

September

*Why Are We Here?
Finding Our Positive Purpose*



YEAR 2

SEPTEMBER THEME

Why Are We Here?

Finding Our Positive Purpose

SEPTEMBER VIRTUE & SKILLS

Virtue:

Positive Purpose

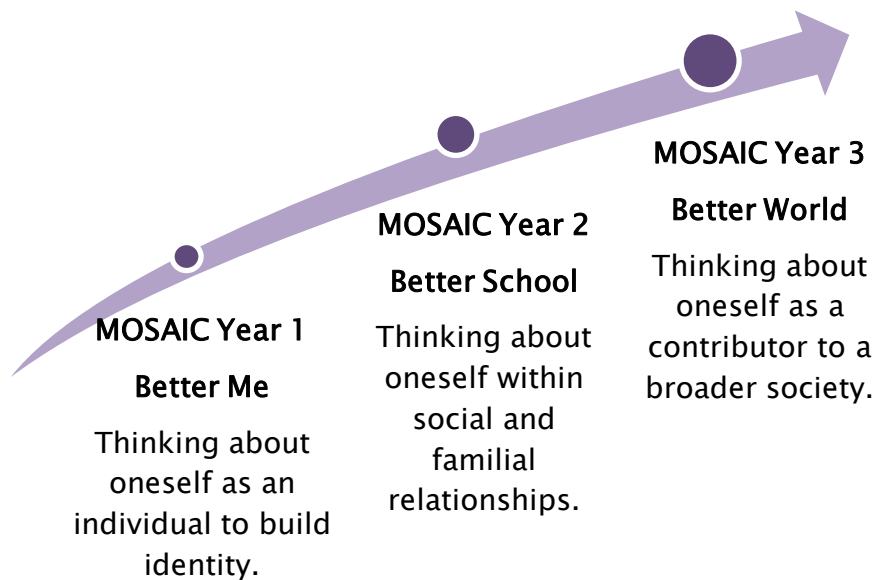
Skills:

Communication

&

Social Problem Solving

MOSAIC BY YEAR



MOSAIC Virtues & Skills

Positive Purpose

Supporting Virtues

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

Supporting Skills

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

MOSAIC VIRTUES & SKILLS BY MONTH

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

WHY ARE WE HERE? FINDING OUR POSITIVE PURPOSE

How can we incorporate MOSAIC into our class today?

Be clear about what you want to accomplish today.

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

Make your goals into SMART goals.



MOSAIC in September

Year 2 Curriculum

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

September Activity 1: Introduction to MOSAIC

Day 1: Introduction to MOSAIC

Day 2: Theme and Throughline Sheet

Day 3: Name Tents

September Activity 2: Introduction to Positive Purpose

Day 4: Positive Purpose Examples

Day 5: Defining Positive Purpose

Day 6: Classroom Norms

Day 7: Respectful Classroom Mosaic

Day 8: Our Class Mosaic

September Activity 3: Setting Goals

Day 9: Starting to Reach Our Positive Purpose

Day 10: Review SMART Goal

Day 11: Set SMART Goal

Day 12: Time Management

Day 13: Time Tracking and Reflection

September Activity 1

Introduction to MOSAIC

Days 1 to 3

VIRTUE & SKILLS

Positive Purpose

&

Communication +
Social Problem
Solving

OBJECTIVE

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

MATERIALS

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

September Activity 1 Tips

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

“Introduction to MOSAIC” Overview

Day 1: Introduction to MOSAIC

Day 2: Theme and Throughline Sheet

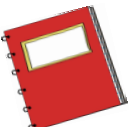
Day 3: Name Tents

DAY 1: *Introduction to MOSAIC*

STEP 1. Introduce MOSAIC (1-3 min)

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

STEP 2. Introduce Prompt: “Advice for Middle School” (3-4 min)

- Distribute or have students get out their MOSAIC Journals.
- Introduce a 3-minute quick-write (or draw) prompt:
-  *“Imagine it is the end of this year. The Principal calls you up to speak at an assembly to give advice to the younger students in the school. What would you say? What have you learned? What do you think 6th graders need to know? Draw or write your ideas.”*

STEP 3. Connect “Advice for Middle School” to MOSAIC (3-5 min)

- Have 2-3 students share their “Advice for Middle School.”
- Ask follow-up questions like, *“How did you learn this?” “Why is this important for middle school students?”*

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

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

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

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

Day 2: Theme and Throughline Sheet

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

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

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

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



- *“Mastering means to become really good at something.”*
- *“In MOSAIC we are going to practice skills together so that you all can master the important skills that will help you get a job or go to college.”*
- Discuss what is meant by, “Inspiring Character”:
 - *“Inspiring means feeling like you want to do something better. People, ideas, or things can be inspiring.”*
 - Ask, *“Who is someone you find inspiring? [family member, public figure like Martin Luther King, Jr., an entertainer or athlete]”*
 - *“Why are they inspiring?”*
 - *“How do they make you want to be better when you think about them?”*
 - *“Are there any ideas or things that have happened that inspire you?”*
 - *Examples:*
 - *“Some people are inspired by what Rosa Parks did, when she refused to give up her seat on the bus and go to the back just because she was Black.”*
 - *“Some people are inspired by great soccer players in the World Cup or Olympics.”*
 - *“Some people are inspired by a great musical group or a great band, so they start to write their own music.”*
 - *“Inspiration shows us that we can be better if we work hard and build our skills.”*
 - *“Character is the way we want to be as our best self.”*
 - *“Character is about who we are, how we want to act, and how we want others to see us.”*

- *“For example, being respectful towards others is part of many people’s character.”*
- Describe what is meant by “Virtues”:
 - *“Our character has many different parts that all together make up who we are and how we act. These parts are called virtues.”*
 - *“Virtues are parts of our character considered morally good or desirable in a person; the ideal or best way to act.”*
 - *“In MOSAIC, we will be inspiring character virtues in ourselves (and each other) so we can become our best self and this can become the best class and school.”*
- Next let’s talk about **how** we are going to make our class into a MOSAIC.

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

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

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



- Show students the Throughline Sheet for September and post it in the classroom.
- Say, *“Everyone in our school is a part of MOSAIC. So you will see this Throughline Sheet all around the school, in all of your classes!”*
- Explain, *“The skills and virtues we work on in MOSAIC will help you in every part of your life. That’s why we have a Throughline Sheet. The Throughline Sheet reminds you of how you can use MOSAIC all day.”*
- Walk students through the Throughline Sheet for September, providing examples if you have time.
 - Be clear about what you want to accomplish today.
 - Act in a way that shows your character and your purpose.
 - Make your goals into SMART goals.
- Conclude by reminding students that becoming their “best self” will make the mosaic of this class and of the school stronger.

WHY ARE WE HERE? FINDING OUR POSITIVE PURPOSE

How can we incorporate MOSAIC into our class today?

Be clear about what you want to accomplish today.

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

Make your goals into SMART goals.



Day 3: Name Tents

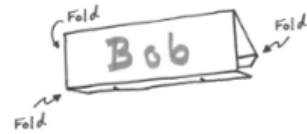
STEP 1. Quickly Review MOSAIC Acronym (1-3 min)

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

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

- Remind students that September is about getting to know each other and creating a classroom that is good for teamwork.
- Read Instructions:

- “1. *Fold paper into a tent.*”
- “2. *Write your name on both sides.*”
- “3. *Add details around your name:*”
 - Left, Top: *Someone who inspires you.*
 - Left, Bottom: *Favorite book or movie.*
 - Right, Top: *How you relax.*
 - Right, Bottom: *How a friend would describe you.”*



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

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

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

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

- *Example Reflection Questions: (Ask one or more)*
 - *What was the hardest/easiest detail to add?*
 - *What interesting information did you learn about others in the group?*
 - *What did you learn about someone that you did not know before?*
 - *What helped you listen most carefully to your classmates? What is necessary to be a good listener?*

FOLLOW UP

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

September Activity 2

Introduction to Positive Purpose Days 4 to 8

VIRTUE & SKILLS

Positive Purpose

&

Communication +
Social Problem
Solving

OBJECTIVE

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

MATERIALS

- ❖ Paper/MOSAIC journals
- ❖ Pens/pencils
- ❖ Projector
- ❖ MOSAIC Projector Display:
 - Malala’s Positive Purpose

September Activity 2 Tips

1. When introducing Positive Purpose, feel free to incorporate examples from individuals in current events or in the local community who show a Positive Purpose.
2. See the full biography article about Malala Yousafzai here:
<http://www.biography.com/people/malala-yousafzai-21362253#targeted-by-the-taliban>

“Introduction to Positive Purpose” Overview

Day 4: Positive Purpose Examples

Day 5: Defining Positive Purpose

Day 6: Classroom Norms

Day 7: Respectful Classroom Mosaic

Day 8: Our Class Mosaic

Day 4: *Positive Purpose Examples*

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

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

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

- Tell the story of Malala Yousafzai:

“Malala Yousafzai was the youngest person ever to win the Nobel Peace Prize. Malala grew up in Pakistan, where the Taliban was attacking girls’ schools. She performed a speech when she was eleven years old that was titled, ‘How dare the Taliban take away my basic right to education?’ She spoke out more and more and eventually her life was threatened by the Taliban. When she was fifteen she was shot in the head by the Taliban, but she made a remarkable recovery. She cannot go back to Pakistan, but she continues to give speeches and inspire others and fight for education for girls. She has said, ‘Education is neither eastern nor western. Education is education and it’s the right of every human being.’”

- Show the video of Malala accepting the Nobel Peace Prize:

(<https://www.youtube.com/watch?v=C3lymTRVKw> (video length 2:30))

STEP 3. Small Groups: Malala’s Positive Purpose (5-7 min)

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



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

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

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

(MOSAIC Projector Display)

September Activity 2

Malala's Positive Purpose

Malala Yousafzai grew up in Pakistan, where the Taliban was attacking girls' schools. She spoke out more and more about the importance of education for girls. Eventually her life was threatened by the Taliban. When she was fifteen, she was shot in the head by the Taliban, but she made a remarkable recovery. She cannot go back to Pakistan, but she continues to give speeches and inspire others and fight for education for girls.



“Education is neither eastern nor western. Education is education and it's the right of every human being.”

Questions:

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

DAY 5: *Defining Positive Purpose*

STEP 1. Write Definition (3-5 min)

- Briefly review Day 4 discussion with students.
- Remember that having a Positive Purpose might mean something different to a teenager than it does to an adult.
- Tell students, *“For this activity, think about what you think it means to have a Positive Purpose. Do not worry about what you think I want you to say.”*
- For students who have had MOSAIC before, ask them to think about how their ideas about Positive Purpose have changed.
- Tell students to write their definition of Positive Purpose in their MOSAIC Journals.



STEP 2. Pair (4-6 min)

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

STEP 3. Share (3-5 min)

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

- *“Positive Purpose is important because it...”*
 - *“Gives your life meaning*
 - *“Keeps you focused on what is important to you*
 - *“Keeps you positively connected to others*
 - *“Helps you become the person you want to be.”*

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

- Work with your class to write a definition of Positive Purpose for your class.
- Your class definition should follow this format:
 - “Our MOSAIC class defines Positive Purpose as _____.
We think Positive Purpose is important because _____.”

DAY 6: *Classroom Norms*

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

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

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

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

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

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



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

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

- *What's one norm we've already established as we've developed this set of rules?* (Examples: working together, respectful listening, collaboration, etc.)
- *How do norms help us reach our Positive Purpose?* (Examples: help us show respect and include others)

DAY 7: *Respectful Classroom Mosaic*

STEP 1. Students Respond to Prompt (2-3 min)



- Tell students to answer this prompt in their MOSAIC Journal:
 - *“I feel respected when...”*

STEP 2. Connect Respect to Positive Purpose (4-6 min)

- Have 2-3 students share their answers.
- Say, *“In MOSAIC, we work together in small groups and as a class to find our individual and classroom Positive Purpose.”*
- Say, *“When we work together, we say that it’s important to respect each other, but what does that mean? What does respect look like?”*
- *Example Discussion Questions:*
 - *What do you think respect means?*
 - *How do you know when you’ve been disrespected?*
 - *Does respect mean the same thing to all the students in this classroom? Why or why not?*

STEP 3. Students Create Mosaic “Tiles” in Small Groups (6-9 min)

- Tell students, *“We are going to design a mosaic to show how each of us in our classroom feels respected.”*
- Place students in small groups of 3-4 students.
 - *Note:* It is important to make groups different for each activity, so students get used to working with diverse others!
- Provide 1 sheet of paper per group of students and art materials (markers, etc.) as available/necessary.
- Provide instructions: *“Each group will draw or write about what makes each of them feel respected.”*

DAY 8: *Our Class Mosaic*

STEP 1. Students Assemble Mosaic (8-12 min)

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



STEP 2. Reflect on Class Mosaic (3-7 min)

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

- *Based on what we learned during the respect activity, are there any norms we should add to our classroom list?*

FOLLOW UP

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

September Activity 3

Setting Goals

Days 9 to 13

VIRTUE & SKILLS

Positive Purpose
&
Communication +
Social Problem
Solving

OBJECTIVE

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

MATERIALS

- ❖ Paper/MOSAIC journals
- ❖ Pens/Pencils
- ❖ Projector
- ❖ MOSAIC Projector Displays:
 - My SMART Goal
 - My SMART Goal: Malala's Example
 - Tracking with a Partner
 - A Day in the Life of...

September Activity 3 Tips

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

Day 9: Starting to Reach Our Positive Purpose

Day 10: Review SMART Goal

Day 11: Set SMART Goal

Day 12: Time Management

Day 13: Time Tracking and Reflection

DAY 9: *Starting to Reach Our Positive Purpose*

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

- Ask students for a definition of “Positive Purpose.”
- Highlight:
 - *“Positive purpose answers these questions:*
 - *What matters to you?*
 - *Why are we here?*
 - *What do we want to accomplish?*
 - *How do we want to act towards others?”*
- Ask students, *“Have you found your own Positive Purpose in life?”*
 - Make sure they understand it is okay if they do not know!
 - Even if they don’t know their Positive Purpose, they should know how they want to be (what kind of person) as they journey toward finding their Positive Purpose.
- Ask students, *“How do we reach our Positive Purpose?”*
 - Ask for examples about how Malala (previous Activity) reached her Positive Purpose of fighting for girls’ rights to education.
 - Highlight the importance of setting goals.

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

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

- Provide “Circle-Up” instructions:

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

Circle-Up Prompts:

- *1) What was your favorite thing you did this summer?*
- *2) Describe a thing that is very important to you.*
- *3) Describe a person who is very important to you.*
- *3) How do you hope teachers in the school see you?*
- *4) How do you want your classmates to see you?*
- *5) What is something you want to accomplish this year?*
- *6) (As time permits, create your own!)*

Day 10: Review SMART Goals

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

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

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

- Use examples generated from “Malala’s Positive Purpose” to practice SMART Goals. If students remember how to set SMART goals from the previous year, you may not need to provide as much guidance. Those who remember it well can help those for whom this might be new.
- Work with your class to select a sample “Positive Purpose” and goal for Malala.
 - *Example:*
 - Malala’s Positive Purpose is to “fight for the right to education.”
 - Goals she may have set to reach her purpose:
 - I want to inspire others to get an education.
 - I want to be a leader for girls of the world.
 - I want peace in the world.
- Select one goal to practice together as a class.

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

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

S

- Specific
 - Is the goal clear and specific?

M

- Measurable
 - How can this goal be measured?

A

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

R

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

T

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

- *Example SMART goal for Malala:*
 - I will **write a speech about education for girls** (specific and **measurable**) and email the speech to the principal of my school (**action** that is **realistic**) in three weeks (**time**).
- If you have time, you can follow this same process with another example goal either from Malala, from a goal you have set for yourself, or from a student's goal.
- Help students see how each part of the SMART Goal will help them reach their goals.

