

January

Planning For The Future



YEAR 2

JANUARY THEME

Planning For The Future

JANUARY VIRTUE & SKILLS

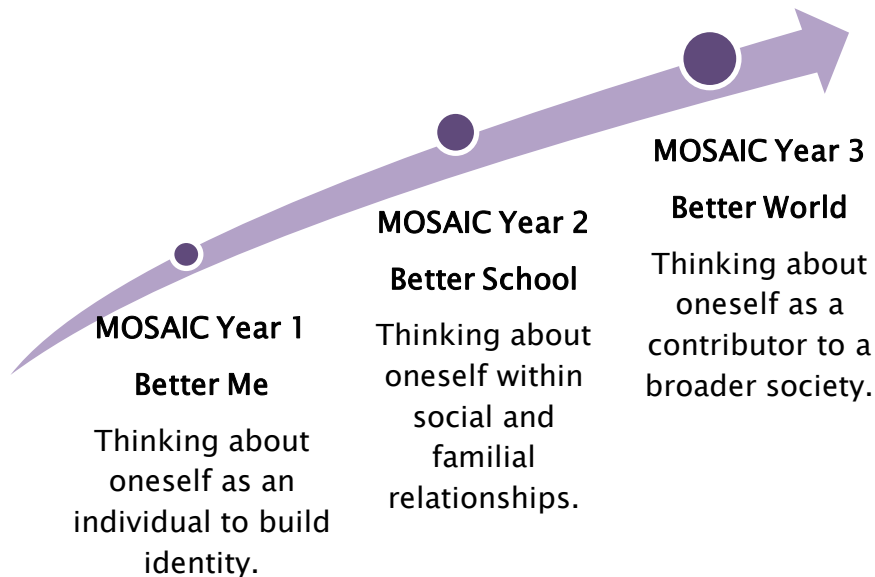
Virtue:

Optimistic Future-Mindedness

Skills:

Social Problem Solving &
Empathy

MOSAIC BY YEAR



MOSAIC Virtues & Skills

Positive Purpose

Supporting Virtues

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

Supporting Skills

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

MOSAIC VIRTUES & SKILLS BY MONTH

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

PLANNING FOR THE FUTURE

How can we incorporate MOSAIC into our class today?

- List my options in a tough situation with my classmates or with my schoolwork
- Use empathy to understand all the pros and cons when I decide what to do in a difficult situation.
- Even when things look difficult, keep problem solving and persist in finding possible solutions.

MOSAIC in January

Year 2 Curriculum

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

January Activity 1: Intro to Optimistic Future-Mindedness

Day 1: Introduce Theme and Virtue with Poetry

Day 2: Potatoes, Eggs, and Coffee Beans

Day 3: Yes-No-Maybe

Day 4: Optimistic Future-Mindedness Definition Web

January Activity 2: Empathy Role-Play

Day 5: How Would You Feel?

Day 6: Prepare for Respect Role Plays

Day 7: Role-Plays

Day 8: Role-Plays Continued

January Activity 3: Students Taking Action Together

Day 9: Review and Reflect on Feedback from Presentation

Day 10: Select Topic

Day 11: Problem Description & List of Options

Day 12: List of Options & Action Plan

January Activity 4: Mid-Year Reflection & Feedback

Day 13: Mid-Year Reflection & Feedback

January Activity 1

Introduction to Optimistic Future- Mindedness

Days 1 to 4

VIRTUE & SKILLS

Optimistic Future-
Mindedness
&
Empathy + Social
Problem Solving

OBJECTIVE

Students will take a position on “Planning for the Future,” the new theme of the month.

MATERIALS

- ❖ Digital Projector/Computer
- ❖ MOSAIC Journals
- ❖ MOSAIC Projector Displays:
 - *Optional:* MOSAIC Projector Display: The Road Not Taken
 - Potatoes, Eggs, and Coffee Beans
 - Theme and Virtue Definition Web

TEACHER TIPS

1. *Incorporate non-verbal communication tools into your MOSAIC Circle rules, such as snapping when you agree with something.*
 2. *Consider continuing the poetry discussion from Day 1 during a Language Arts lesson.*
 3. *For Day 3, Create Yes-No-Maybe signs, or have students make them, and tape them to sections of the room*
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Introduction to Optimistic Future-Mindedness Overview

Day 1: Introduce Theme and Virtue with Poetry

Day 2: Potatoes, Eggs, and Coffee Beans

Day 3: Yes-No-Maybe

Day 4: Optimistic Future-Minded Definition Web

Day 1: *Introduce Theme and Virtue with Poetry*

STEP 1. Introduce “Optimistic Future-Mindedness” (2-3 min.)

- Introduce the activity by saying to students, *“This month we will be focusing on the theme of Planning for the future, and the virtue of Optimistic Future-Mindedness.”*
- Remind students that, *“Optimistic Future-Mindedness can be described as thinking about how your actions affect other people; Setting goals for your future; Having a hopeful outlook or being optimistic; seeing yourself as successful and happy in the future; believing you can be successful.”*
- Emphasize that, *“This description is not intended to be an exhaustive definition of constructive creativity, but rather a starting point from which the students can develop their own working definition.”*

STEP 2. Introduce Robert Frost poem (3-4 min.)

- Say, *“We will begin by watching a video reading of the Robert Frost poem, The Road Not Taken. Please take out your MOSAIC journals. As you are watching the video, please write down at least 3 moments, images, words or phrases from the video that made you feel something. Keep in mind that the video is 4 minutes long, and that you will be asked to share part of your response with the class after the video.”*
- Have students watch the video and take notes.

