaker to present their group position.
- Students in each respective group should come up with 1-2 reason(s) to support their position.
- The speaker for each group will present their position.
- After each speaker has presented, each group will come up with one rebuttal for the opposing team and have a speaker present the rebuttal.
- Question for debate:
 - *“People are either born generous or not; it’s not something that you can learn.”*
 - Yes: People are born generous. It cannot be learned.

- No: People are not born generous. Anyone can learn to be generous.

STEP 3. Reflection (3-4 min)

- Ask students, *“Was there anything that surprised you during the activity?”*
- Ask students, *“What did you find difficult to debate about generosity?”*

DAY 7: Leadership Roles

STEP 1. Introduce another “Conversation Series”

- Let students know that in this conversation series, they will imagine themselves in leadership roles and have a discussion about them.

STEP 2. Topic 1: If I were a Teacher... (4-6 min)

- Begin by asking students to define the roles and responsibilities of being a teacher.
- Use the following discussion questions to have a conversation as a class:

Example Discussion Questions:

- *What would be the best thing about being a teacher?*
- *What would be the most impressive thing about being a teacher?*
- *What kind of leadership qualities do you think a teacher needs? Why?*
- *If you were a teacher, what would you be really good at doing?*
- *If you were the teacher, what would be the most important thing you would tell your students?*

STEP 3. Topic 2: If I were a Principal... (4-6 min)

- Begin by asking students to define the roles and responsibilities of being a principal.
- Use the following discussion questions to have a conversation as a class:

Example Discussion Questions:

- *What would be the best thing about being a principal?*
- *What would be the hardest thing about being a principal?*
- *What kind of school would you want to be the principal of? (Which age group, which location?) Why?*
- *What would you do differently if you were the principal of the Middle School? How would that make the school better?*
- *If you were the principal and you had the power to fix one thing about the school, what would it be?*

STEP 4. Reflection (3 min)

- Ask students, *“Was there anything that surprised you during the activity?”*
- Point out the similarities and differences that students found about the qualities of being a teacher and principal.
- Ask, *“What is one thing you learned from your classmates about their thoughts of what it takes to be a teacher and/or principal?”*

DAY 8: *Gratitude and Appreciation*

STEP 1. Introduce today's "Conversation Series"

- *"In today's conversation, we are going to think about our classmates and have a conversation with some of them about things about them we are grateful for and appreciate."*

STEP 2. Thinking about my classmates... (4-6 min)

- Show the **MOSAIC Projector Display: Thinking About My Classmates**
- Say to the class, *"When I give you a signal, get up and start to walk around the classroom. Keep walking until I give you another signal. Then, stop and pair off next to someone who is close to where you are. When I give you another signal, you will start a conversation with that person for 2 minutes."*
- *"In your conversation, pick something from the list of things you appreciate about your classmates and tell your classmate what you appreciate about them and why. Then, your classmate will do the same for you. When I give you the next signal, you will finish your conversation and thank each other. Then, I will give you another signal, and we will repeat the same process again. You will get to pair off three or four more times."*

STEP 3. Reflection (3 min)

- Ask students, *"What did you hear that was most pleasing? Most surprising?"*
- *"How did it feel to be appreciated? How do you think others feel when you show appreciation for them?"*

(MOSAIC Projector Display)

June Activity 2

Thinking About My Classmates

Think about all the students in your MOSAIC classroom.

In your MOSAIC class, who do you think is a good leader?

In your MOSAIC class, who wants to make your school and community better?

In your MOSAIC class, who is compassionate and shows concern for others?

In your MOSAIC class, who communicates well with others?

In your MOSAIC class, who is helpful in solving a problem or getting something important done?

In your MOSAIC class, who is creative?

In your MOSAIC class, who is generous?

In your MOSAIC class, who is good at keeping calm in difficult situations?

DAY 9: *Looking Ahead*

STEP 1. Introduce today's "Conversation Series" (1-2 min)

- Say, *"Today, we will be using our Optimistic Future Mindedness skills to think ahead about our hopes and concerns for next year."*
- Ask *"Can anyone tell me what Optimistic Future Mindedness means again?"*

STEP 2. Break Into Groups (5-6 min)

- Break students into small groups and ask them to think about the following questions:
 - *What are you most looking forward to next year in school?*
 - *What is your biggest worry about the next school year?*
 - *What is one thing you want to improve about yourself next year in school?*
 - *If you could pick one word to describe your "ideal self" in school next year, what would it be?*
 - *What is one goal you have for yourself for next year with regard to school?*
 - *What are some steps you will take to achieve it?*

STEP 3. Have Students Share (4-5 min)

- If possible, have students get into a circle (or at least face each other).
- Ask, *"Would anyone like to share what they talked about in their groups?"*
- Allow some students to share and facilitate an open discussion.

STEP 4. Reflection (2 min)

- Ask students, *“Was there anything that you learned about your classmates that surprised you during this activity?”*
- Point out that the similarities in their responses and emphasize the positive hopes they have for next year.

DAY 10: *Final MOSAIC Lesson*

STEP 1. Facilitate Closing Discussion (5-10 min)

- Gather students in a circle around the classroom (or some other configuration that allows students to see one-another), either standing or sitting.
- Provide the Prompts:
 - *“How have you seen yourself and each other grow over this year?”*
 - Encourage students to make specific comments about classmates they have seen grow, saying specifically in what ways.
 - *How can you use what you learned in MOSAIC over the summer and into next year?*

OPTIONAL: Ask students to leave a note to themselves for next year in their MOSAIC Journals.

STEP 2. Notice Successes and Wrap-Up (4-6 min)

- This is an opportunity for you to share your observations/feelings about this past year’s MOSAIC lessons and the growth you have seen.
- You may wish to share how you have seen each student grow over the year and let them know that you expect them to apply the skills and virtues they have learned during the summer and next year in school, and follow their sense of Positive Purpose, whether or not they are in a school that has MOSAIC or something like it.
- OPTIONAL: Give out awards/certificates to all students that describe how they have grown over the year.

STEP 3. Collect or Distribute MOSAIC Journals (3-5 min)

- Determine your school's plan for MOSAIC journals. You may want to collect all MOSAIC Journals from students to store and redistribute the following year. Alternatively, you may want students to take their MOSAIC Journals home with them and get new ones for next year.