Day 11: *Set SMART Goal*

STEP 1. Students Set a SMART Goal (5-8 min)

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



STEP 2. Students complete SMART Goal Action Plan (7-10 min)

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



STEP 3. Circulate and help with Action Plan (7-10 min)

- Students often have difficulty identifying potential barriers, but this is one of the most important parts of the action plan.
- Also pay attention to whether student goals are measurable and can happen within the given time frame (by January).
- Students can peer review SMART goals and Action Plans as time permits.

(MOSAIC Projector Display)

September Activity 3

My SMART Goal

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

1. Set a SMART Goal

The kind of person I want to be is_____.

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

My SMART Goal: By January, I will _____.

2. Make a SMART Goal Action Plan

I will take these steps to reach my goal:

1. _____.
2. _____.
3. _____.

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

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

My MOSAIC class can help me reach my goal by: _____.

I will know that I reached my goal because:

_____.

After reaching my goal, I will feel: _____.

(MOSAIC Projector Display)

September Activity 3

My SMART Goal: Malala's Example

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

1. Set a SMART Goal

The kind of person I want to be is *a role model for girls who can't get an education.*

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

My SMART Goal: By January, I will *__write a speech to inform the world of the problem that girls are facing all over the globe: they can't get their basic right to education.*

2. Make a SMART Goal Action Plan

I will take these steps to reach my goal:

1. *__research all the countries that prevent girls from going to school.*
2. *_ write a first draft of my speech to show my Principal by October_.*
3. *__revise my speech and show to my family by December.*

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

If something goes wrong or I have difficulties, then I will: *Ask my family for advice.*

My MOSAIC class can help me reach my goal by: *Telling me to keep trying when I feel like giving up on my dream.*

I will know that I reached my goal because: *I will finish my speech and read it to important people at the United Nations. If they feel inspired, I reached my goal.*

After reaching my goal, I will feel: *proud of myself!!*

Day 12: *Time Management*

STEP 1. Students Complete SMART Goal (2-4 min)

- Allow students to complete their SMART Goals and Action Plans as needed. Students can also work on these at home.

STEP 2. Current Strategies for Time Management (2-4 min)

- Discuss how students usually manage their time to reach their goals.
- *Example Discussion Questions:*
 - *If you have a very time consuming task, like a big project for school, how do you make sure you get it done?*
 - *If you don't have much time to do your homework, how do you get everything completed?*
 - *If you are having trouble in school or in an after school activity, how do you make the time to practice so you can get better at it?*

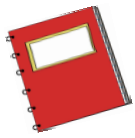
STEP 3. Introduce “Time Tracking” (2-3 min)

- Make sure students understand the connection between managing their time and reaching their SMART goals. Explain that, like many skills in MOSAIC, it takes practice to become good at time management.
- Share your own stories of how you have managed your time to reach your goals.
- Explain, *“To be able to change how we spend our time working on our SMART goals, we have to first figure out how we are spending our time right now. To do this, we will learn a skill called ‘Time Tracking.’”*
- *“Time Tracking is the skill of writing down things that happen throughout your day.”*

- *“Time Tracking will help us find these patterns about how we are spending our time. Are we leaving enough time to do homework? Are we spending too much time playing video games?”*

STEP 4. Practice Time Tracking with a Partner (3-5 min)

- Divide students into pairs.
- Show **MOSAIC Projector Display: Tracking with a Partner** and have student volunteers read aloud the instructions.



○ Instructions:

- 1. Draw a chart in your MOSAIC Journal with three columns: Time of Day, What I Did, and What Goal Did It Help With?*
 - 2. Interview your partner about what activities they did yesterday afternoon (from after school until dinner) and write this down.*
 - 3. Write down what goals each activity related to and why you think that.*
- Set timer for 3 minutes and allow students to work on the activity.

STEP 5. Explain “A Day in the Life of...” Time Tracking (2-4 min)

- Show **MOSAIC Projector Display: A Day in the Life of...**
- Ask for student volunteers to read the instructions at the top.
 - Instructions:
 1. *Draw a chart on a loose piece of paper with three columns: Time of Day, What I Did, and What Goal Did It Help With?*
 2. *Take the chart with you.*
 3. *For the rest of the day, fill out this chart.*
 4. *Bring this completed chart with you to your next MOSAIC Class!*
 - *NOTE: If you can't connect an activity to a goal, write down why you think you did the activity!*
- Help students make “A Day in the Life of...” tracking sheets by providing a piece of blank paper. Completed logs can be stored in their MOSAIC Journals.

September Activity 3

Tracking with a Partner

Directions:

1. Draw a chart in your MOSAIC Journal with three columns: Time of Day, What I Did, and What Goal Did It Help With? (Like the chart below)
2. Interview your partner about what activities they did yesterday afternoon (from after school until dinner) and write this down.
3. Write down what goals each activity related to and why you think that.

NOTE: If you can't think of a goal that that activity is connected to, write down why you think that is!

Time of Day	Activity I Did	What Goal Did It Help With?

September Activity 3

A Day in the Life of...

Directions:

1. Draw a chart on a loose piece of paper with three columns:
 - Time of Day, What I Did, and What Goal Did It Help With?
(Like the chart below)
2. Take the chart with you.
3. For the rest of the day, fill out this chart.
4. Bring this completed chart with you to your next MOSAIC Class!

NOTE: If you can't think of a goal that that activity is connected to, write down why you think that is!

Time of Day	Activity I Did	What Goal Did It Help With?

Day 13: *Time Tracking and Reflection*

STEP 1. Share Time Tracking (4-6 min)

- Ask students to take out their “A Day in the Life of...” tracking sheets that they completed for homework.
 - TIP: If a student did not complete the homework, ask them to work on completing the chart retrospectively, thinking back to how they spent their time the day before.
- Help students to calculate the percentage of time they spent on activities related to their SMART goal (refer to the specific goal set during Day 11).
- Have 2-3 students share their observations.

STEP 2. Plan for Change (4-6 min)

- Explain to students, *“The first step to changing the way you spend your time is tracking what you are currently doing. Congratulations on completing step one! The next step is to find the places where you could change your activities to be more in line with your goals.”*
- Ask students to take 30 seconds to circle an activity on their chart that they might want to change to be more in line with their SMART goal.
- Explain, *“In order to meet your long- and short-term goals, the second step is to think of a way to change how you spend your time. Now, think of another activity you could have done during the time you circled on the Time Tracking sheet, and write it down.”*
- Give students 30 seconds to write down the alternate activity.
- Say, *“The third step to changing your behavior is to plan ahead how you can spend your time to be in line with your goals. In your MOSAIC Journal, write down a time you can do an extra*



activity that is connected to your career interests in the next week. In your calendar or planner, write down the activity on the day and time you plan to do it.”

STEP 3. Introduce Reflection (1-2 min)

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

STEP 4. Facilitate “Yay/Nay” Reflection Activity (3-4 min)

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

Example “Yay/Nay” Prompts:

- Yay or Nay?
 - *I set a new SMART goal that I care about.*
 - *I got to know my classmates better this month.*
 - *My SMART goal is related to my Positive Purpose.*
 - *I do not know what my Positive Purpose is yet.*
 - *(Add your own prompts or have students ask questions!)*
- Summarize student responses and praise students for sharing what they have learned during MOSAIC in September.

FOLLOW UP

- Be sure to follow up with students periodically about their SMART Goals. Praise them for working toward goals and identify any barriers to working toward the goal.
- While it is useful to identify barriers, it is also important to Notice Successes! Point out the successes—including and especially small positive steps toward successes—that you see students having as they work toward their goals. Help your class get in the habit of noticing successes by sharing their own successes and sharing successes they have seen in other students.
- Consider creating your own MOSAIC class mechanism for regularly sharing successes in working toward these SMART Goals.
- Consider creating a “Classroom SMART Goal” for the month or for the marking period. Examples might include being more respectful of each other or including others during group work.
- Help students use the “Time Tracking” skill to manage their time spent on fun, on family and housework, and schoolwork. Check-in to see if students were able to implement their Time Tracking change.

September Activity 3

A Day in the Life of...

Directions:

1. Draw a chart on a loose piece of paper with three columns:
 - a. Time of Day, What I Did, and What Goal Did It Help With? (Like the chart below)
2. Take the chart with you.
3. For the rest of the day, fill out this chart.
4. Bring this completed chart with you to your next MOSAIC Class!

NOTE: If you can't think of a goal that that activity is connected to, write down why you think that is!

Time of Day	Activity I Did	What Goal Did It Help With?

October

What Kind of Person do I Want to Be?



YEAR 2

OCTOBER THEME

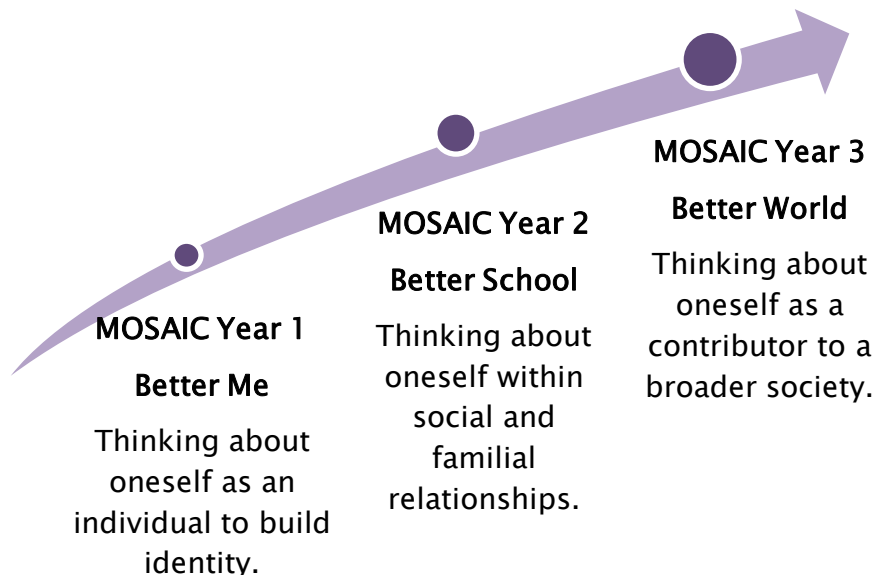
What Kind of Person
do I Want to Be?

OCTOBER VIRTUE & SKILLS

Virtue:
Virtue Identification

Skills:
Skill Identification

MOSAIC BY YEAR



MOSAIC Virtues & Skills

Positive Purpose

Supporting Virtues

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

Supporting Skills

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

MOSAIC VIRTUES & SKILLS BY MONTH

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 OCTOBER THROUGHLINE

WHAT KIND OF PERSON DO I WANT TO BE?

How can we incorporate MOSAIC into our class today?

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



MOSAIC in October

Year 2 Curriculum

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

October Activity 1: Introduction to Theme

Day 1: October Theme

Day 2: Four Skills Definitions

Day 3: Four Skills Skit

Day 4: Most Important Skill

October Activity 2: Skills Billboards

Day 5: Brainstorm Billboards

Day 6: Create Billboards

Day 7: Finish Billboards

Day 8: Complete and Share Billboards

October Activity 3: Leadership

Day 9: MOSAIC Virtues

Day 10: Leaders in My School

Day 11: Share Leaders in My School

Day 12: My Student Leadership Qualities

October Activity 4: Ambassador Elections

Day 13: Introduction to MOSAIC Ambassadors

Day 14: Ambassador Election Preparation

Day 15: Ambassador Presentations and Vote

Day 16: Ambassador Announcements

October Activity 5: Bi-Monthly Feedback

Day 17: Reflection and Feedback for September/October

October Activity 1

Introduction to Theme

Days 1 to 4

VIRTUE & SKILLS

Virtue
Identification

Skill
Identification

OBJECTIVE

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

MATERIALS

- ❖ Paper/MOSAIC journals
- ❖ Pens/pencils
- ❖ Internet
- ❖ MOSAIC Projector Display:
 - MOSAIC Skills
 - MOSAIC Skills Skit

October Activity 1 Tips

1. The MOSAIC Skills will be review for students who had MOSAIC last year.
 2. See how you can incorporate the October Theme into your school’s “Week of Respect” activities.
 3. This month, you are going to hold elections for Ambassadors in your classrooms. In Year 2, from November-February, Ambassadors will co-lead several monthly lessons as part of Students Taking Action Together.
-

“Introduction to Theme” Overview

Day 1: October Theme

Day 2: Four Skills Definitions

Day 3: Four Skills Skit

Day 4: Most Important Skill

Day 1: October Theme

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

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

STEP 2. Show Video (or Read Alternative Script) (4-5 min)

- Say to students, *“In October, we are going to think about how we can become an Upstander.”*
- *“Sometimes when we see famous athletes or performers they make their job look easy! But it took them a lot of practice to get there.”*

Video: Steph Curry Work Ethic Video

<https://www.youtube.com/watch?v=rxsdiusm1NQ>

(Video = 4 minutes)

Alternative Script for Steph Curry Work Ethic Video

“Steph Curry won MVP in the NBA in 2015. He became that skilled and high a level of a player from years of practice and dedication to his sport. At skills practice, Steph Curry would start working out 30 minutes before the other players got started. Steph Curry didn’t need a coach to tell him to work hard. He just did it. After practice, he would not leave until he ‘swished’ 5 free-throws in a row.”

STEP 3. Upstander Discussion (3-4 min)

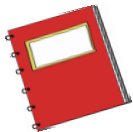
- The goal of this discussion is to get students thinking about what habits they can form to be “Upstander.”
- Say, *“Successful people in all fields- athletes, performers, scientists, even teachers- can make what they do look easy because we don’t see how hard they practice. We also don’t*

always see who has helped them along the way and who helps them now in their job.”

- *Example Discussion Questions (Try to ask 2 or 3):*
 - *What is Steph Curry’s Positive Purpose?*
 - *What habits does Steph Curry have that have helped him reach his goals?*
 - *What are the barriers or obstacles Steph Curry has faced to reach his goals?*
 - *Who do you think has helped Steph Curry reach his goals?*
 - *What kind of habits would help you be an Upstander?*
 - *What are some things you have practiced and gotten better at?*

STEP 4. Instructions for “I used to...but now I...” (1 min)

- Say, *“The four MOSAIC skills are just a few habits that will help you become the person you want to be. Now, we will think about how you have gotten better at the four skills we talk about in MOSAIC.”*
- Have students divide a page in their MOSAIC Journals into two columns.
- Tell them to write “I used to...” above the left column and “but now I...” above the right column. Demonstrate to students as needed.
- Say to students, *“I will read a list of questions, and you will answer each question by filling out the table.”*
 - *Example:*



- Since last school year, how have you become better at communication?
 - I used to...talk out of turn in class... but now I am better at raising my hand.