- Link: <http://www.youtube.com/watch?v=KUaQgRijukA>

- Length: 2:28

Alternative Activity (IF VIDEO IS INACCESSIBLE)

- If you cannot access the video, use **MOSAIC Projector Display: The Road Not Taken** and read the poem to the students.

STEP 3. Review Structure of MOSAIC Circle (2-3 min.)

- Review the structure of a MOSAIC Circle, first introduced in December:
 - Gather students in a circle around the classroom (or some other configuration that allows students to see one-another), either standing or sitting.
 - Explain to students, *“In order to discuss the poetry we just watched, we will be using a MOSAIC Circle. In a MOSAIC Circle, we will respond to a specific question, and everyone in our class will get a turn to share their thoughts and feelings.”*
 - Ask students to recall the norms of a MOSAIC Circle. Be sure that the following norms are mentioned:
 - *“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.”*

STEP 4. Conduct MOSAIC Circle (4-5 min.)

- Say to students, *“Today in our MOSAIC Circle, we will each share one word/phrase that we wrote down during video, how that word or phrase makes us feel about the future, and why.”*
 - *Example response:*
 - The phrase, “Yet knowing how way leads on to way/ I doubted if I should ever come back,” made me think about how our decisions can often lead to opportunities and experiences that we can’t even imagine when we take that first step.

STEP 5. Facilitate Debriefing Discussion (2-3 min)

- Facilitate a discussion debrief from MOSAIC circle and help students gain insights into what might be influencing even the most “obvious” decisions they make, how important it is to look at our choices after we make them because the longer we go down a road, the harder it is to turn back (though by no means impossible).

Example Discussion Questions:

- *“What themes did you notice in our Circle today?”*
- *What phrases came up most often in our Circle today?*
- *What feelings came up most often in our Circle today?*
- *Why do you think these feelings or phrases came up most often?*
- *Thinking of the words and images from the poem, how do you think Robert Frost would define being Optimistically Future-Minded?”*
- *How do you think the author came to his decision to take “the one less traveled by”?*

- *Based on what the writer says, what do we know about the two roads?*
 - NOTE: A careful look from your students will show that there is no reason given for choosing one road over the other.

- *How did he decide which road to take, especially when they both appeared to be the same?*

- *Why did he say he took “the one less traveled by”? Less traveled by whom?*

- *Why did he say that in the future, he would tell the story of his choice with a sigh?*

January Activity 1

The Road Not Taken

The Road Not Taken

By Robert Frost

Two roads diverged in a yellow wood,
And sorry I could not travel both
And be one traveler, long I stood
And looked down one as far as I could
To where it bent in the undergrowth;

Then took the other, as just as fair,
And having perhaps the better claim,
Because it was grassy and wanted wear;
Though as for that the passing there
Had worn them really about the same,

And both that morning equally lay
In leaves no step had trodden black.
Oh, I kept the first for another day!
Yet knowing how way leads on to way,
I doubted if I should ever come back.

I shall be telling this with a sigh
Somewhere ages and ages hence:
Two roads diverged in a wood, and I—
I took the one less traveled by,
And that has made all the difference.

Day 2: Potatoes, Eggs, and Coffee Beans

STEP 1. Introduce the “Potatoes, Eggs, and Coffee Beans” (2-3 min)

- Tell the class, *“We will be reading a short story about the different ways we can respond to difficulty and adversity.”*
- Project the **MOSAIC Projector Display: Potatoes, Eggs, and Coffee Beans**

STEP 2. Read “Potatoes, Eggs, and Coffee Beans” (5-7 min.)

- Have several students take turns reading the **MOSAIC Projector Display: Potatoes, Eggs, and Coffee Beans**.

STEP 3. Think, Pair, Share (4-5 min.)

- Say to students, *“Consider the following questions, you will spend 60 seconds thinking about your answer, 60 seconds sharing your thoughts with your neighbor, and then we will spend several minutes sharing as a class.”*
 - *“What do you think is the moral of the story?”*
 - *Do you tend to respond to difficulty and adversity as a potato, egg, or coffee bean would?*
 - *How would you like to respond to difficulty and adversity?”*

January Activity 1

Potatoes, Eggs, and Coffee Beans

Once upon a time a daughter complained to her father that her life was miserable and that she didn't know how she was going to make it. She was tired of fighting and struggling all the time. It seemed just as one problem was solved, another one soon followed.

Her father, a chef, took her to the kitchen. He filled three pots with water and placed each on a high fire. Once the three pots began to boil, he placed potatoes in one pot, eggs in the second pot, and ground coffee beans in the third pot.

He then let them sit and boil, without saying a word to his daughter. The daughter, moaned and impatiently waited, wondering what he was doing.

After twenty minutes he turned off the burners and placed the potatoes, eggs, and coffee in separate cups.

Turning to her he asked, "Daughter, what do you see?"

"Potatoes, eggs, and coffee," she hastily replied.

"Look closer," he said. The daughter noticed that the potatoes had gotten soft and the egg had turned into a hard-boiled egg. The father then asked his daughter to sip the coffee. Its rich aroma brought a smile to her face.

“Father, what does this mean?” she asked.

He then explained that the potatoes, the eggs and coffee beans had each faced the same adversity– the boiling water.

However, each one reacted differently.