STEP 5. Read Prompts to Students (3-6 min)

- Define the MOSAIC skills as necessary throughout this exercise (definitions listed below the prompts). Before you define skills, ask students to share their knowledge about each skill. You will use this exercise to prompt discussion in Day 2.
- Optional: Show **MOSAIC Projector Display: MOSAIC Skills.**
 - *Example:*
 - *“What is involved with being a good communicator?”*
- **“I used to....But now I...” Prompts**
 - *How have you gotten better at communicating your thoughts to other students or adults? (Communication)*
 - *How have you gotten better at keeping calm when you are upset? (Emotion Regulation)*
 - *How have you gotten better at working in groups with others? (Problem Solving)*
 - *How have you gotten better at including others? (Empathy)*
 - *How have you gotten better at seeing other students’ points of view? (Empathy)*

MOSAIC Skills Defined

1) Communication

- Listening to others
- Letting people know what you think

2) Emotion Regulation

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

3) Empathy-

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

4) Problem Solving-

- Thinking through a problem carefully and making a decision and a plan (P-L-A-N problem solving model)

October Activity 1

MOSAIC Skills

Communication

- Listening to others
- Letting people know what you think

Emotion Regulation

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

Empathy

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

Problem Solving

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

Day 2: Four Skills Definitions

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

- Begin by summarizing and reviewing the discussion from Day 1. Ask students to share what they remember.
- *Tell students, “The October theme, ‘What Kind of Person Do I Want to Be?’ is about figuring out what kind of a middle school student you want to be this year. It’s important to think about how you can be more of an Upstander.”*
- Introduce and post the Throughline Sheet:
 - *“The Throughline Sheet asks you to think about how you can be an Upstander throughout the school day.*
 - *Ask for help*
 - *You’re not standing by and watching your school work get harder, you’re taking action.*
 - *Be a role model*
 - *Sometimes just doing the right thing goes a long way to set an example for other students.*
 - *Help others*
 - *When someone needs help, go out of your way to help them out.*
 - *Show respect for all people*
 - *Even when people are very different from you, you respect their rights and opinions.”*



STEP 2. How Skills Support Being an Upstander (5-6 min)

- Explain, *“In the news and in MOSAIC, too, we often see individual winners and heroic Upstanders being celebrated, so we think that being an Upstander is something we can do on our own. But this is not true. Being an Upstander requires cooperation,*

support, and collaboration from friends, families, and teachers. No one succeeds completely on their own.”

- Consider giving examples from your own experience
- Refer to the “I used to...but now I...” exercise from Day 1 and lead a discussion about how skills support being an Upstander.

Example Discussion Questions:

- *What skills have you gotten better at since last year?*
 - *How did you get better?*
 - *Who supported you or helped you?*
 - *Did you practice?*
 - *What skills can you work on this year to become more of an Upstander?*
- Distinguish between a “Bystander” and an “Upstander.”
 - *“A bystander and an upstander observe the same events. But a bystander takes no action. An upstander tries to make a positive change, even when it is hard to do.”*

STEP 3. Introduce “Four Skills Skit” (5-8 min)

- Review four MOSAIC skills, *“Who can tell me what skills we focus on in MOSAIC?”*
- Show the **MOSAIC Projector Display: MOSAIC Skills.**
- Remind students that MOSAIC helps you reach goals by practicing four important skills:

1) Communication- Listening to others; Letting people know what you think

- 2) **Emotion Regulation**- Dealing with everyday feelings like sadness, anger, happiness, or anxiety/worry
- 3) **Empathy**- Putting yourself in someone else's shoes to understand how they see the world
- 4) **Problem Solving**- Thinking through a problem carefully and making a decision and a plan

- Form 4 groups so that all skills can be covered.
- You can assign skills to the groups or have students choose.
- Show **MOSAIC Projector Display: Four Skills Skit**.
- Provide "Four Skills Skit" Instructions:
 - *1. Write a short role-play (skit) that shows two different endings to a common problem in our school.*

Ending 1: What happens when the student in the skit doesn't use a MOSAIC skill?

Ending 2: What happens when the student does use a MOSAIC skill?

- *2. You can use the suggested problems or make your own.*
- Circulate to help students identify common problems students face.
- Help students consider alternative endings.
- Students can complete their skit during Day 3.

MOSAIC OCTOBER THROUGHLINE

WHAT KIND OF PERSON DO I WANT TO BE?

How can we incorporate MOSAIC into our class today?

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



October Activity 1

MOSAIC Skills

Communication

- Listening to others
- Letting people know what you think

Emotion Regulation

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

Empathy

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

Problem Solving

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

October Activity 1

MOSAIC Skills Skit

Directions: With your group, write a short role-play (skit) that shows two different endings to a common problem in your school. You can use the suggested problems or make your own.

- Ending 1: What happens when the student in the skit doesn't use a MOSAIC skill?
- Ending 2: What happens when the student does use the MOSAIC skill?

Common Problems in Middle School

Communication: How to avoid a fight but still stand up for yourself

Emotion Regulation: How to keep calm when you hear about a really mean rumor

Empathy: How to include students who are different from you

Problem Solving: How to get homework done at home when there are a lot of distractions

Day 3: *Four Skills Skit*

STEP 1. Students Complete “Four Skills Skit” (3-4 min)

- Make sure all members of groups are participating and are included. Not everyone has to perform, but everyone should be involved.
- Pay attention to how students are working together in groups—in the Activity 3, you will be adding “Norms” for working in groups.

STEP 2. Students Share “Four Skills Skit” (8-9 min)

- Have each group share their skit.
- As each group shares, have audience notice successes and provide feedback.
- *Examples:*
 - *“You made this topic funny but still showed us how important empathy can be!”*
 - *“You thought hard about a real problem students face.”*

STEP 3. Discuss Skills and Anti-Bullying (2-4 min)

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

Example Discussion Questions:

- *One important place to be an Upstander is to stand up to bullying. Which of the four skills do you think a bully has the least of? Why do you think so?*
- *Using PLAN Problem Solving skills, how else can you deal with someone that you have a problem with besides bullying them?*

- *Do you think bullies have skills in Emotion Regulation? What about Empathy? Why or why not? What do you think happens in the long run to people who bully other people?*
- *How can you use Communication to support people who are picked on or teased or put down by others?*

Day 4: *Most Important Skill*

STEP 1. Identify Most Important Skill (3-7 min)

- If students haven't shared skills yet, have students share the skills.
- Then ask students, *“Which of these four MOSAIC skills is most important to being an Upstander with people you don't know very well, like students in school who aren't your friends?”*
- There is no right or wrong answer!
- Support students in concluding that they are all important skills, but still ask them to choose the one they think is most important.
- Have students write the most important skill in their MOSAIC Journals.



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

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

STEP 3. Provide Instructions for Defending Skill (1-2 min)

- *Instructions for groups:* Students will work together to write down why their skill is the most important to being an Upstander.
- Ask students to identify a note-taker.
- Students brainstorm reasons their skill is more important than the other skills.

○ *Example:*

- Problem Solving is the most important because you will use all the other skills to solve your problem.

STEP 4. Facilitate Student Sharing (3-9 min)

- Circulate as students work in groups.
- As time permits, have students share their work.
- Students will need to save their work for the next activity!

FOLLOW UP



- Be sure to post the Throughline Sheet in your MOSAIC classroom and integrate it into your non-MOSAIC classes!
- See the following materials for follow up:
 - **Article/Video: Deliberate Practice**
<http://www.makeuseof.com/tag/want-become-expert-something-try-deliberate-practice/>
 - This article summarizes research on deliberate practices and includes a video about Kobe Bryant's work ethic.
 - **Videos/Articles featuring WNBA giving back:**
 1. <http://www.wnba.com/news/wnba-cares-week-tips-off-a-summer-of-giving-back-to-communities/> (Article)
 2. <http://www.espn.com/espnw/news-commentary/small-wonders/article/11119714/small-wonders-wnba-star-tina-charles-wants-change-world-one-aed-time> (Video)
 3. <https://www.youtube.com/watch?v=8hwYmodlpds> (This video features LA Sparks President Christine Simmons talking about giving back to the community and girls' careers.)

October Activity 2

Skills Billboards

Days 5 to 8

VIRTUE & SKILLS

Virtue
Identification

Skill
Identification

OBJECTIVE

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

MATERIALS

- ❖ Paper/MOSAIC journals
- ❖ Pens/pencils
- ❖ Art supplies
- ❖ Internet (Optional)

October Activity 2 Tips

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

“Skills Billboards” Overview

Day 5: Brainstorm Billboards

Day 6: Create Billboards

Day 7: Finish Billboards

Day 8: Complete and Share Billboards

Day 5: *Brainstorm Billboards*

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

- Students should get in groups from Day 4 of Activity 1.
- Tell students that they should create a billboard to persuade the rest of the school that their selected skill is the most important to being an Upstander. The emphasis should be on Upstanding around people you do not know well, like students you don't know well at school.
 - The final result should be a poster or something that can be posted in the hallway or classroom.
 - Examples include the billboards from the *Foundation for a Better Life* (<http://www.values.com/inspirational-sayings-billboards>)

STEP 2. Brainstorm and Plan Billboards (3-12 min)



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

Day 6: *Create Billboards*

STEP 1. Students Create Billboards (15 min)

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

Day 7: *Finish Billboards*

STEP 1. Students Finish Billboards (15 min)

- As students finish, have them plan for sharing their billboard with the rest of the class.
- Ask students to write down answers to questions you will ask them, like:
 - Why did you choose this skill?
 - How will this billboard persuade others?



Day 8: *Complete and Share Billboards*

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

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

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



- Hang the billboards in the hallway or classroom.

FOLLOW UP

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

October Activity 3

Leadership

Days 9 to 12

VIRTUE & SKILLS

Virtue
Identification

Skill
Identification

OBJECTIVE

Students will identify leaders in the school and consider their own leadership qualities.

MATERIALS

- ❖ Paper/MOSAIC journals
- ❖ Pens/pencils
- ❖ Internet (Optional)
- ❖ MOSAIC Projector Displays:
 - Five Virtues
 - Leaders in My School
 - My Student Leadership Qualities

October Activity 3 Tips

1. All Virtues in MOSAIC are described by adjectives that clarify the positive and prosocial direction of the virtue (e.g., Constructive Creativity and Positive Purpose).
2. This activity is meant to be a lead-in to the Ambassador Elections.

“Leadership” Overview

Day 9: MOSAIC Virtues

Day 10: Leaders in My School

Day 11: Share Leaders in My School

Day 12: My Student Leadership Qualities

Day 9: *MOSAIC Virtues*

STEP 1. Review Positive Purpose and Virtues (2-3 min)

- Ask students, *“Who can tell me what a virtue is?”*
- Explain, *“A virtue is a good quality, or character trait, that someone has. It is the ideal or best way to act.”*
- Ask students to explain why MOSAIC focuses on Positive Purpose and the five supporting Virtues.
- Highlight, *“Finding our Positive Purpose gives life meaning (or focus).”*
- And, *“We need five Virtues to find our Positive Purpose and work toward it.”*

STEP 2. Review Five Supporting Virtues Definitions (6-7 min)

- Show the **MOSAIC Projector Display: Five Virtues** to introduce/remind students about the five virtues they learn about in MOSAIC.
- Have students work in small groups to match definitions to the words.
 - *Optional:* Make this into a game by offering a reward (e.g., 5 minutes of free time) to the group that completes the activity first and gets all the answers correct.
- Review answers to **MOSAIC Projector Display: Five Virtues** (Answer Key below)
- Explain, *“All of these virtues work together to make a person the best person he or she can be; these virtues also make a classroom or a school the best it can be!”*

ANSWER KEY

- **Helpful Generosity:**
 - B. Giving to things (like money/games/fun) to others without expecting anything in return;
 - F. Giving love, kindness, time, appreciation, or help to others

- **Optimistic Future-mindedness:**
 - H. Thinking about how your actions affect other people;
 - I. Setting goals for your future;
 - K. Having a hopeful outlook or being optimistic

- **Responsible Diligence:**
 - D. Being dependable (people can count on you);
 - G. Working hard and getting your work done;
 - J. Sticking with it and not giving up, even if times are hard

- **Compassionate Forgiveness:**
 - E. Moving on after something bad happens;
 - M. Not holding a grudge against others

- **Constructive Creativity:**
 - A. Thinking “outside the box”;
 - C. Finding new solutions to problems;
 - L. Looking at something in a different way from most others

STEP 3. Discuss Virtues (5-7 min)

- The discussion of virtues will be a review for students who had MOSAIC last year. The goal of this discussion is to help students think about how the MOSAIC virtues can be helpful for being a leader and for reaching goals.

Example Discussion Questions:

- *What other words have you heard to describe these virtues in different parts of your life?*
 - *Does your family have any sayings or other ways to describe these same virtues?*
 - *Do your friends have any sayings or other ways to describe these same virtues?*
- *Which virtue is important in our school?*
- *What leaders do you think of when you think about these virtues?*
- *What virtue do you think is most important to being an Upstander?*
- *How do the MOSAIC virtues and skills work together to help you become an Upstander?*

October Activity 3

Five Virtues

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

Helpful Generosity

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

Optimistic Future-mindedness

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

Responsible Diligence

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

Compassionate Forgiveness

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

Constructive Creativity

- M. Not holding a grudge against others

Day 10: *Leaders in My School*

STEP 1. Add Norms for Small Group Work (2-3 min)

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



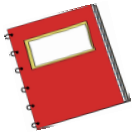
STEP 2. Introduce Leadership (3-5 min)

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

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

STEP 3. Explain “Leaders in My School” Activity (2-3 min)

- Say, *“This activity will ask you to think about the leadership qualities of people in our school.”*
- Show the **MOSAIC Projector Display: Leaders in My School.**
- Split class into small groups to come up with people in the school who fit the leadership descriptions on the **MOSAIC Projector Display: Leaders in My School.**



- Tell students to write down their list of leaders in their journals.

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

- Highlight students who are following your MOSAIC norms for group work.
- Help students see that leaders in their classroom can be either a student or a staff member or both.

October Activity 3

Leaders in My School

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

Problem Solver with Helpful Generosity

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

Problem Solver with Responsible Diligence

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

Problem Solver with Compassionate Forgiveness

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

Problem Solver with Optimistic Future-mindedness

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

Problem Solver with Constructive Creativity

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

Day 11: *Share Leaders in My School*

STEP 1. Share “Leaders in My School” (7-8 min)

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

STEP 2. Reflect on Leaders in the School (7-8 min)

- Ask students to think about how people in the school can be leaders even when they don't have official leadership titles.
- *Example Reflection Questions:*
 - *Who did you think about a lot during this activity?*
 - *Who is a great leader in our classroom? What makes him or her great?*
 - *Who is a great leader in our classroom who does not have an official leadership title?*
 - *How did this activity make you think about yourself or someone in your life differently in terms of leadership?*
 - *Who is a role model to you in how you can be a leader? Why?*

October Activity 3

Leaders in My School

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

Problem Solver with Helpful Generosity

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

Problem Solver with Responsible Diligence

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

Problem Solver with Compassionate Forgiveness

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

Problem Solver with Optimistic Future-mindedness

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

Problem Solver with Constructive Creativity

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

Day 12: My Student Leadership Qualities

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

- Say, *“You all have your own ways of being a leader in our school.”*
- Highlight different ways of being a leader:
 - You could be a leader in a club, like a President or Secretary.
 - To be a leader, there have to be other club members who work together!
 - Leadership also means working together toward a common Positive Purpose. Leaders lead **toward** something.
 - Ask, *“What do different groups in our school do?”*
- Explain, *“A leader is also someone who is a role model, who helps a group follow their norms, and who reaches out to offer help to someone who is hesitant to ask.”*
 - *Examples:*
 - When other students are breaking rules by skipping class, a student leader might say, “I’m not going to be a follower. I’m going to go to class.”
 - When a new student comes to school, a student leader might introduce him/herself and offer to help the new student find their next class.

STEP 2. Students Identify Leadership Qualities (5-7 min)

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

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



STEP 3. Students Share Leadership Qualities (3-7 min)

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

Student C either agrees with what was said by A or B or adds another quality.

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

FOLLOW UP

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

(MOSAIC Projector Display)

October Activity 3

My Student Leadership Qualities

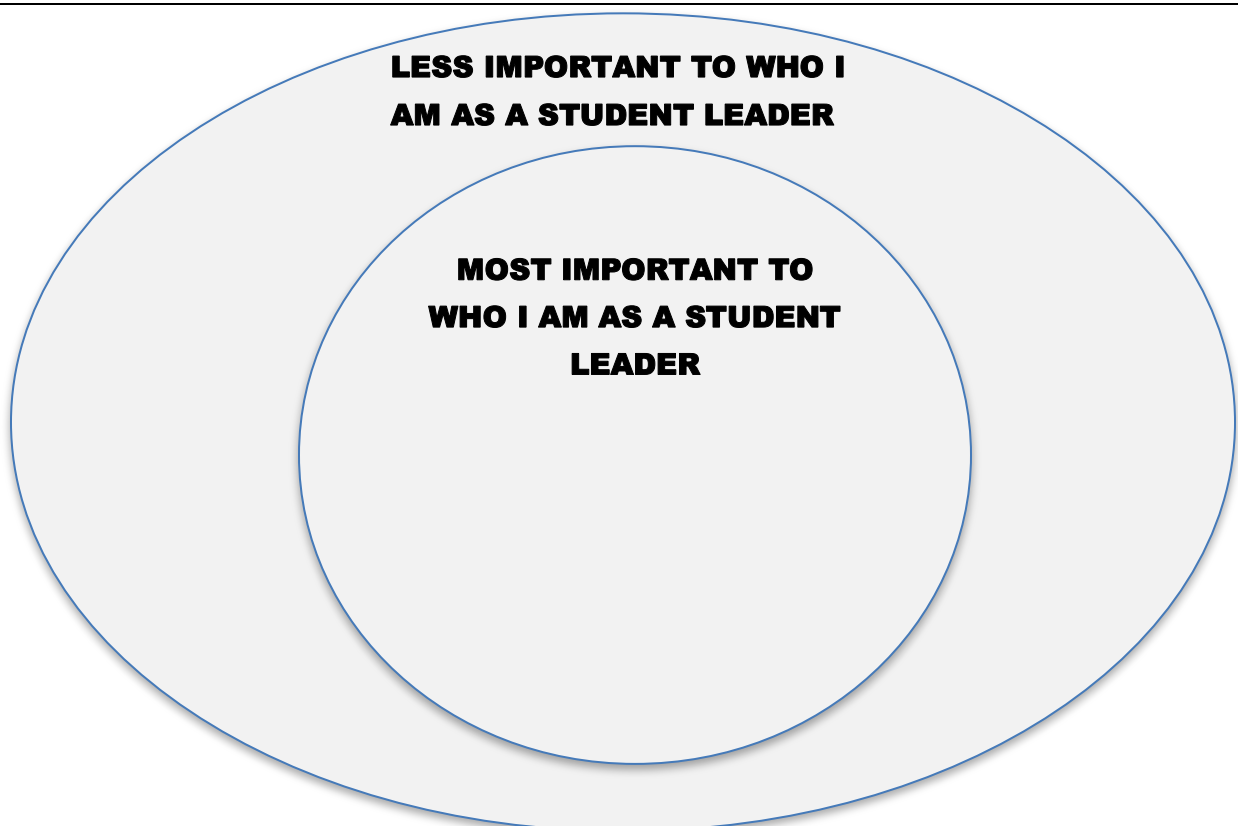
Instructions: How are you a leader in this school? Which leadership Virtues and Skills do you have right now? Which ones are you working on? (Cut out and organize or write below.)

MY VIRTUES

Helpful Generosity Responsible Diligence Optimistic Future-mindedness
Constructive Creativity Compassionate Forgiveness Positive Purpose

MY SKILLS

Keeps Calm Kind to Others Good Communicator Good Problem Solver
(Emotion Regulation) (Empathy) (Communication) (Problem Solving)



October Activity 4

Ambassador Elections

Days 13 to 16

VIRTUE & SKILLS

Virtue
Identification

Skill
Identification

OBJECTIVE

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

MATERIALS

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

October Activity 4 Tips

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

“Ambassador Elections” Overview

Day 13: Introduction to MOSAIC Ambassadors

Day 14: Ambassador Election Preparation

Day 15: Ambassador Presentations and Vote

Day 16: Ambassador Announcements

Day 13: *Introduction to MOSAIC Ambassadors*

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

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

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

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

Ambassador Election Process

Day 13

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

Day 14

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

Day 15

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

Day 16

- Ambassadors are announced

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

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

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

October Activity 4

MOSAIC Ambassador Election Process

Day 13

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

Day 14

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

Day 15

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

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

Day 16

- Ambassadors are announced.

Day 14: *Ambassador Election Preparation*

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

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



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

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

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



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

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

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

(MOSAIC Projector Display)

October Activity 4 Ambassador Checklist

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

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

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

(MOSAIC Projector Display)

October Activity 4

MOSAIC Leaders

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

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

Day 15: Ambassador Presentations & Vote

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

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

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

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

Day 16: *Ambassador Announcements*

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

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

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

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

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

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

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

FOLLOW UP

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

October Activity 5

Bi-monthly Reflection & Feedback

Day 17

VIRTUE & SKILLS

Virtue
Identification

Skill
Identification

OBJECTIVE

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

MATERIALS

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

October Activity 5 Tips

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

“Bi-Monthly Reflection & Feedback” Overview

Day 17: Reflection & Feedback for September/October

Day 17: Reflection and Feedback for September/October

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

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

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

- Prompt students to provide feedback about the activities from September and October.
- Say, *"In September, we focused on Positive Purpose and on setting SMART goals. We made a mural together and got to know each other better."*

Discussion Questions:

- *What were some things you liked about MOSAIC in September?*
- *How could those September lessons be better?*
- Say, *"In October, we focused on MOSAIC skills and we made Skills Billboards. We also talked about being an Upstander, being a leader, and we elected our Ambassadors."*

Discussion Questions:

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

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

- Show **MOSAIC Projector Display: MOSAIC Reflection.**
- Have students respond to the scenario in their MOSAIC Journals. Tell students they have 5 minutes to respond.



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

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

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

(MOSAIC Projector Display)

October Activity 5 MOSAIC Reflection

Write your answer in your MOSAIC Journal:

You've been asked to give a motivational speech to new students in your school.

How might you use what you learned in MOSAIC so far to talk about what skills and virtues new students need to succeed in your school?

Bi-Monthly Teacher Feedback

School_____

MOSAIC Year (Grade Level): _____

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

Not very much

Somewhat

Very much

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

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

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

November

Making Ourselves, School, and World Better



YEAR 2

NOVEMBER THEME

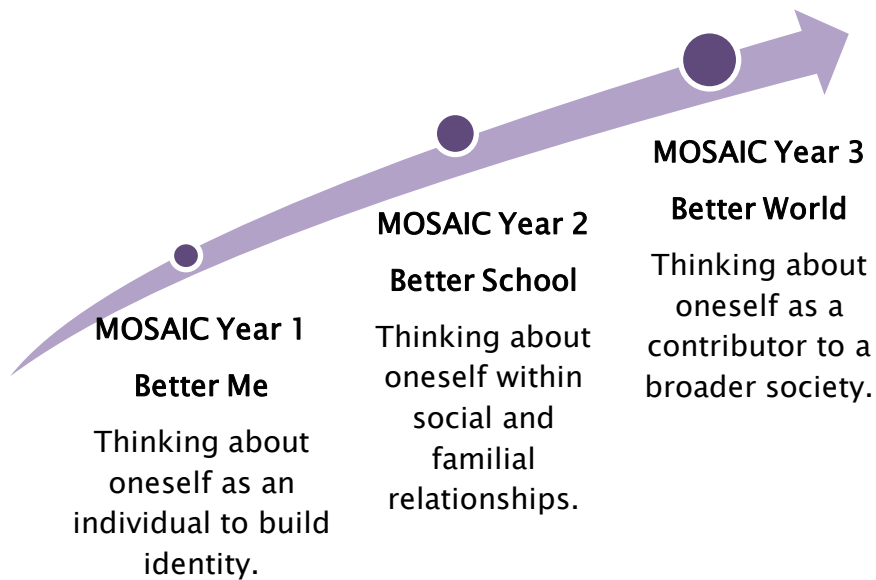
Making Ourselves,
School, and World Better

NOVEMBER VIRTUE & SKILLS

Virtue:
Constructive Creativity

Skills:
Social Problem Solving &
Communication

MOSAIC BY YEAR



MAKING OURSELVES, SCHOOL, AND WORLD BETTER

How can we incorporate MOSAIC into our class today?

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



MOSAIC in November

Year 2 Curriculum

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

November Activity 1: Introduction to Constructive Creativity

Day 1: Object Improv Game

Day 2: Constructive Creativity and A Piece of Dirt and a Bus

Day 3: Yes-No-Maybe

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

November Activity 2: Career Planning

Days 5 and 6: My Career Inventory: Career Categories

Day 7: Future Careers: New Careers and Growing Careers

Day 8: Introducing Applications

Days 9 and 10: Thinking About The Future: Job Interviews

November Activity 3: Students Taking Action Together

Day 11: Introduce/Review PLAN

Day 12: Introduce STAT and Select Topic

Day 13: Problem Description and List of Options

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

November Activity 1

Introduction to Constructive Creativity Days 1 to 4

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

OBJECTIVE

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

MATERIALS

- ❖ Paper/MOSAIC journals
- ❖ Pens/pencils/crayons/markers
- ❖ Projector
- ❖ Timer
- ❖ MOSAIC Projector Display:
 - Theme and Virtue Definition Web
- ❖ November Throughline

November Activity 1 Tip

1. You will need to have classroom objects on hand for the improv activity- it may be helpful to plan ahead and pick interesting objects.
 2. Create Yes-No-Maybe signs, or have students make them, and tape them to sections of the room.
 3. Find out more about the “Piece of Dirt and a Bus” video, and about other service projects at <http://thehumanityproject.ca/>
-

“Constructive Creativity” Overview

Day 1: Object Improv Game

Day 2: Constructive Creativity and A Piece of Dirt and a Bus

Day 3: Yes-No-Maybe

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

Day 1: *Object Improv Game*

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

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

STEP 2. Lead Object Improv Game, Round 1 (4-6 min)

- Introduce the activity by saying to students, *“This activity is called the Object Improv Game. For the first round of the game, We will use this _____ (pick any object in the room, i.e., a piece of paper, folder, hole puncher, etc). When it is your turn, you will have 15 seconds to act out a scene in which this object becomes something else. For example, if I were using a piece of paper, I could act out a scene where I pretend I am walking in the woods in winter, and the paper is my blanket keeping me warm for the night. Any questions? Who wants to go first?”*
- Have the first volunteer stand with the object in front of the class and set a timer for 15 seconds. When the timer rings, call on the next volunteer.
- Continue for 4-6 volunteers

- Facilitate discussion about how students generated creative ideas for ways to use the object.
- *Example Discussion Questions:*
 - *What strategies did you use to come up with ideas?*
 - *What was the most creative or unusual usage of the object that you came up with?*

STEP 3. Lead Object Improv Game, Round 2- Teams (5-7 min)

- Say to class, *“We are now going to break the class into several groups.”*
- Pick a different object from round 1 for round 2.
- Explain to students, *“You will now play the same game, but this round, you will be able to work with your team to come up with ideas. I will give you 2 minutes to brainstorm as a team ways that you can use this new object. Then we will play the game, switching back and forth between teams to allow team members to act out 15-second scenes demonstrating a new, creative use of the object. The team with the most creative scenes acted out at the end of the game will win. Any questions? You may begin your brainstorming now. Go ahead.”*
- After round 2, facilitate a discussion reflecting on how the process was different in the second round.
- *Example Discussion Questions:*
 - *Was there anything you noticed that was different about round 2 compared to round 1?*
 - *What was the most helpful strategy you used to brainstorm ideas?*
- Emphasize that, *“To be Constructively Creative in difficult situations, you must free up your brain! This is something that can be learned*

through practice and working together. Notice how it was easier to come up with ways to use the object in round 2 than in round 1!"

- *"We will be learning and practicing more ways to be Constructively Creative for the next month!"*

Day 2: *Constructive Creativity & A Piece of Dirt and a Bus*

STEP 1. Introduce Video: *A Piece of Dirt and a Bus* (4-5 min)

- Say, *“To further understand the virtue of Constructive Creativity, we are going to watch a video about one person’s idea to use a piece of dirt and an old bus to help those in need.”*
- Show video, “A Piece of Dirt and a Bus.”
 - NOTE: If you do not have access to video or the internet, skip to the “Group Story Writing” activity on the next page.
 - **Video**
 - Title: A Piece of Dirt and a Bus
 - Link: <https://www.youtube.com/watch?v=lwJpmTpjA14>
 - Length: 1:56
 - Description: An organization in a small town tries to turn an abandoned area and an old bus into a safe place with food and shelter for homeless individuals in the area.

STEP 2. Reflect on Video (10-11 min)

- Facilitate a discussion connecting the video to constructive creativity.
- *Example Discussion Questions*
 - *How do you think the Humanity Project developed the idea to turn over the old piece of land and the bus?*
 - *Can you think of any other creative ideas of how to use the abandoned bus and area to help the homeless community?*
 - *What made this idea creative? What was special and different about this idea than the status quo?*
 - *Is there anyone in your life who has used their Constructive Creativity to come up with a special idea to solve a problem?*

Alternative Activity (IF VIDEO IS INACCESSIBLE)

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

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

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

- Facilitate a discussion connecting the group story writing activity to Constructive Creativity.
- *Example Discussion Questions:*
 - *What surprised you about this activity?*
 - *What was hard for you when it came to be your turn?*
 - *Did the story always go in the direction you thought that it would?*
 - *How has someone in your life used their Constructive Creativity to come up with a special idea to solve a problem?*
- Emphasize that, *“When we get anxious and worried what people will think about what we are going to say, it can be hard to be creative and share our ideas. That’s why it is important in a class for all of us to listen to each other’s ideas respectfully. That allows us all to be Constructively Creative, open to thinking about things in different ways, and better problem solvers.”*

DAY 3: *Play Yes-No-Maybe*

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

- *“Today we are going to play a game that involves moving around and thinking about this month’s virtue of Constructive Creativity.”*
- Designate 3 separate spaces/areas in the room, one for “Yes”, “No”, and “Maybe”
- Tell students, *“Some of you may remember the game, “Yes, No, Maybe” from last year. I am going to read a sentence and when I am done, you will move to the Yes, No, or Maybe spot of the room depending on if you agree or not (Yes=agree, No=disagree). However, if you agree and move to ‘Yes’, you have to share one reason why you agree. If you move to ‘No’, you have to say one way that you would make the situation better. If you pick ‘Maybe,’ you have to share both something you agree with and something you disagree with about the statement.”*

STEP 2. Play Yes-No-Maybe! (8-10 min)

- Read any of the statements below, or create your own to be as relatable to the group as possible:
- Example Yes-No-Maybe Questions:
 - *Creativity is only important for artistic expression, and doesn’t have anything to do with problem-solving.*
 - *I am someone who has a lot of creativity.*
 - *Leaders have to use Constructive Creativity when making decisions for their constituents.*
 - *It is important that we use our Constructive Creativity in order to solve problems facing our school.*
 - *I can think of a time that I used Constructive Creativity to solve a problem in my personal life.*

STEP 3. Reflect on Similarities and Differences (2-6 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: *What it Means to Be Our Best School, Creatively*

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

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

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

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

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



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

STEP 4. Share Ideas and Create Class Definitions

- Ask students, *“What are some ideas that you came up with in your individual definition web?”*
- Summarize the themes that come up from their ideas
 - *Example: “It seems like the group pictures Constructive Creativity as being able to imagine many possibilities and being your best school as including school pride, being safe, and people showing respect for one another.”*
- Ask students to, *“Work together to create class definitions of being your best school and Constructive Creativity.”*



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

STEP 5. Introduce the Throughline Sheet

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



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

FOLLOW UP

- Throughout the month, provide specific labeled praise for students who show Constructive Creativity (in your MOSAIC class and in your other classes).
- If conflicts or problems come up in your MOSAIC class, ask students what they would do if they were acting as their Best School.