The potato went in strong, hard, and unrelenting, but in boiling water, it became soft and weak.

The egg was fragile, with the thin outer shell protecting its liquid interior until it was put in the boiling water. Then the inside of the egg became hard.

However, the ground coffee beans were unique. After they were exposed to the boiling water, they changed the water and created something new.

“Which are you,” he asked his daughter. “When adversity knocks on your door, how do you respond? Are you a potato, an egg, or a coffee bean? “

Which one are you?

Note: This story was retrieved from this website: <http://www.livin3.com/5-motivational-and-inspiring-short-stories>

Day 3: *Yes-No-Maybe*

STEP 1. Introduce Yes-No-Maybe (3-4 min.)

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

STEP 2. Play! (8-10 min.)

- Read any of the statements below, or create your own to be as relatable to the group as possible:
- *Yes-No- Maybe Questions*
 - *“When my friends want me to do something that might get me in trouble, I shouldn’t worry about doing it because they are my friends.”*
 - *Students in my school can be important and valuable contributors to our community.*
 - *Students in my grade can be positive role models for the younger grades.*

- *Young people from my neighborhood don't stand a good chance of becoming high school graduates.*
- *People from my school don't stand a good chance of becoming college graduates.*
- *My friends and I are going to have very healthy and productive lives."*
- Create your own!

STEP 3. Reflect on Similarities and Differences (3-4 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?"*
 - *"Are there any themes or patterns you noticed about the class' answers?"*
- Point out that, *"You had many different thoughts and there was not a single right answer."*

Day 4: *Optimistic Future-Mindedness Definition Web*

STEP 1. Introduce the Activity (3-4 min.)

- Say to students, *“Today we will use our experience with this week’s MOSAIC activities to create a definition of what Optimistic Future-Mindedness means as a class.”*
- Post the **MOSAIC Projector Display: Optimistic Future-Mindedness Definition Web** and review the directions, including each instruction within the 2 by 2 square.

STEP 2. Students Brainstorm in MOSAIC Journals (4-5 min.)

- Ask students, *“Use your MOSAIC journals to draw the 2 by 2 square from the projector on a new page.”*
- Say to students, *“Even if you have done something like this before, it will be helpful to do it again because as you grow up, your ideas about yourself may change. You will now have 3 minutes to work individually to fill out the square with your own ideas. Remember, this is just a brainstorm, and no idea is a bad idea!”*

STEP 3. Share Ideas and Create Class Definitions (4-5 min.)

- As a large group, ask students to share their brainstorms
- Summarize the themes that come up from their ideas
 - *Example:* “It seems like the class pictures Optimistic Future-Mindedness as looking at the positive aspects of a situation and always thinking of solutions to problems; and being your best self as including empathy, honesty, and courage.”
- Say to students, *“Now let’s collectively create one sentence for each term that you agree to be the “class definition” of what optimistic future-mindedness means.”*

- Instruct students to, *“Copy these definitions in your MOSAIC journals to refer back to throughout the month and rest of the year.”*

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

- Say to students, *“During the rest of this month, we will be learning tools to be optimistically future-minded and be our best selves. This month’s Throughline sheet reminds us to use these tools and notice how they show up in the content and interactions that we have in other classes.”*
- End the class by selecting a student to read the Throughline sheet (displayed in a visible place in the classroom) aloud.
- Student says, *“January Throughline: Planning for the Future. How can we incorporate MOSAIC into our class today?”*
 - *“List my options in a tough situation with my classmates or with my schoolwork.*
 - *Use empathy to understand all the pros and cons when I decide what to do in a difficult situation.*
 - *Even when things look difficult, keep problem solving and persist in finding a possible solution.”*

FOLLOW UP

- Throughout the month, provide specific labeled praise for students who show Optimistic Future-Mindedness (in your MOSAIC class and in your other classes).
- Your class is now familiar with Yes-No-Maybe formats. Whenever time is available, during MOSAIC or other classes, you can select videos or news articles from current events, or use aspects of books you are reading in any subject area and use the “Yes-No-Maybe” pedagogy to engage students in the topic actively.

PLANNING FOR THE FUTURE

How can we incorporate MOSAIC into our class today?

- List my options in a tough situation with my classmates or with my schoolwork
- Use empathy to understand all the pros and cons when I decide what to do in a difficult situation.
- Even when things look difficult, keep problem solving and persist in finding possible solutions.

(MOSAIC Projector Display)

January Activity 1

Optimistic Future-Mindedness Definition Web

Directions: Follow the instructions in each of the 4 boxes for Optimistic Future-Mindedness.

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

Optimistic Future-Mindedness

January Activity 2

Empathy Role-Play

Days 5 to 8

VIRTUE & SKILLS

Optimistic
Future-
Mindedness
&
Empathy + Social
Problem Solving

OBJECTIVE

Students will work in groups to practice the “PLAN” problem solving steps and focus on “Listing Options.”

MATERIALS

- ❖ MOSAIC Projector Display: PLAN
- ❖ MOSAIC Projector Display: Respect Situations
- ❖ Paper/Journals
- ❖ Pens/Pencils

TEACHER TIPS

1. Refer back to the MOSAIC Class Norms established during September to remind students of their suggestions.
2. Students will benefit the most from problem solving if they learn to identify and plan for potential barriers.

“Empathy Role-Play” Overview

Day 5: How Would You Feel?