MOSAIC NOVEMBER THROUGHLINE

MAKING OURSELVES, SCHOOL, AND WORLD BETTER

How can we incorporate MOSAIC into our class today?

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



(MOSAIC Projector Display)

November Activity 1

Best School and Creativity Definition Web

Directions: Follow the instructions in each of the 4 boxes for both of the terms (1) Best School and (2) Constructive Creativity. Write answers for Best School where there is a (1) in each box and answers for Constructive Creativity where there is a (2) in each box.

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

1. Best School
2. Constructive Creativity

November Activity 2

Career Planning

Days 5 to 10

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

OBJECTIVE

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

MATERIALS

- ❖ Paper/MOSAIC journals
- ❖ Pens/pencils/crayons/markers
- ❖ Projector
- ❖ Internet (optional)
- ❖ MOSAIC Handouts:
 - Future Careers Survey (2 pgs.)
 - Chart for Growing Careers
 - Chart for New Careers (2 pgs.)
- ❖ MOSAIC Projector Display
 - Sample Application (2 pgs.)
 - Job Interview

November Activity 2 Tips

1. It will be very helpful to print out the handouts for your students related to Career planning, as well as to give them time to review information on this website:
<https://www.bls.gov/home.htm>
 2. For students who have completed exercises like the career inventory before, encourage them to be open to shifting interests. Let students know they are not signing up for a lifelong career right now, but they are exploring their interests so they can see what kinds of careers they can aim for!
-

“Career Planning” Overview

Days 5 and 6: My Career Inventory: Career Categories

Day 7: Future Careers: New Careers and Growing Careers

Day 8: Introducing Applications

Days 9 and 10: Thinking About The Future: Job Interviews

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

NOTE: The Future Careers Survey will take two days to complete

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

- Ask students, *“Raise your hand if you remember having a discussion last year about the difference between a ‘job’ and a ‘career.’”*
- Call on a couple of students to share their recollections and then ask another student.
 - NOTE: Jobs and careers can be described as:
 - Job: *“Shorter term; you might have a lot of jobs in one career; example might be a summer job”*
 - Career: *“Gradually progressing toward lifelong goals; takes planning and skills”*
- *Example Discussion Questions:*
 - *Do you imagine yourself having a career? What would it be?*
 - *How do you decide what career you would like to have?*
 - *How does doing well in school fit with the career you are thinking about?*
 - *Do you imagine yourself having jobs that eventually lead to a career?*
 - *How do the jobs and careers you are interested in connect to your positive purpose?*

STEP 2. Complete Future Careers Survey (15-20 min)

- Tell students, *“There are many jobs now, but the job situation when you finish high school will look different. We will take a look at your interests in current jobs, and then how your interest matches*

up with careers of the future. Your interests will help you narrow down career or job options for the future. Let's start with having you take the Future Careers Survey.

- Distribute the **MOSAIC Handout: Future Careers Survey** (2 pages) (it may also be helpful to project the Projector Display on the on screen/Smart Board.

- Instruct students, *“The survey lists careers in 17 areas:*
 - Building and Fixing Things
 - Computers
 - Food
 - HealthCare
 - Helping Your Community
 - Law
 - Managing Money
 - Math
 - Media
 - Music and Art
 - Nature
 - Reading
 - Science
 - Social Studies
 - Sports
 - Teaching
 - Transportation

Read them over and circle the four areas that you have the MOST interest in; then, put an X on the four areas you have the LEAST interest in.

NOTE: There are two pages of the Survey. Give students at least two minutes per page.



- When students have completed this task, say, *“Now look at what you have circled and see if you can find one or two words that describe all of the four areas. These words express your Main Future Career Interest. Then, look at the areas you crossed out and find one or two words that describe these. Those are your Lowest Career Interests. Write each of the four areas and the words you used to describe them in your MOSAIC notebook (or another piece of paper, in their computer notebooks, or on index cards).”*

- Say to students, *“Now go back to your handout and put a check next to 4-8 specific careers in the four areas you circled. Write these down in your MOSAIC Journal and title them ‘My Top Career Interests.’ When you have completed that, take a quick look through the list of the nine areas you did NOT circle or cross off and write down up to 5 specific careers that might appeal to you. Write these down in your MOSAIC Journal and title them, “Other Potential Career Interests.”*
- Note: Students may not know about some of the specific careers listed. Let them know that they can go to the website (<https://www.bls.gov/home.htm>) at the bottom of the handout and get more information about any of these careers before completing the task.
- Encourage students to also ask one-another about what they may not know, by giving each student three “Free Passes” to go over to a class mate and ask about one of the careers. You may want to build in a search into the lesson with them, if there seem to be a few where there is a lot of curiosity and not much knowledge.
- If time, ask students to share anything they found that was surprising in terms of careers, as well as any questions they have based on the activities. Help them find answers on their own time.

(MOSAIC Handout)

November Activity 2

Future Careers Survey (2 pages)

Building and fixing

Carpenter
Automotive Mechanic
Drafter
Architect
Civil Engineer
Electrician

Computers

Database Administrator
Computer Support Specialist
Computer Hardware Engineer
Software Developer
Web Developer
Systems Analyst

Food

Waiters and Waitresses
Food Preparation Workers
Chefs and Head Cooks
Food Service Managers
Bakers

Healthcare

Pharmacist
Dentist
Registered Nurse
Optometrist
Doctor
Psychologist

Helping your community

Childcare Worker
Firefighter
Police Officer
Social Worker
School and Career Counselors
Mayor, Representative, Senator,
other government

Law

Court Reporter
Judge
Lawyer
Paralegal
Mediator

Managing money

Accountant
Bookkeeping Clerk
Budget Analyst
Financial Analyst
Loan Officer

Math

Statistician
Electrical Engineer
Surveyor
Mathematician
Cost Estimator
Actuary

Media

Editors

Technical Writers
Journalist
Reporters, Correspondents, and
Broadcast News Analysts
Film and Video Editors and Camera
Operators
Broadcast and Sound Engineering
Technicians
Public Relations Specialists

Music and art

Actor
Artist
Dancer
Designer
Musician
Photographer

Nature

Agricultural & Food Scientist
Farmer
Landscape Architect
Veterinarian
Zoologist

Reading

Desktop Publisher
Editor
Librarian
Reporter
Writer

Science

Chemist
Pharmacist
Microbiologist

Environmental Scientist
Physicist

Social studies

Anthropologist
Economist
Historian
Political Scientist
Urban Planner

Sports

Referee
Professional Athlete
Coach
Fitness Trainer
Recreational Therapist
Physical Therapist

Teaching

Kindergarten and Elementary School
Teachers
Elementary, Middle, and High
School Principals
High School Teacher
Postsecondary Teachers
Special Education Teachers
Teacher Assistants
School and Career Counselors

Transportation

Heavy and Tractor-trailer Truck
Drivers
Railroad Occupations
Airline and Commercial Pilots
Delivery Truck Drivers
Taxi Drivers and Chauffeurs

For more information on these careers: <https://www.bls.gov/home.htm>

Day 7: *Future Careers: New Careers and Growing Careers*

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

- Show **MOSAIC Handout: New Careers and Growing Careers** (Pages 22-24).
- Say to students, *“You will see two lists. One is a list of careers that have developed recently. This is going to happen a lot, with all the changes in technology and people using their Constructive Creativity to make new things to meet needs and provide people with more help or enjoyment. The other list is from the U.S. Government Department of Labor, and it shows careers that they believe will have the most growth between now and 2024. They always update this list. It’s a good list to look at to find careers that are more likely to have opportunities when you are in the job market.”*
- Say to students, *“Find the careers on these two handouts that are most similar to those you listed as Top Career Interests or Other Potential Career Interests. Write them down as your list of Careers to Explore because they represent areas where you have the most interest combined with what looks like the greatest future opportunity.”*

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

- Facilitate a discussion about the jobs and careers students are interested in pursuing.
 - *Example Discussion Questions:*
 - *How do you think these careers connect with your sense of Positive Purpose?*
 - *Were you surprised and/or excited by any of the careers that you matched with?*

- *For the careers you are interested in, what is important to start practicing and learning in your classes to prepare you to be successful in those careers?*
 - NOTE: These responses can be related to the Job Interview that students will be reviewing and discussing in Days 9 and 10.
- *If your career thoughts changed while doing these survey activities, share how, and why you think so.*
- *Were there any careers you didn't know about before today?*
- *How do you think MOSAIC can help you prepare for a future job or career?*
- *What else do you want to know about choosing a career path?*
- *What do you want to know about preparing yourself for high school or college?*

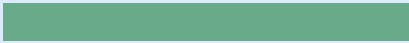



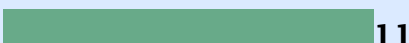

NOTE: Try to find time for students to go to the website <https://www.bls.gov/home.htm> to explore more about careers they are interested in. Share the students' career interest information with school counselors and others so that they can use these interests to help with motivation in academic and behavior areas. The more students know about the connection of what they do in school today and the careers that interest them in the future, the more their school performance and behavior will be linked to their sense of Positive Purpose.

CHART FOR GROWING CAREERS

OCCUPATION	GROWTH RATE, 2014-24	2016 MEDIAN PAY
<u>Wind turbine service technicians</u>	108%	\$52,260 per year
<u>Occupational therapy assistants</u>	43%	\$59,010 per year
<u>Physical therapist assistants</u>	41%	\$56,610 per year
<u>Physical therapist aides</u>	39%	\$25,680 per year
<u>Home health aides</u>	38%	\$22,600 per year
<u>Commercial divers</u>	37%	\$49,090 per year
<u>Nurse practitioners</u>	35%	\$100,910 per year
<u>Physical therapists</u>	34%	\$85,400 per year
<u>Statisticians</u>	34%	\$80,500 per year
<u>Ambulance drivers and attendants, except emergency medical technicians</u>	33%	\$23,850 per year
<u>Occupational therapy aides</u>	31%	\$28,330 per year
<u>Physician assistants</u>	30%	\$101,480 per year
<u>Operations research analysts</u>	30%	\$79,200 per year
<u>Personal financial advisors</u>	30%	\$90,530 per year
<u>Cartographers and photogrammetrists</u>	29%	\$62,750 per year
<u>Genetic counselors</u>	29%	\$74,120 per year
<u>Interpreters and translators</u>	29%	\$46,120 per year
<u>Audiologists</u>	29%	\$75,980 per year
<u>Hearing aid specialists</u>	27%	\$50,250 per year
<u>Optometrists</u>	27%	\$106,140 per year

CHART FOR NEW CAREERS (2 pages)

OCCUPATION	NUMBER OF NEW JOBS (PROJECTED), 2014-24	2016 MEDIAN PAY
<i>Personal care aides</i>	458,100	\$21,920 per year
<i>Registered nurses</i>	439,300	\$68,450 per year
<i>Home health aides</i>	348,400	\$22,600 per year
<i>Combined food preparation and serving workers, including fast food</i>	343,500	\$19,440 per year
<i>Retail salespersons</i>	314,200	\$22,680 per year
<i>Nursing assistants</i>	262,000	\$26,590 per year
<i>Customer service representatives</i>	252,900	\$32,300 per year
<i>Cooks, restaurant</i>	158,900	\$24,140 per year
<i>General and operations managers</i>	151,100	\$99,310 per year
<i>Construction laborers</i>	147,400	\$33,430 per year
<i>Accountants and auditors</i>	142,400	\$68,150 per year
<i>Medical assistants</i>	138,900	\$31,540 per year
<i>Janitors and cleaners, except maids and housekeeping cleaners</i>	136,300	\$24,190 per year
<i>Software developers, applications</i>	135,300	\$100,080 per year

OCCUPATION	NUMBER OF NEW JOBS (PROJECTED), 2014-24	2016 MEDIAN PAY
<i>Laborers and freight, stock, and material movers, hand</i>	 125,100	\$25,980 per year
<i>First-line supervisors of office and administrative support workers</i>	 121,200	\$54,340 per year
<i>Computer systems analysts</i>	 118,600	\$87,220 per year
<i>Licensed practical and licensed vocational nurses</i>	 117,300	\$44,090 per year
<i>Maids and housekeeping cleaners</i>	 111,700	\$21,820 per year
<i>Medical secretaries</i>	 108,200	\$33,730 per year

Day 8: *Introducing Applications*

STEP 1. Introduce Sample Job Application (7-9 min)

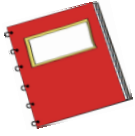
- Explain, *“Applications are often part of the process toward getting what you want, and they can help you in pursuing your career.”*
- Ask students, *“How many job applications do you think you need to fill out before you get a job? What kinds of things do you think a job application asks for?”*
- Project **MOSAIC Projector Display: Sample Job Application** (2 pages) and tell students, *“Let’s take turns reading out loud parts of the sample application.”*
- After reading the Projector Display, instruct students to, *“Take 2-3 minutes to write a short journal entry in your MOSAIC Journals about one thing that surprised you about the application and two things you need to begin thinking about and planning for, based on this application.”*
 - NOTE: There are sensitive questions on the application, such as U.S. citizenship and other demographic questions. Students do not need to answer these questions, but we want them to be prepared to deal with these questions in the future.
- Ask students, *“Who wants to share their MOSAIC Journal reflections?”*



STEP 2. Prepare for Job Interview (6-8 min)

- Facilitate a discussion that helps students to think about what their dream job is, and how they would apply to it.
- *Example Discussion Questions:*
 - *“What skills and virtues from MOSAIC might relate to what you say about your interest in this job?”*
 - *“How do your career interests that you identified earlier in this activity relate to your interest in this job?”*

- *“What is special about you that would make you a great person for the job?”*



- Ask the students to, *“Brainstorm ideas and write them in your MOSAIC Journal for what you could say, in response to the question, ‘Why do you think you should get this job?’”*
 - NOTE: students will have more time to work on this during the next day’s MOSAIC activity.

(MOSAIC Projector Display)

November Activity 2

Sample Job Application (2 pages)

This is not a real application!! But it is good practice look at it.

Personal Information:

Name (First) _____ (Last) _____

Address (Number) _____ (Street) _____

(City) _____ (State) _____ (Zip) _____

Telephone (____) _____

What job are you applying for? _____

How many hours can you work weekly? _____

Can you work nights? _____

Employment Desired (check what applies):

_____ FULL-TIME ONLY ___ PART-TIME ONLY ___ FULL- OR PART-TIME

Additional Information:

Have you ever been employed by this organization in the past? _____

Are you a U.S. citizen? _____

Have you ever been convicted of a crime? _____

If yes, please explain: _____

Education:

Education				
School	Location (mailing address)	Years Completed	Major	Degree or Diploma
High School				
College or Business/Trade School				

Military			
Have you ever been in the Armed Forces?	Yes	No	Date entered
Are you now a member of the National Guard?	Yes	No	Discharge date
Specialty			

Relevant Work Experience (*Please list ALL relevant Work Experience beginning with your most recent job held*):


References:

References
<i>Please include name, phone number, and circumstances of your acquaintance. Exclude relatives and former employers.</i>
1.
2.
3.
<i>I certify that all answers and statements on this application are true and complete to the best of my knowledge. I understand that, should this application contain any false or misleading information, my application may be rejected or my employment with this company terminated.</i>
Signature
Date

Days 9 and 10: *Thinking About The Future: Job Interviews*

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

STEP 1. Draft Interview Responses (8-10 min)

- Display **MOSAIC Projector Display: Job Interview**
- Read through the instructions on the **MOSAIC Projector Display: Job Interview**:
 1. *“Choose your dream job.*
 2. *Pretend you are applying for it.*
 3. *Now, prepare a 60-second answer to the question, “Why do you think you should get this job?”*
 4. *In groups of 3 or 4 students, practice answering this question.”*
-  Instruct students to, *“Take out your MOSAIC Journals and look at what you wrote a response to the question, ‘Why do you think you should get this job?’ Take several minutes now to work more on this response. If you were not here yesterday, use this time now to brainstorm what you would say to convince an employer that you should get your dream job. Remember, first outline your response before writing the full draft.”*
- Remind students that, *“Any job application process is a way of using clear communication to let other people know why you are a good fit for the job.”*
 - NOTE: Circulate and help students keep their answers brief and specific. Help them use perspective-taking to see what an employer might be looking for in a job applicant. Ask often, *“What would an employer think, looking at what you wrote*

there?" (Be sure to call attention to both what the students write and how it is written, i.e., the care shown in writing.)

STEP 2. Students Practice in Groups (10-12 min)

- Tell students to *“Break into small groups (3-5 students) so you can practice your interview responses to the question, “why do you think you should get this job” with each other. Make sure that you take turns answering the question and giving feedback, so that everybody has a chance!”*
- Remind students to use their BEST communication skills!

STEP 3. Reflect on Job Interview (8-12 min)

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

FOLLOW UP

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

(MOSAIC Projector Display)

November Activity 2

Job Interview

Directions:

- 1. Choose your dream job.**
- 2. Pretend you are applying for it by preparing a 60-second answer to the question, “Why should the people interviewing you hire *you*, and not someone else, for this job?”**
- 3. In groups of 3 or 4 students, practice answering this question.**

November Activity 3

Students Taking Action Together

Days 11 to 14

VIRTUE & SKILLS
Constructive
Creativity
&
Communication +
Social Problem
Solving

OBJECTIVE

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

MATERIALS

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

November Activity 3 Tips

1. Meet with your Ambassadors before Day 12 help them coordinate leading the activity.
 2. Starting on Day 12, the instructor directions will be utilized by your student Ambassadors. Ambassador script is in underlined green font.
-

“Students Taking Action Together” (STAT) Overview

Day 11: Introduce/Review PLAN

Day 12: Introduce STAT and Select Topic

Day 13: Problem Description and List of Options

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

DAY 11: *Introduce/Review PLAN*

****NOTE:** This lesson is expected to take the maximum instructional time, thus starting this lesson on time will allow students opportunity to reflect on the moving video they will see.

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

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

STEP 2. Example of How Successful People Use PLAN: Caine (11-12 min)

- Say, *“We are going to watch a video about a boy named Caine, who used problem solving and constructive creativity to find a special solution to the problems of boredom and needing money for college. As you are watching, see if you can identify any of the PLAN steps that Caine used. Write at least one down in your notebook.”*
- Show video, “Caine’s Arcade”
 - **Video**
 - Title: Caine’s Arcade
 - Link: <https://www.youtube.com/watch?v=falFNkdq96U>
 - Length: 10:58
 - Description: A filmmaker went to get his car fixed and met a 9 year old boy who built a cardboard arcade at his father’s used auto parts shop. The filmmaker decided to make a short film about Caine’s Arcade and began a journey that would change both of their lives.

NOTE: When you have time in your schedule on another day, you can show “Caine’s Arcade 2: From a Movie to a Movement” (length: 8:20) to see what happened after “Caine’s Arcade” went viral and the organization

imagination.org was created: <https://www.youtube.com/watch?v=UI9c-4dX4Hk&t=199s>

Alternative Activity (IF VIDEO IS INACCESSIBLE)

○ Read the information about Caine's Arcade provided on the website (<http://cainesarcade.com/about/>) and pasted here:

▪ *“About Caine’s Arcade:*

- *Caine’s Arcade is a short film about a 9 year old boy’s cardboard arcade, and his dream of having customers. The 11 minute short film became a global phenomenon in 2012, with over 10 million views online. It received international media attention and was added to MoMA’s permanent collection. The filmmaker, Nirvan Mullick, set up a scholarship fund for Caine as part of the film. To date, over \$240,000 has been donated for Caine to go to college. Tens-of-thousands of customers visited Caine’s Arcade to play, and kids around the world began making their own cardboard arcades. Shortly after posting the film, Nirvan founded a non-profit called [Imagination.org](http://imagination.org) which launched a [Global Cardboard Challenge](#) to foster kid creativity worldwide.*

▪ *Backstory:*

- *In 2011, at the age of 9, Caine Monroy spent his summer vacation building an elaborate DIY cardboard arcade in his dad’s used auto parts store in East Los Angeles. Caine loved arcades, and dreamed of the day he would have lots of customers come play. He spent months building and preparing his arcade, perfecting his game design, making displays for prizes (his toy cars), designing elaborate security systems for his Fun Pass, making his own [Caine’s Arcade STAFF shirt](#), and even hand labeling [paper-lunch-bags](#) for customers to carry home prizes. However, his dad’s auto part store (located in an industrial part of Boyle Heights)*

received very little foot traffic, so Caine's chances of getting a customer were very small, and the few walk-in customers that came through were always in too much of a hurry to get their auto part to stop to play Caine's Arcade. Caine never had a single customer, but Caine never gave up. On the last day of summer, by chance, Nirvan Mullick walked into the auto parts store to buy a door handle for his '96 Corolla. Caine asked Nirvan if he would like to play his arcade. Curious, Nirvan asked how the arcade worked. Caine explained that for \$1, Nirvan could get two turns, or for \$2 he could get a Fun Pass (with 500 turns). Nirvan bought the Fun Pass. Nirvan became Caine's first and only customer, and he loved Caine's Arcade. It turned out that Nirvan was also a filmmaker, and he came back to ask Caine's dad if he could make a short film about Caine's Arcade. It was at that point Nirvan learned that he had been Caine's first and only customer. Nirvan decided to organize a surprise flash mob of customers to come play Caine's Arcade, and make Caine's day. Words can't describe Caine's response – so watch the film. After the flashmob, Caine told his dad that that was the best day of his whole life.”

STEP 3. Speed MOSAIC Circle (2 min)

- Say, *"I know when I first watch this video, I experience many emotions. Let's go around and each of you share one or two feelings you had while watching. You can repeat what others have said or you can pass."*
- End with you (teacher) sharing one or two of your feelings, and then go into the PLAN questions.

STEP 4. Introduce How PLAN Will Be Used This Month (2 min)

- Connect Caine’s Arcade and PLAN by saying, *“Who can share one PLAN step that Caine used? What do you think the problem was? What about his action plan? Noticing successes?”*
 - *Example Responses:*
 - *Caine’s problem was that he was bored and lonely during the summer vacation and weekends when he was in his Dad’s store.*
 - *Caine brainstormed and realized that because he likes arcade games so much, he could figure out how to make these games himself out of cardboard.*
 - *Caine and the video producer were able to notice and celebrate his success with the flash mob day.*
- Say, *“Like Caine used PLAN, we will be using this problem solving model to talk about important issues in our school and community, which will help us come up with ideas for solutions.”*
- Encourage that this is a process, *“Remember, successful people did not get to where they are by chance, but by rather hard work. People like Caine worked hard and practiced problem solving to overcome obstacles. We will use some of our time during MOSAIC to improve our problem solving skills.”*

(MOSAIC Projector Display)

November 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.

DAY 12: Introduce STAT and Select Topic

NOTES:

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

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

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

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

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

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

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

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

- In their second year of STAT, 7th graders are expected to continue to work on issues that can be addressed by their classroom, so the range of projects is expected to be similar to the sixth grade projects. However, seventh graders are also beginning to apply for admission to high schools and begin to broaden their horizons to look at community groups concerned about similar matters. Appropriate projects are intended to be small in scope but include connecting with community organizations working on similar issues. Students are expected to engage in more comprehensive research, resulting in more nuanced problem descriptions. For example, students who are concerned about the health of food served in the cafeteria also learn about groups in the community concerned about nutrition and accessibility of healthy food options. Students interested in increasing the academic support offered at school also learn about organizations in their community providing tutoring.
- To introduce the STAT topic for 7th graders, Ambassadors say, “As 7th graders, we are new to middle school. In STAT, we have the power to select a topic that addresses the challenges we face related to applying to high school. Let’s see if we can make some constructively creative changes.”
- Ambassadors should take part in this discussion by sharing their own opinions. You may want to give the Ambassadors the opportunity to

offer their ideas first or defer and have classmates start off, and they will chime in later. Ambassadors should also take turns taking notes (on board or chart paper) during this discussion.

- Ambassadors ask students to generate ideas about why this topic is relevant to them and then ask them to share their feelings and beliefs about these topics.
- *Example Discussion Questions Ambassadors Can Ask:*
 - *What challenges do you and others have in earning good grades?*
 - *What are your feelings around the topic?*
 - *Why do you care about the topic, if at all?*
 - *What evidence do you have for your beliefs?*
 - *How do you know _____ is true?*
 - *Are there multiple sides to this issue/topic?*
 - *How might other students in the school feel?*
- Help your ambassadors to summarize commonalities or themes from student responses
 - Refer to the Ambassadors' notes on the board/chart paper.
 - Summarize themes in feelings and beliefs, for example, *"It seems that much of the class feels this way..."* or *"Some people expressed the belief that..."*
- The class has two ways to think about a topic and can chose either:
 - 1. **As a Classroom Problem:** Think about how the problem affects our classroom and what might happen in your classroom that you can work on.

- *Example:*
 - Some students in our classroom have trouble understanding the subject matter, whereas for others, it comes easier. What can our class do to help all students learn the subject matter?
- 2. **As a School Problem:** Think about how the problem affects your school and what might happen in our school that you can work on
 - *Example:*
 - Sometimes, students don't know where they can get the extra help that they need to excel in a subject that is difficult for them. What can happen in our school to make sure that students get the extra help they need in their academic classes?
- The next class will focus on choosing which way to think about the problem and how to describe it.

DAY 13: *Problem Description and List of Options*

STEP 1. Review Topic (1-2 min)

- Review the topic that was discussed during Day 12

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

- Ambassadors say to students, “We need to work as a group to write one sentence that describes the problem (or topic) and the goal of discussing this issue.” Use chart paper or the board to document the brainstorm.
 - NOTE: Problems can be making good things better, not only dealing with difficulties!
- Have Ambassadors copy the sentence on the Ambassador Handout: STAT List of Options, to be reviewed on Day 14.
- Problem Description Examples
 - “Students do not know how to get extra in school or in the community help to bring up their grades (problem) and we want to make sure students know the resources available to them (goal).
 - Students do not get the nutrition they need throughout the day to focus and perform at their best (problem) and we want to make sure students have the knowledge and access to healthy food (goal).

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

- Help Ambassadors put students into groups of three (one student is note-taker). Ambassadors say, “Let’s break into groups of three. Two of you will be brainstormers and the other will be the note-taker. The one who’s first name is earliest in the alphabet will take the notes.”
- Ambassadors say, “In your groups, you will think of different ways to address the problem or issue discussed in the last two MOSAIC

lessons. Remember, you can use the internet to do some research to help you generate ideas.

- Ambassadors set a timer for 2 minutes and tell students, *“You will have two minutes to brainstorm as fast as you can—no idea is a bad idea!”*
- Option Example:
 - We can do some research to make a list of academic help resources in our school and community, and post it on bulletin boards in well-trafficked hallways.
 - We can do research to understand what healthy nutrition for middle schoolers look like and what other schools have done to improve their food options and propose a similar option for our school.

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

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

(Ambassador Handout)

November Activity 3

Students Taking Action Together: List of Options

STEP 1. Review Topic discussed on Day 12

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

STEP 2. Problem Description

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

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

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

STEP 4. List of Options: Share Ideas

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

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

STEP 1. Review the List and Select Top 3 Options (3-5 min)

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

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

- Ambassadors lead the class through a discussion of the pros and cons of top 3 ideas. Remember to support them in this!
 - NOTE: If there is a tie, your class can have a tie-breaking vote or include up to four options.
- Ambassadors should take notes on board or on Ambassador Handout: STAT Action Plan
- If students have difficulty evaluating options, help them consider these common pros and cons:
 - Common Pros:

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

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

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

STEP 4. Notice Successes and Discuss December STAT

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

STEP 5. Facilitate “One Thing I Learned” for November Reflection

- Refer to the Summary of Lessons sheet on the first page of the month’s curriculum in order to review this past month’s list of activities.



- Teachers ask students to, “*Write down in your MOSAIC Journal, one thing you learned this month and one way you intend to use what you’ve learned*”

- NOTE: It may not be possible to complete Step 5 in Day 14. Do your best to find some time to reflect on the November MOSAIC activities before the end of the month.
- NOTE: Teachers are now only asked to complete online feedback every other month. The next time will be in December.

(Ambassador Handout)

November Activity 3

Students Taking Action Together: Action Plan

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

STEP 1. Choose Top 3 options

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

STEP 2. Discuss Pros & Cons

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

Option 1. _____
PROS: (+) _____ CONS: (-) _____

Option 2. _____
PROS: (+) _____ CONS: (-) _____

Option 3. _____
PROS: (+) _____ CONS: (-) _____

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

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

STEP 4. Notice successes and plan for next month

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

December

*Giving Back to Ourselves, School, and
World*



YEAR 2

DECEMBER THEME

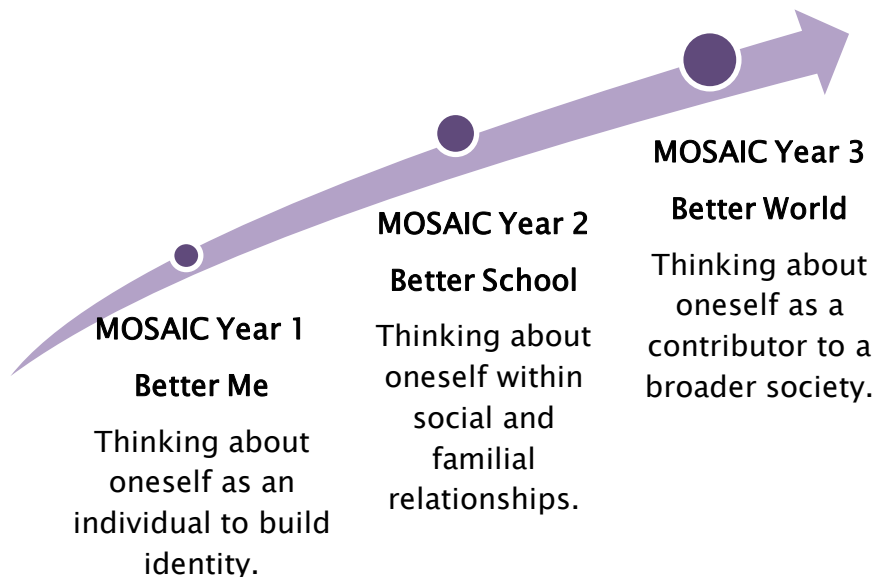
Giving Back to Ourselves,
School, and World

DECEMBER VIRTUE & SKILLS

Virtue:
Helpful Generosity

Skills:
Social Problem Solving &
Communication

MOSAIC BY YEAR



MOSAIC Virtues & Skills

Positive Purpose

Supporting Virtues

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

Supporting Skills

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

MOSAIC VIRTUES & SKILLS BY MONTH

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 DECEMBER THROUGHLINE

GIVING BACK TO OUR SELVES, SCHOOL, AND WORLD

How can we incorporate MOSAIC into our class today?