Day 6: Prepare for Respect Role Plays

Day 7: Role-Plays

Day 8: Role-Plays Continued

Day 5: *How Would You Feel?*

STEP 1. Introduce Activity (4-5 min.)

- Ask students to *“Close your eyes for a moment and picture how your faces and bodies look when you experience the following emotions:*
 - *Overjoyed*
 - *Depressed*
 - *Excited*
 - *Puzzled*
 - *Terrified*
 - *Upset*
 - *Shocked”*
- NOTE: Pause 4-5 seconds between reading each emotion. Expand this portion of the activity by having students draw how their faces and bodies look when they experience these emotions.

STEP 2. Facilitate Emotion Role-Play (8-10 min.)

- Refer to the following list of emotions and ask students to, *“Pick any number between 1-10.”* Do not tell them the emotion yet!
 1. Ecstatic
 2. Depressed
 3. Enraged
 4. Humiliated
 5. Panicked
 6. Confident
 7. Lonely
 8. Defensive
 9. Suspicious
 10. Awkward

Or, Substitute one of your own!
- Once each student has been assigned a number, share the corresponding emotion word.

- Say, *“One at a time, we will have a student volunteer act out the facial expression and body language of his or her emotion word, and the rest of the class will try to guess what emotion the student is acting out. Who wants to go first?”*
- After each volunteer acts out an emotion, ask if the class also has the same facial expression for that emotion. If they do not, ask them to model their expressions for the class.
- Say to students, *“Remember, there are several ways to express the same emotion, but there are still certain clues we can pick up to try and guess how someone else is feeling.”*

STEP 3. Summarize the emotion role-play (4-5 min.)

- Say to students, *“During this activity, you were noticing emotion signs and cues. This is how we can assess people’s feelings in real life.”*
- Relate the emotion role-play to empathy by telling students that *“When we read people’s feelings accurately, we have the chance to show kindness and understanding of others.”*

Day 6: Prepare for Respect Role-Plays

STEP 1. Facilitate Respect for Adults Activity (4-5 min.)

- Say to students, *“You will be using what you learned about communicating emotions and messages using nonverbal cues, such as facial expressions and body language. Today, we will be using that knowledge to work towards our theme, ‘Planning for the Future,’ by showing respect to adults in school even when it feels hard.”*
- Have several students read the directions and text shown on the **MOSAIC Projector Display: Respect Situations.**
- Break the class into two groups; either the respect condition or disrespect condition.
- Say to the students, *“During the next two activities, you will work within these two groups to use your problem solving skills to understand ways a student could respond to the tricky situation with the teacher with either positive respect or negative disrespect.”*

STEP 2. Define Each Group’s Smart Goal and 3 Top Options (4-5 min.)

- Ask students to sit with their groups assigned in Part 2.
- Say to the students, *“Today we will be using the second step in the PLAN Problem Solving Model in our two groups to decide what each role play will look like.”*
- Guide the students by saying, *“Each group is not thinking about what you would do—your goal is to think about how you a respectful or a disrespectful student would be thinking about the situation. You can use SMART goals to help you decide what you believe a respectful or disrespectful way of thinking would be.”*

Then, you should generate options for different ways you can show respect or disrespect in a role play.”

- Example: The group modeling disrespect might decide that their hypothetical student’s goal is to show the class that he is powerful by arguing with the teacher.

- NOTE: It may be helpful to review the components of a SMART Goal:
 - S**
 - Specific
 - *Is the goal clear and specific?*

 - M**
 - Measurable
 - *How can this goal be measured?*

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

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

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

- After the students have created a SMART goal, ask them to take one minute to list all the options they can think of to reach that goal from the perspective of the group they are in.

STEP 3. List Pro/Cons (5-7 min.)

- Looking at their list of options, ask each group to pick their top two ideas.
- Say to students, *“The next step after picking your top two options is to think about what would be good and bad about each option. We will be calling this a pro-con list. A “pro” is a positive aspect of this solution and a “con” is a negative aspect. We will go through each of the 2 options and write the pro-cons for each.”*
- Ask students to, *“Jot down pros and cons for the top two options on your list of options.”*

STEP 4. Select the option to try! (2 min.)

- Based on the pros and cons list, have each group chose one option that seems to have the most pros in meeting their (respectful or disrespectful) goal.
- If time, ask students to reflect on the pro/con list.
- *Example Reflection Questions:*
 - *“Do you notice any similarities between the pros of each option? What about between the cons?”*
 - *“What do you think is the most important pro on the list?”*
 - *“What con do you think has the most negative impact?”*
- Without sharing with the larger group, ask each group to put a star next to the option they decided to use for this problem solving activity. This represents what they think is the most likely goal of a student who acts respectfully or disrespectfully.
- Say to students, *“Next time we meet, we will have time to practice our role plays.”*

(MOSAIC Projector Display)

January Activity 2

Respect Situations

Directions: Below is one conflict situation that students may find themselves in at school. One group should solve the conflict in a way that results in disrespectful student actions. The second group should solve the conflict in a way that results in respectful student actions.

You find yourself in an unfortunate situation...

It's been one of those weeks when nothing is going right, and you're just trying to get your work done so you can enjoy the weekend. As you sit in class, some students next to you start whispering and giggling during class. The teacher turns around and tells you to stop talking and to move your chair. When you first try to explain that it wasn't you, the teacher asks you to move anyway. You feel angry that the students who were actually talking say nothing in your defense and exasperated that another thing is going wrong this week...

Now, pair up and finish the story!
What do you do?

Day 7: Role-Plays

STEP 1. Practice Role Plays (5 min.)

- Allow 5 minutes for each group to practice their role play.
- NOTE: Refer to **MOSAIC Projector Display: Respect Situations** to remind students of the scenario, if needed.

STEP 2. Act Out Role Plays (10 min.)

- Spend about five minutes per role-play, including questions and feedback.
- Ask the disrespectful group to act out their solution first. Ask them to share how they thought the disrespectful student was thinking about his or her goal.
- Solicit feedback from the opposing group, *“What did the group do well in the role play and what could have enhanced the skit?”*
- Repeat the previous two steps for the respect group’s presentation.

(MOSAIC Projector Display)

January Activity 2 Respect Situations

Directions: Below is one conflict situation that students may find themselves in at school. One group should solve the conflict in a way that results in disrespectful student actions. The second group should solve the conflict in a way that results in respectful student actions.

You find yourself in an unfortunate situation...

It's been one of those weeks when nothing is going right, and you're just trying to get your work done so you can enjoy the weekend. As you sit in class, some students next to you start whispering and giggling during class. The teacher turns around and tells you to stop talking and to move your chair. When you first try to explain that it wasn't you, the teacher asks you to move anyway. You feel angry that the students who were actually talking say nothing in your defense and exasperated that another thing is going wrong this week...

***Now, pair up and finish the story!
What do you do?***

Day 8: Role-Plays Continued

STEP 1. Reflect on Role Plays (15 min.)

- Say, *“Even though both groups used the same problem solving model, one group came up with an idea that didn’t help the student in the long run (disrespect group). Why do you think this happened?”*
 - Example: Students might have different intentions and reactions when they are thinking about all the things going wrong in their lives versus having a more positive attitude.
- Ask, *“What is most challenging about finding a respectful solution?”*
- *“What is the short-term and long-term result of being disrespectful?”*
- *“Which approach requires more problem-solving?”*
- Conclude by saying, *“Today, you learned that what you are thinking about and how you express yourself are important parts of communication. If your goal is to be disrespectful, it will be clear to people in your body language and tone of voice and it’s likely people will not appreciate you. If your goal is to be respectful, your voice and posture will reflect helpful generosity and you will get along better with adults and they will appreciate you more.”*

FOLLOW UP

- Find ways to use the PLAN problem solving model in your non-MOSAIC classes. The model is designed to be general and applicable to a variety of problems so that students can get a lot of practice!
- Suggest using the PLAN model if conflicts arise in your MOSAIC class or outside of your MOSAIC class.

January Activity 3

Students Taking Action Together

Days 9 to 12

VIRTUE & SKILLS

Optimistic Future-Mindedness
&
Empathy + Social Problem Solving

OBJECTIVE

Students will address the administration's response to their classroom's idea from December and choose their next idea.

MATERIALS

- ❖ Ambassador Handouts:
 - STAT: Select Topic
 - STAT: List of Options
 - STAT: Action Plan
- ❖ Optional:
 - Projector Display: PLAN

January Activity 3 Tips

1. Depending on the response your classroom received from the individual outside your class who provides feedback about your class's idea, you will need to incorporate the feedback in revising your problem, options, and action plan.
2. Look ahead to help your Ambassadors be prepared for their role in the STAT this month.

Activity 3: Students Taking Action Together

Day 9: Review and Reflect on Feedback from Presentation

Day 10: Select Topic

Day 11: Problem Description & List of Options

Day 12: List of Options & Action Plan

DAY 9: Review and Reflect on Feedback from Presentation

NOTE: Days 9-12 include sections that are led by your student Ambassadors, who will need a lot of support from you! The teacher curriculum below explains both the teacher and the Ambassador's role and provides suggested scripts for the teachers in *blue font*, and the Ambassadors in *green font*. The Ambassador handouts provide direct instructions for the Ambassadors and should be given to them to use during the lessons.

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

STEP 1. Notice Successes (1-3 min)

- Begin by pointing out that students made a great first step toward improving their school by coming up with an idea and sharing it with an individual or group from outside of your class, such as an administrator, supervisor, Student Council representative, or buddy classroom.

STEP 2. Summarize Feedback Received After Presentation (2-4 min)

******NOTE: If your class did not receive any feedback from someone outside your class:**

- Ask your students to identify something they are proud of about their idea.
- Identify at least one reason why they may not have received feedback.
- Move to Day 10, select topic
- There are many possible responses the person or group you presented to may have had to your classroom's idea or suggestion from December. The most likely are:
 - Support of the idea/suggestion with some changes proposed

- Suggestion/idea needs to be reconsidered
- Have your Ambassadors (or understudies, if applicable) present the response from the person(s) who provided feedback.
 - NOTE: Ambassadors/understudies should have feedback recorded on their Presentation Script from December
- Discuss classroom reactions to the feedback received. Be sure to share your own reactions and have Ambassadors share their reactions.

Example Discussion Questions:

- *What feelings do you have about this response from _____ (the person receiving your class's presentation)?*
- *Are you surprised by the response we received?*

STEP 3. Evaluate Changes (5-6 min)

- Break students into small groups of 3-4 students.
- Ask students to:
 - Identify at least one reason why they received the feedback that they did.
 - Generate at least one way to incorporate the feedback into their action plan moving forward. If your classroom has already acted on the idea, ask them to reflect on how they could improve/continue the idea.