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



MOSAIC in December

Year 2 Curriculum

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

December Activity 1: Introduction to Helpful Generosity

Day 1: Demonstrating Helpful Generosity

Day 2: Helpful Generosity Story: Friends

Day 3: Yes-No-Maybe

Day 4: Giving Back and Helpful Generosity Definition Web

December Activity 2: i-Messages

Day 5: Review i-Messages

Day 6: Brainstorm for Role-Play

Day 7: Role-Play Practice

Day 8: Present Role-Plays

December Activity 3: Students Taking Action Together

Day 9: Review November Idea and Action Plan

Day 10: Solidify the Action Plan

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

Day 12: Practice Presentations

December Activity 4: Bi-Monthly Feedback

Day 13: Reflection & Feedback for November/December

December Activity 1

Introduction to Helpful Generosity

Days 1 to 4

VIRTUE & SKILLS

Helpful
Generosity
&
Communication +
Social Problem
Solving

OBJECTIVE

Students will take a position on “Helpful Generosity” and the new theme of the month, “Giving Back to Our School.”

MATERIALS

- ❖ Internet
- ❖ Projector
- ❖ MOSAIC Journals
- ❖ MOSAIC Projector Displays:
 - Generosity Quote
 - “Friends”
 - Definition Web

TEACHER TIPS

1. Encourage students to think broadly about the concepts of “Helpful Generosity” and “Giving Back.”
 2. It may be helpful to make (or have students make) decorative signs that say “Yes”, “No” and “Maybe” to use during the Yes/No/Maybe activities in December and throughout the year. ”
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“Introduction to Helpful Generosity” Overview

Day 1: Demonstrating Helpful Generosity

Day 2: Helpful Generosity Story- Friends

Day 3: Yes-No-Maybe

Day 4: Giving Back and Helpful Generosity Definition Web

Day 1: *Demonstrating Helpful Generosity*

STEP 1. Show 'On the Road' Video (5-6 min)

- Introduce the activity by saying, *“This month we will be focusing on the theme of Giving Back to Our School, and the virtue of Helpful Generosity.”*
- Remind students, *“Helpful Generosity can be described as giving to things (like money/games/fun) or to others without expecting anything in return.”*
- Emphasize, *“This description is not the only definition of Helpful Generosity. It is a starting point from which you can develop your own definition.”*
- Explain, *“We will begin by watching a video. Please take out your MOSAIC Journals. As you are watching the video, please write down the emotions that you think the boy with a disability and his family in the video feel from the actions the team takes. You will be asked to share this with the class after the video.”*
 - Play the video: “On the Road: Middle School Football Players Execute Life-Changing Play”
 - https://youtu.be/0Ejh_hb15Fc?list=PLvzOwE5IWqhTvlvHYvTvDKsqBqZ8fMol4
 - Video length is 3:21.



Alternative Activity (IF VIDEO IS INACCESSIBLE)

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

STEP 2. Facilitate MOSAIC Circle (5-7 min)

- Review the structure of a MOSAIC Circle, first introduced in November:
 - Gather students in a circle around the classroom (or some other configuration that allows students to see one-another), either standing or sitting.
 - Remind students of the MOSAIC Circle norms determined in November, 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 may 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.
 - Suggestion: incorporate non-verbal communication tools into your MOSAIC Circle norms, such as snapping when you agree with something.
- Say to students, ***“Today, we will each share one emotion that we wrote down during the video, what was happening in the video when we wrote it down, and why we think we felt that way.”***
 - *Example response:*
 - “I felt inspired when the team agreed to do whatever it took to help the one teammate score a touchdown because they did what they believed in even if it could have lost them the game or initially angered their coaches and families.”

STEP 3. Debrief in a MOSAIC circle (2-5 min)

- Facilitate a discussion debrief from MOSAIC circle.

Example Discussion Questions:

- *Were there any parts of the video that were shared the most in our MOSAIC Circle today? Why do you think that was?*
- *Were the feelings connected to these parts the same or different? Why do you think this was?*
- *What feelings were shared most often in our MOSAIC Circle? Why do you think this was?*
- *Thinking about the MOSAIC circle, what do you think it means to be helpfully generous?*

December Activity 1

Helpful Generosity Quote

Directions: Choose one quote to discuss as a class.

“When you win and the other fellow loses, what do you see? A losing face. There is great joy in losing and making the other person win and have a happy face. Who will be the happiest person? The one who brings happiness to others.”

— Swami Satchidananda

“Look inside yourself; there is always something special you can do today! Look around yourself; there is always someone special to do it for! Don't spare what you have to share, show you care and dare not to make it rare!”

— Israelmore Ayivor, *Daily Drive 365*

Day 2: *Helpful Generosity Story: Friends*

STEP 1. Read Story “Friends” (7-10 min)

- Ask for several student volunteers to take turns reading the story, “Friends” by Jem Burch.
 - You can show the **MOSAIC Projector Display: Friends, by Jem Burch** or provide copies for the students to read.

STEP 2. Reflect on Story (5-8 min)

- Facilitate a discussion connecting the story to Helpful Generosity, using one or two of the discussion questions below, or using your own prompt.

Example Discussion Questions:

- *How did Laura show Mai helpful generosity?*
- *Have you ever been “the new kid” or helped “the new kid”? Can you tell the class about this?*
- *Have you ever been in a position where you showed Helpful Generosity to someone else? What happened?*

December Activity 1

Friends

Friends

Stone Soup Magazine, May/June 2016

By Jem Burch

Our new house is small and nondescript. It has two bedrooms and one bathroom, and a tiny backyard with sparse grass. Along the perimeter is an ugly, pink cinder-block wall lined with thorny, bristling rose bushes. Inside there is the table and the rug on the floor and three chairs. There is a small couch and a bamboo plant in a large round glass jar. My room has only my bed and the small desk with a lamp that casts a greenish glow across the hardwood floors. There is one window by the desk, and when I look out of it, I can see the grass and the sky and the large maple tree fingering the breeze in the yard next to ours. In the late afternoon the tree casts looming shadows on the grass.

I miss our home in Vietnam. It was cozy and comfortable, and outside I could see the papaya tree with the large green fruits hidden under its broad leaves. We never got to harvest the fruit this year. We stayed as long as we could. But the end of the war chased us away, and we fled to America. The journey on the ship was long and arduous. We were crowded together with many other families, waiting... And now, here we were, in a whole new country, with no knowledge of this place.

.....

I shrink in my seat, trying to make myself seem as small as possible. This is school, where I am the odd one out, where I am alone. I know nothing. I want to fade into the background, or drift out the door back home. But where is home? Home is not here. Home is Vietnam. I don't care about the war. I want to be home.

I am happier than I have been in a long time.

“We have a new student today,” my teacher says, beckoning me forward. Shyly, I stand up and walk to the front of the room in awkward silence. “Everyone, please say hello to Mai.” Ms. Nelson smiles encouragingly. I look up at her, pleading with my eyes to let me leave this room. She seems to understand and nods faintly. I rush back to my seat, my cheeks red, trying to ignore the stares of other students.

“Class,” Ms. Nelson says, “please open your silent-reading books.”

I look across the room. Students are opening their books and reading in silence. I stare down at my desk. I have no book. I don’t know English. The whole world is shattering around me, and I am watching—helpless—from afar. Ms. Nelson notices me. She quietly walks over and squats beside me. “Do you have a book?” she whispers, her voice kind. I look at her mutely. Tears well up in my eyes. Ms. Nelson sympathetically pats my shoulder and looks around the classroom. “Hmm...” she says. “Ah—Laura? Do you mind helping Mai?” The girl sitting at the desk next to me turns her head. She smiles when she sees me, and Ms. Nelson helps scoot her desk closer to mine. Satisfied with the arrangement, our teacher walks away.

“Hi,” Laura whispers with a kindly smile. “I’m Laura.” She says each word slowly and clearly.

I grin and point to my chest. “Mai.” I like this girl. She understands me. She smiles back, her eyes shining happily. “Welcome to school.”

Laura shows me her book. I look down at the letters dancing across the page. I frown and shake my head and point to the words. “Hmm.” Laura appears thoughtful. She raises her hand, and Ms. Nelson walks over to her. They whisper for several minutes, and finally Ms. Nelson nods. With a smile, she walks back to her desk, pulls out a green slip of paper, and gives it to Laura. Laura stands up and beckons for me to follow. I walk out of the door behind her, and in silence we move down the hall.

Laura halts at a door and opens it. I stop and shake my head, but she beckons to me with a smile. Curiosity draws me forward, and I let the door close as I step over the threshold. I am awed by what I see. Shelves and shelves of books—tons and tons of them, all lined up neatly in rows. Each one is like an opening into a different world; I long to sit down in one of the comfortable cushy beanbag chairs and stay there forever,

poring over the stories. In Vietnam, I used to sit in the chair by the bookshelf with a story and read until darkness obscured the pages.

“Come over here,” Laura whispers, and I follow her as if in a trance. She sits down at a desk, and I sit down beside her. She picks up a small pencil and a clean sheet of paper and begins to draw the alphabet. I watch her, awed by the fluidity of her motions, how quickly and easily she moves. I trace each letter with my finger as she writes them, and she tells me about the sounds they make. I learn fast. By the time the allotted amount of time is up, I can understand seven simple words and can say the entire alphabet. I am happier than I have been in a long time.

The week progresses. Every morning, instead of reading, Laura and I head to the library where she teaches me more and more words. I marvel at Laura’s patience and kindness. I drink up the new words like a small plant. I love them all. Earth. Moon. Flower. Bat. Car. Jump. Violet. When every lesson is done, I want to jump and scream and shout. But I don’t. I don’t want to shatter the lovely whispering quiet of the library.

One day moves into another, and finally it is Friday. I skip to the bus stop, and wait. It pulls up, letting out a stream of noxious exhaust, and I hop on, choosing my customary seat in the back. The bus turns away from the curb. Three stops later, Laura hops on and sits down beside me. We exchange smiles.

School begins, and Laura and I head to the library for the lesson. We sit down at the usual desk, and she immediately shows me a sentence. “Can you read this?” she asks.

I look at the letters. They float in my mind like birds circling above my head. I try to catch each one by the tail as it flies past; I trace the letters with my fingertip. And then my heart skips a beat. I can see the words. I understand their meaning. I smile happily and look up into Laura’s hazel eyes. “Yes.” I answer her question. Then I look down at the paper again and with the pencil I circle the six words: Do you want to be friends?
“Yes.”

Day 3: Yes-No-Maybe

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

- Designate 3 separate spaces/areas in the room, one for “Yes”, “No”, and “Maybe”
 - TIP: 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 get to at least two questions.
- Once students have picked their section, say, *“Please discuss within your group why you chose this response.”*
- Next say, *“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 and that it takes constructive creativity to see the same thing in different ways.

STEP 2. Play! (6-10 min)

- Read any of the statements below, or create your own to be as relatable to the group as possible:

Yes-No-Maybe Questions

- *Most students in this school thank school staff or let them know they are appreciated.*
- *I feel thankful when someone is generous towards me.*
- *You can’t always be generous or you’ll have nothing left for yourself.*

- *It is an act of Helpful Generosity to smile at someone in the hall who seems sad.*
- *Most students would share their belongings if someone in class forgot his materials, even if they are not friends {or, don't know each other well... they will likely "know" everyone in their class by December if MOSAIC has been successful!!!}.*
- *Do you think people going through hard times can also be generous? (Follow up by asking "How?")*
- *I don't think people need to be thanked when they just do the right things or do their jobs.*
- *I have recently done something generous in school or saw a generous act that brightened my day.*
- Create your own!

STEP 3. Reflect on Similarities and Differences (2-5 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: *Giving Back and Helpful Generosity Definition Web*

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

- Say to the students, “*Today we will use our ideas of our best selves to create two definitions as a class; (1) what it means to give back and (2) what Helpful Generosity means.*”

STEP 2. Show *Definition Web* (1-2 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 (3-4 min)

- Ask students to use their MOSAIC Journals to draw the 2 by 2 square from the projector on a new page.
- Say to students, “*You will now have 3 minutes to work individually to fill out the square with your own ideas. Remember, this is just a brainstorm, and no idea is a bad idea!*”
- Note: The goal of this activity is to help students to think broadly about the definitions of “Helpful Generosity” and “Giving Back.”
 - *Examples:*
 - Giving love, kindness, time, appreciation, or help to others
 - Doing small favors and kindnesses for others like holding doors, carrying things for others who seem to be having a hard time, greeting others in a friendly way even if you don’t know them
 - Sitting with someone who is alone and does not seem to know others
 - Standing up for someone who is being put down
 - Not gossiping/cyberbullying

STEP 4. Share Ideas and Create Class Definitions (3-6 min)

- As a large group, ask students to share their brainstorms.
- Summarize the themes that come up from their ideas.
- Ask students to collectively create one sentence for each term that you agree to be the class definition of “giving back” and “Helpful Generosity.”
- Instruct students to copy these definitions in their MOSAIC Journals to refer to later.



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

- Say, *“During the rest of this month, we will be learning tools to act with Helpful Generosity, like how to use communication. This month’s Throughline sheet reminds us to use these tools and notice how they show up in other classes throughout the school day.”*



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

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

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

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

FOLLOW UP

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

MOSAIC DECEMBER THROUGHLINE

GIVING BACK TO OUR SELVES, SCHOOL, AND WORLD

How can we incorporate MOSAIC into our class today?

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



December Activity 1

Definition Web

Directions: Draw 4 boxes in your MOSAIC Journal. Follow the instructions in each of the 4 boxes for both of the terms (1) Giving Back and (2) Helpful Generosity. Write answers for Giving Back where there is a (1.) in each box and answers for Helpful Generosity 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! When do I see it around me (ex. in school, home, media, my community)?</p> <p>1.</p> <p>2.</p>

1. Giving Back
2. Helpful Generosity

December Activity 2

i-Messages

Days 5 to 8

VIRTUE & SKILLS

Helpful
Generosity
&
Communication +
Social Problem
Solving

OBJECTIVE

Students will review the communication skill “i-Messages” and demonstrate their understanding by talking through real-life examples and role-playing.

MATERIALS

- ❖ Projector
- ❖ MOSAIC Journals
- ❖ MOSAIC Projector Displays
 - i-Message Review
 - i-Message Scenarios

TEACHER TIPS

1. *Encourage students to create a role-play situation that is meaningful and relatable to their lives.*

“i-Messages” Overview

Day 5: Review i-Messages

Day 6: Brainstorm for Role-Play

Day 7: Role-Play Practice

Day 8: Present Role-Plays

Day 5: Review i-Messages

STEP 1. Connect i-Messages to the Monthly Theme (3-5 min)

- Say to the students, *“In order to give back to our school and community and influence the changes we want to see, we have to show Helpful Generosity toward our school community through the way we communicate our ideas to others and express how much we care. Today, we will talk about ways of communicating to better help us get what we want.”*
- Remind students that this lesson is used as a review from last year’s lesson on i-Messages to help them further strengthen their ability to communicate their thoughts and emotions.
- Ask two or three students to share situations where it was helpful for them to share what they were thinking and feeling in order to make a point or get what they wanted.

Example: Calmly explaining to your mom why you are mature enough to go somewhere alone or stay out past your usual curfew.

STEP 2. Review the Four Types of i-Messages (3-5 min)

- Say, *“As you have learned in MOSAIC last year, an i-Message is exactly what it sounds like: It is a sentence that communicates what you are thinking or feeling because it starts with “I.” We are going to go over the four general ways you can start off your i-messages, and then review when using certain i-Messages may be more helpful than others.”*
- Share the 4 types of i-Messages:
 1. **I am for this:** You want the person you’re talking with to know about your beliefs, attitudes, or likes
 2. **I need:** You want someone to act differently
 3. **I feel:** Someone is getting in the way of your needs and you want them to know what is bothering you
 4. **I don’t want to:** You want to say “no” to someone

STEP 3. Present i-Message Examples (3-5 min)

STEP 3. Present i-Message Examples (3-5 min)

- Show the **MOSAIC Projector Display: i-Message Review** and go over the examples.