Examples of incorporating feedback into action plan:

- Supportive Feedback: The feedback we received was positive about our idea of having a lunch rotating buddy system in our class to help us get to know each other and make sure everyone has someone to sit with. The presentation audience suggested

that we expand this plan to other classes in our grade. We could incorporate this feedback by contacting one other class first and proposing they join us in this idea.

- Reconsider Feedback: The person(s) we presented to did not think that our idea to start a new middle school newspaper focusing on multiculturalism would be feasible this year. Instead, they suggested that we try to incorporate this idea into the current school newspaper. A first step in our new action plan could be to find a point person for the newspaper and contact them about the idea.
- REMINDER: These ideas must be realistic, to be completed outside of the MOSAIC classroom time.
 - Example ideas that could be completed outside of classroom time:
 - Pick up litter
 - Connect to local foodbank and collect donations
 - Sit with new students at lunch
 - Try to learn names of all students in our grade
 - Create thank you cards for first responders
 - Write letters to seniors in local senior center
 - Say “hello” to new students

STEP 4. Prepare for Next Class (1-2 min)

- Tell students that, *“Next class we will share our reactions and reflections on the feedback we received on our idea and begin our plan on how to move forward with our STAT ideas and suggestions.”*

Day 10: Select Topic

STEP 1. Consider Reasons For Changes (3-5 min)

- Ask students to identify their emotional reactions to the feedback they received.
- Build from the group work from Day 9 to identify reasons that changes are needed to make the action plan more feasible.

STEP 2. Ambassadors Lead “Yes-No-Maybe” (3-5 min)

- This step is designed to help the classroom decide whether they are still committed to this topic. If the changes that are needed are too daunting, or the classroom has lost interest, then the classroom may choose to select a new topic for this STAT series.
- Have Ambassadors lead a “Yes-No-Maybe” activity about whether the classroom remains committed to this topic.
 - Ambassadors can use the **Ambassador Handout: “Selecting Topic”**
- Provide instructions:
 - *“The Ambassadors will ask us questions and we will go to the place in the room that stands for our answer, either ‘Yes’ or ‘No’ or ‘Maybe.’”*
- Ambassadors identify three spaces in the room that each represent either “Yes” or “No” or “Maybe.”
- Have one Ambassador ask “Yes-No-Maybe” questions, while the other Ambassador takes notes on the board. Help Ambassadors ask their peers follow-up questions.
- Yes-No-Maybe Questions:
 - **Question 1: Do you still think this idea is something we should still work on?**

- Question 2: Do you want to change this idea at all?
- Remind students that they have the option to pick a new topic if they no longer want to work on this idea.
- After students' opinions have been heard, assist Ambassadors in leading a classroom vote for continuing the same topic or selecting a new topic.

STEP 3. Identify Problem to Solve (5-6 min)

- Option 1: Continue and improve same topic.
 - Ambassadors say, "We can focus on the same topic we worked on in November and December but improve it."
 - Example:
 - Previous idea:
 - "To make our school friendlier we suggested that all younger students be assigned an older student as a buddy.
 - Problem with this idea: It was too hard to carry out this idea.
 - New idea:
 - "We still want to make our school a friendlier place, so we need to find a way that everyone in our classroom will do one friendly act each day."
- Option 2: Choose a new topic.
 - Ambassadors say, "Do students feel respected and feel like this school is a caring place? Are there ways our school could be a better place to be for students?"

- *What kinds of constructively creative ideas can we think of for these topics?"*
- Ambassadors should take turns taking notes (on board or chart paper) during this discussion. 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:*
 - *"Do we have more ideas for how we can work on _____ [IDEA FROM LAST SERIES]?"*
 - *What challenges are there to making our school a place where everyone feels included and respected?*
 - *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?"*

STEP 4. Summarize themes and Class Vote (2-3 min)

- Help your Ambassadors summarize commonalities or themes from student responses.
 - Refer to the Ambassadors' notes on the board/chart paper.

- Summarize themes in feelings and beliefs, for example, *“It seems that much of the class feels this way...”* or *“Some people expressed the belief that...while others expressed...”*
-
- Help Ambassadors facilitate a vote of whether to continue with the topic from December, or begin working on a new topic.

STEP 5. Introduce Defining Problem (2-3 min)

- The class has two ways to think about a topic and can choose to think of the problem:
 - 1. **As a Classroom Problem:** Think about how the problem affects our classroom and what might happen in your classroom that you can work on
 - *Example:*
 - Some students in a classroom have trouble paying attention during class. What can our classroom do to help students pay attention?
 - 2. **As a School Problem:** Think about how the problem affects your school and what might happen in our school that you can work on.
 - *Example:*
 - Some students feel uncomfortable asking teachers for help on their homework. What can happen in the school so students can get the help they need on their homework?
- The next lesson will focus on describing the problem.

January 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.

January Activity 3

STAT: Selecting Topic

STEP 1. Lead A “Yes-No-Maybe” Activity

- Choose three places in the room:
 - One for “Yes”
 - One for “No”
 - One for “Maybe”
- Ask the following questions and take notes on the board.
- Yes-No-Maybe Questions:
 - Question 1: Do you still think this idea is something we should still work on?
 - Question 2: Do you want to change this idea at all?
- Ask why students picked their answers, and write those reasons on the board.

STEP 2. Select a Topic

- Work together to select a topic.

The topic our class chose is: _____

Day 11: Problem Description & List of Options

STEP 1. Review Topic (1-2 min)

- Review the topic that was discussed during Day 10.

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

- Ambassadors say to students, ***“We need to work as a group to write one sentence that describes the problem (or topic) and the goal of discussing this issue.”***
 - NOTE: If the class chooses to continue working on the same topic as November and December, the problem description may be the same or only slightly revised.
- Use chart paper or the board to document the brainstorm.
 - NOTE: Problems can be about making good things better, not only dealing with difficulties
- Have Ambassadors copy the sentence onto the **Ambassador Handout: STAT List of Options Handout.**
- *Examples:*
 - “Students do not know who to sit with in the cafeteria (problem) and we need to help each other feel safer (goal).”
 - “Many activities happen at this school that younger students do not know about (problem) and we think they should know (goal).”
 - “8th graders can be intimidating (problem) and we want to see them as friends (goal).”

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

- Help Ambassadors put students into groups of three (one student is note-taker). Ambassadors say, “Let’s break into groups of three. Two of you will be brainstormers and the other will be the note-taker. The oldest one in your group will take the notes.”
- Ambassadors say to students, “In your groups, you will think of different ways to address the problem or issue we just described.” If the problem is the same one we addressed in November and December, ask students to brainstorm ways to revise and improve their action plan.
- Ambassadors set a timer for 2 minutes and tell students, “You will have two minutes to brainstorm as fast as you can—no idea is a bad idea!”
- *Examples:*
 - We could make sure that all the students in our class have someone to sit with and invite those who sit alone to join them.
 - We could reach out to the student coordinators of the school newspaper and ask them to add an article about the opportunities at our school.
 - There could be a mentorship program where each younger student is assigned an older buddy.
 - We could create a peer tutoring buddy system in our class or grade so that students can help each other academically.

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

- One Ambassador says to the small groups, “Let’s share our ideas.” The Ambassador then calls on students to share.
- The other Ambassador takes notes on the board or chart paper. Help your Ambassadors take notes, if they need it!
- Keep the list of options handy for the next lesson!

January Activity 3

STAT: List of Options

STEP 1. Review Topic (discussed on Day 10)

- Same topic from November-December
- New topic

STEP 2. Problem Description

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

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

- Put students into groups of three (one student is note-taker).
- Say ***“In your groups, you will think of different ways to address the problem or issue discussed over the past 2 MOSAIC lessons. You will have two minutes to brainstorm as many ideas as you can—no idea is a bad idea!”***

STEP 4. List of Options: Share Ideas

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

Day 12: List of Options & Action Plan

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

- Support the Ambassadors in asking classmates about the list of new or improved options from Day 11.
- *Example Discussion Questions:*
 - **“Which option do you think...**
 - **... is the easiest to do?**
 - **... will reach the goal we set?**
 - **... will affect the most people in our classroom/school?**
 - **... will be well-liked?”**
- Ambassadors circle and save the top 3 options that the class agrees upon.
 - NOTE: If there is a tie, your class can have a tie-breaking vote or include up to four options.
- Ambassadors add top 3 options to **Ambassador Handout: STAT Action Plan**

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

- Support Ambassadors in leading the class through a discussion of the pros and cons of top 3 ideas.
- Ambassadors should take notes on board or on **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, Discuss February STAT (2-3 min)

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

(Ambassador Handout)

January Activity 3

STAT: Action Plan

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

STEP 1. Choose Top 3 options

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

STEP 2. Discuss Pros & Cons

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

Option

1. _____

PROS: (+)

CONS: (-)

Option

2. _____

PROS: (+)

CONS: (-)

Option

3. _____

PROS: (+)

CONS: (-)

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

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

- **Our idea:**

STEP 4. Notice successes and plan for next month

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

January Activity 4

Mid-Year Reflection & Feedback

Day 13

VIRTUE & SKILLS

Optimistic Future
Mindedness

&

Empathy + Social
Problem Solving

OBJECTIVE

Students will reflect on MOSAIC for the first half of the school year and provide their feedback.

MATERIALS

- ❖ Digital Projector/Computer
- ❖ MOSAIC Student Handout: MOSAIC Mid-Year Feedback

TEACHER TIPS

1. Make a copy of the MOSAIC Student Handout: MOSAIC Mid-Year Feedback for each student in your class.
2. To help students feel confident in the anonymity of their responses, you could have a student collect feedback forms and place them into an envelope before returning them to you.

January Activity 4: Mid-Year Reflection & Feedback

Day 13: Mid-Year Reflection & Feedback

Day 13: *Mid-Year Reflection & Feedback*

STEP 1. Introduce Student Mid-Year Feedback (1-2 min)

- Show **MOSAIC Student Handout: MOSAIC Mid-Year Feedback**.
- Say to students, *“This month, there is different format for our reflection. Each of you is going to think about the MOSAIC lessons we have had so far this year and answer questions based on your opinions. Your answers will be anonymous; this means that they will not have your name on it. Please be as honest as you can. Your feedback will help us make MOSAIC better and better.”*

STEP 2. Students Complete Feedback (5-10 min)

- Give students paper copies of **MOSAIC Student Handout: MOSAIC Mid-Year Feedback**.
- Ask students to complete this form with their honest opinions so MOSAIC can be improved.
 - NOTE: Let students know that you (their teachers) will not see how they individually answer.