TIP: Hide the i-Messages if possible so that students can first share how they might approach each conflict situation in their real lives.

- Conclude by asking students what they think u-Messages might be and why those don't help keep situations calm?
 - Explain, *“Starting off with “You”, or telling a person what she is doing wrong may make her feel attacked or hurt. Starting off the sentence with ‘I,’ or how you are feeling at the moment may make her understand your perspective more easily.”*
 - Example:
 - “You don't care about what I think.” vs. “I feel like a lesser part of the class when you don't call on me to share.”

December Activity 2

i-Message Review

Type 1: I Am For This

Use when: *You want the person you're talking with to know about your beliefs.*

Situation: You're out with a friend who says a racial slur about someone passing by under her breath. You're shocked that she said this and feel uncomfortable.

Example I-Message: "I **believe in** getting to know people for who they are instead of what they are."

Type 2: I Need

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

Situation: You're in an after-school club that you usually like, but you notice that lately one group of students stopped participating and only whispers secrets to each other.

Example I-Message: "Mr. Smith, I have been feeling down on myself during this club. I **need** the other students to share more to feel included. Can you help me?"

Type 3: I Feel

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

Situation: You're in gym class and it's your turn to do a layup while you learn basketball skills. Right when you're about to shoot, someone yells to make you fumble in front of everyone.

Example I-Message: "I **feel** disrespected when you yell and mess me up."

Type 4: I Don't Want To

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

Situation: You're feeling overwhelmed with your responsibilities at home and school when your favorite teacher asks if you could run for student council president. You know that you have no time, but don't want to let down the teacher.

Example I-Message: "I would love to do it, but I **don't want to** take time away from homework and taking care of my little brother."

Day 6: *Brainstorm for Role Play*

STEP 1. Present Role Play Task- (4-6 min)

- The goal of this role-play activity is to get students to practice i-Messages so that they are able to use i-Messages outside of the classroom.
- Say, *“December’s theme is about “Giving Back to Our School.” In what ways has this school helped you so far?”*
- Have a few students share.
- Share your own thoughts about what they school has done for you.
- Summarize the student responses and connect them to the role-play activity: *“There are many ways that we can give back to our school. We can give back to our school is to try to make it a better place to be for all students. Two ways we can do this are by being an Upstander or by including other students.”*
- Explain, *“We are going to prepare some role-plays to practice using i-Messages. Remember, being in a role-play is just like pretending to be an actor or actress playing a character on TV.”*

STEP 2. Brainstorm in Small Groups

- Place students in groups of 3-5 students depending on your class size.
- Show the **MOSAIC Projector Display: i-Message Scenarios** and provide instructions:
- *“First, you will choose a scenario from the Projector Display. Then, you will choose characters. Finally, you will prepare a role-play that uses i-Messages to convince peers what action they should take.”*
- Circulate and assist students in choosing characters and identifying how to use i-Messages in their role-play.

December Activity 2

i-Message Scenarios

- 1. One student posted inappropriate pictures online of another student. How can you use i-Messages to be an Upstander when you talk to both of these students?**
- 2. A fight broke out during field day and the principal just announced that the entire grade now has lunch detention as a result of the bad behavior. How can you use i-Messages to talk to the principal and stand up for your whole grade? How can you use i-Messages to talk to the students who were involved in the fight?**
- 3. Two friends are discussing their plans to skip next period and sneak out of school. A third friend overhears them. How can the third friend use i-Messages to be an Upstander in this situation?**
- 4. You notice that a new student in the school usually does not have a place to sit during lunch. You want to bring him or her to your lunch table but your friends do not want to. How can you use i-Messages to convince your friends to include the new student at your table?**

Day 7: Role-Play Practice

STEP 1. Provide Brainstorming and Practice Time (15 min)

- Instruct students to practice their role-plays within their small groups to be ready for the next meeting where they will present altogether.
- Walk from group to group to provide students with consultation

Day 8: *Present Role-Plays*

STEP 1. Perform Group Role Plays (12-14 min)

- Have student groups perform role-plays.
- Ask students to provide feedback on the role-play, specifically noting the strengths of their use of i-Messages.

STEP 2. Reflect (1-3 min)

- Say, *“This activity was designed to review and practice the i-Messages communication skill that will help you communicate with others and let them know your needs.”*
- As time permits, follow up with reflection questions.

Example Reflection Questions:

- *How did your team work together during your group work?*
- *What ways did you see others using helpful generosity during your group work?”*
- *Looking ahead at what might be happening, when can you use i-Messages this week?*

FOLLOW UP

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

December Activity 3

Students Taking Action Together Days 9 to 12

VIRTUE & SKILLS
Helpful
Generosity
&
Communication +
Social Problem
Solving

OBJECTIVE

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

MATERIALS

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

December Activity 3 Tips

1. Meet with your Ambassadors before Day 9 to help them coordinate leading the activity.
2. You will need to print a hard copy of Ambassador Handouts for your Ambassadors.
3. You will need to arrange the group or person that your class will present their suggestions to 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!

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 9: Review November Idea and Action Plan

Day 10: Solidify the Action Plan

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

Day 12: Practice Presentations

DAY 9: Review November Idea and Action Plan

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

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

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

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

experience. They will help you to become better problem solvers and have your voice heard in your school.”

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

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

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

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

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

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

- Begin a group discussion about how their action plan would come to life. Ambassadors ask the following questions and take notes on the Ambassador Handout:
 - *What materials do we need?*
 - *When and where will we work on this?*
 - *Who do we need to help us?*
 - *How will we see if it's working?*

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

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

December 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. Reward yourself for your positive efforts.

(Ambassador Handout)

December Activity 3

STAT: Bringing Action-Plan to Life

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

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

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

STEP 4. Bringing Action Plan to life:

- *What materials will we need:*
- *When and where will we work on this:*
- *Who will we need to help us:*
- *How will we see if it's working:*

DAY 10: *Solidify the Action Plan*

STEP 1. Review Idea and Continue Working on Action Plan (1-2 min)

- Using the **Ambassador Handout: STAT: Bringing Action Plan to Life**, have Ambassadors review the class action plan.

STEP 2. Solidify the Action Plan (6-8 mins)

- Continue group discussion about how their action plan would come to life until you have reached a solid action plan. Ambassadors remind class about where they left off last time, and continue by asking the following questions:
 - *What materials would we need?*
 - *When and where would we work on this?*
 - *Who would we need to help us?*
 - *How would we see if it's working (i.e., helping to address the problem of earning good grades for 7th graders or preparing for high school for 8th graders)?*

STEP 3. Explain the Importance of a Presentation (3-5 min)

- Help students think about the importance of how they present their ideas to authority figures and individuals outside of their group.
- Say, *“Although only a couple of students from this class will be giving the presentation to the outside person or group, it is important for all students to feel comfortable explaining our idea. This is part of what it means to be a leader and successful in college or jobs. You need to be able to speak to others about ideas you believe in. And you need to be prepared in case other team members are not able to carry out the presentation, for whatever reason. Today, we are going to talk about the importance of being prepared for a presentation.”*

- Give an example from your own life. For example: *“In order to get this job as a teacher, I had to interview with _____. I had to be prepared, be passionate about helping students, and express my love for being creative.”*

STEP 4. Explain Next Steps (1-2 min)

- Explain that, *“In the next MOSAIC class, we will talk about what works and what does not work in a presentation, so that we can prepare for presenting our idea to administration.”*

(Ambassador Handout)

December Activity 3

STAT: Bringing Action-Plan to Life

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

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

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

STEP 4. Bringing Action Plan to life:

- What materials will we need:
- When and where will we work on this:
- Who will we need to help us:
- How will we see if it's working:

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

STEP 1. Discuss Common “What Does Not Work” (3-5 min)

- Ambassadors say, “Today, we are going to talk about what does and doesn't work when making a presentation. Some of you may remember doing this before, but sometimes situations and ideas change. To start, turn to the person next to you and take one minute to share with each other about a time that you did not do a very good job of presenting an idea to an authority figure and you did not get what you wanted. What went wrong?”
- Discuss a few things that came up during the group work. Have one Ambassador list what did not work well in this situation on chart paper or the smart board.
 - **Common “What Does Not Work”**
 - Ideas that are not feasible
 - Being too nervous/ lacking confidence
 - Taking too long to get the point across
 - Couldn't find the right words to use.

STEP 2. Watch Example About What Does work (5-7 min)

- Watch several minutes of this video clip of Michelle Obama speaking to a group of female students in the UK. This gives a positive example of a presentation:
 - Video Title: Michelle Obama: A Passionate, Personal Case for Education
 - LINK:
http://www.ted.com/talks/michelle_obama?language=en#t-683505
 - Time: Start at 6:57-11:40 (4 minutes and 43 seconds)
- ****NOTE: If you are unable to use this clip, start a discussion by saying, *“Talk about the best presentation experience you have had or witnessed.”* ****

STEP 3. Discuss the Video and What Works (3-4 min)

- Have Ambassadors lead a discussion with the class.
 - *Example Discussion Questions:*
 - *What works well in the video?*
 - *Sometimes students have trouble focusing in class. What about the First Lady's presentation helped you to pay attention?*
 - Common "What Works"
 - Articulating your words clearly
 - Being passionate about the topic
 - Using confident body language
 - i-Messages
 - If the students do not bring up this example say, *"We talked about i-Messages earlier in the month during MOSAIC."* Review, as needed.
- Ambassadors fill in the "What Works" list on the **Ambassador Handout: Action Planning Worksheet** based on class discussion.

STEP 4. Apply to "Our Idea" (2-3 min)

- Consider what does and does not work in presentations, and apply to our class's idea. Say, *"Thinking about our idea, what would we want to keep in mind when planning our specific proposal?"*
- Guide students to work as a class to fill in the blanks in order to complete the **Ambassador Handout: STAT: Presentation Script** to finalize the presentation preparation. Saying, *"Let's use your ideas to fill in the blank on this presentation script to help us prepare to present our idea to _____ (the individual or group you presented to)."*

- NOTE: Another option is to print enough handouts for each student and have them individually fill out the Presentation Script
- Say, *“Tomorrow, we will discuss the presentation of our Action Plan. We will do this by finishing/reviewing our presentation script, thinking about what we learned throughout the week about good and bad presentations, and practicing.”*

(Ambassador Handout)

December Activity 3

STAT: Presentation Script

“Hello, Mr./Ms./Dr. _____. My name is _____, and I am from Mr./Ms. _____’s MOSAIC class. For our STAT Action Plan, we decided to address the issue in our class/school of _____

_____.

Our solution is to _____

_____.

One way we think our project will be successful is _____

_____.

FEEDBACK (use this space to note feedback received from audience):

Day 12: *Practice Presentations*

STEP 1. Review Presentation Importance/Skills (1 min)

- Review how much was learned this week. Say, *“We have learned so much this week about the importance of presentation. We now understand some of the best tips for what works and what does not work. Using our i-Message technique, we are going to form the steps of our Action Plan and practice it today.”*
 - NOTE: Teacher or Ambassadors can demonstrate some of the techniques that work.
 - NOTE: Teacher or Ambassadors can demonstrate some of the techniques that work.

STEP 2. Review/Finish Worksheet (3-5 min)

- Review **Ambassador Handout: STAT: Presentation Script** and help students to complete worksheet.
- Say, *“Now that we understand some basic presentation skills, learned from our brave volunteers, and worked out the details of our idea, we are ready to practice. Today, we are going to use our Presentation Script to practice what is called an ‘elevator pitch.’ Some of you may remember learning about this in MOSAIC last year. Let’s review what an elevator pitch is: Imagine that you are in an elevator with an authority figure in our school and you need to explain our idea to him or her in one minute before you get to the tenth floor. That’s an elevator pitch!”*
 - NOTE: It may be helpful to show a video about an elevator pitch to students, or preview yourself. Here are two examples:
 - <http://abcnews.go.com/GMA/video/shark-tank-tips-perfect-elevator-business-pitch-26100482> (2:52 min)
 - <https://www.youtube.com/watch?v=uyxfERV5ttY> (2:10 min)

STEP 3. Practice Elevator Pitch with Partner (4-5 min)

- Have students partner with the person next to them. One partner will be the administrator, and the other will be the student. The student will have one minute to tell the administrator about their class's STAT idea. Time the activity and tell the students when one minute is up, and have them switch roles and practice again.

STEP 4. Ambassadors/Understudies Practice Presenting (4-6 min)

- Share with the class who they will be presenting to and when (this will take pre-planning!).
- Explain that the ambassadors will present on behalf of the class, but that it will be important to have understudies for the ambassadors to present in the event that one or both of the ambassadors are not able to (i.e. absence, illness, stage fright). Select one or two students who will present using the script. Students can be selected by volunteering, class vote, or any other method you feel is appropriate.
 - NOTE: There will be another presentation opportunity for STAT in February.
 - NOTE: If you think your seventh graders could benefit from practicing without the script, or personalizing the script, offer them this challenge.
- Say, ***“Now that we’ve practiced in pairs, let’s have our ambassadors and understudies each practice in front of the class. Let’s be a supportive audience and notice successes!”***
- Allow each ambassador and understudy an opportunity to present the script, and take one or two student comments, soliciting positive and supportive feedback.

STEP 5. Wrap Up (1 min)

- Say, “*You did great work this week making your action plan come to life, learning presentation skills, and practicing your elevator pitch. Next we will present our idea to _____ (the individual or group you presented to), and we will reflect on the feedback and take our next steps during STAT in January.*”

FOLLOW UP

- It is essential that your students present their idea and get feedback from a the individual or group you presented to before the STAT activity in January.
- Your class can work on their STAT idea outside of MOSAIC class over the next month.

(Ambassador Handout)

December Activity 3

STAT: Presentation Script

“Hello, Mr./Ms./Dr. _____. My name is _____, and I am from Mr./Ms. _____’s MOSAIC class. For our STAT Action Plan, we decided to address the issue in our class/school of _____

_____.

Our solution is to _____

_____.

One way we think our project will be successful is _____

_____.

FEEDBACK (use this space to note feedback received from audience):

December Activity 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!

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

December Activity 4

Bi-Monthly Reflection & Feedback

Day 13

VIRTUE & SKILLS

Helpful
Generosity
&
Communication
+ Social Problem
Solving

OBJECTIVE

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

MATERIALS

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

December Activity 4 Tips

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

“Bi-Monthly Reflection & Feedback” Overview

Day 13: Reflection & Feedback for November/December

Day 13: Reflection & Feedback for November/December

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

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

STEP 2. Students Give Feedback on Nov. and Dec. (3-5 min)

- Prompt students to provide feedback about the activities from November and December.
- Say, *“In November, we focused on making ourselves/school/world better and the virtue of Constructive Creativity. We played games to help us think outside of the box, thought about our careers, and had our first Students Taking Action Together (STAT).”*

Discussion Questions:

- *What were some things you liked about MOSAIC in November?*
- *How could those November lessons be better?*
- Say, *“In December we focused on the theme of Giving Back to Ourselves, and the virtue of Helpful Generosity. We read stories about Helpful Generosity, practiced using i-Messages, and held our second STAT.”*

Discussion Questions:

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

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

- Show **MOSAIC Projector Display: MOSAIC Reflection.**
- Have students respond to the scenario in their MOSAIC Journals. Tell students they have 5 minutes to respond.



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

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

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

December Activity 4 MOSAIC Reflection

Write your answer in your MOSAIC Journal:

The mayor of your city has made a plan to develop the local park into an area for businesses. She believes people could build many stores where the park is, and this would help the city's economy.

When the plan goes public, many citizens protest against it. Should the mayor follow her plan to tear down the park, or should she listen to the people and leave the park alone? How has what you learned this month in MOSAIC influenced your position?

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?**