STEP 3. Collect Student Feedback and Wrap-Up Reflection (1-3 min)

- To protect student privacy, have one student collect feedback forms into an envelope before handing them to you.
- As time permits, facilitate a group reflection on MOSAIC for first half of the year. Do not press students if they are reluctant to share their opinions.

Example Reflection Questions:

- *What have you liked about MOSAIC so far this year?*
- *How does MOSAIC compare to other classes you have had like it/to MOSAIC last year, if you had it?*
- *What could make MOSAIC better?*

- *Is there anything we can do in our classroom to make a better classroom environment for everyone? What?*

FOLLOW UP

- Reflection and feedback is integral to the MOSAIC process. Continuous input from you and your students will help your school make MOSAIC into the best program it can be. Use this, along with feedback you have gathered throughout the first half of the year, to plan improvements for MOSAIC for the second half of the year. Additionally, if your school has a MOSAIC instructional support team, share this information with that team to inform wider MOSAIC improvements at the grade school levels.

January Activity 4

Mid-Year Student Feedback

Dear MOSAIC students,

*Your voice matters to making MOSAIC better and better!
Your name will not be included in your answers. Please
answer honestly.*

School_____

MOSAIC Teacher Name: _____

MOSAIC Year (Grade Level): _____

My Opinion about MOSAIC

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

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

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

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

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

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

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

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

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

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

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

February

*Showing Resilience & Overcoming
Obstacles*



YEAR 2

FEBRUARY THEME

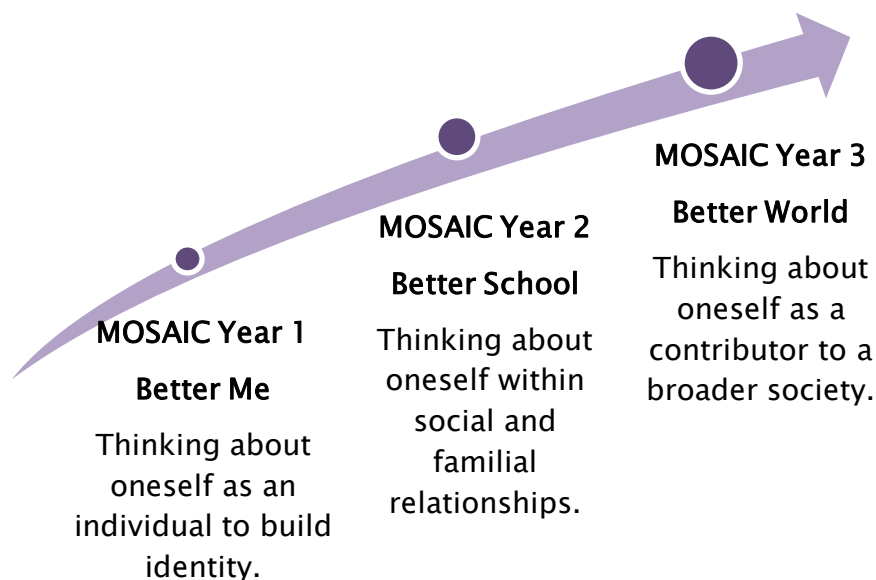
Showing Resilience &
Overcoming Obstacles

FEBRUARY VIRTUE & SKILLS

Virtue:
Responsible Diligence

Skills:
Social Problem Solving &
Emotion Regulation

MOSAIC BY YEAR



MOSAIC Virtues & Skills

Positive Purpose

Supporting Virtues

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

Supporting Skills

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

MOSAIC VIRTUES & SKILLS BY MONTH

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

MOSAIC FEBRUARY THROUGHLINE

SHOWING RESILIENCE & OVERCOMING OBSTACLES

How can we incorporate MOSAIC into our class today?

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



MOSAIC in February

Year 2 Curriculum

February Activity 1: Introduction to Responsible Diligence

Day 1: Introduce Responsible Diligence

Day 2: A Soccer Player's Responsible Diligence

Day 3: Respectful Debate

Day 4: Responsible Diligence Definition Web

February Activity 2: Action Planning

Day 5: Stressful Situations

Day 6: Obstacle Course

Day 7: Notice Successes

Day 8: Class Action Plan

Day 9: SMART Goal Check-in

February Activity 3: Students Taking Action Together

Day 10: Review January Idea and Action Plan

Day 11: Solidify the Action Plan

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

Day 13: Practice Presentations and Suggestion Sheet

February Activity 4: Bi-Monthly Reflection & Feedback

Day 14: Reflection & Feedback for January/February

February Activity 1

Introduction to Responsible Diligence

Days 1 to 4

VIRTUE & SKILLS

Responsible
Diligence
&
Emotion Regulation +
Social Problem
Solving

OBJECTIVE

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

MATERIALS

- ❖ Video/Internet Connection
- ❖ Projector
- ❖ MOSAIC Journals
- ❖ MOSAIC Projector Displays:
 - Carli Lloyd's Story
 - Failures are Pillars of Success
 - Virtue Definition Web

TEACHER TIPS

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

“Introduction to Responsible Diligence” Overview

Day 1: Introduce Responsible Diligence

Day 2: A Soccer Player's Responsible Diligence

Day 3: Respectful Debate

Day 4: Responsible Diligence Definition Web

Day 1: *Introduce Responsible Diligence*

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

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

STEP 2. Introduce Video “Failures are Pillars of Success” (4-6 min)



- Say, *“We are going to watch a video about famous people who achieved success after experiencing failure. As we watch, write down the failures in your MOSAIC Journal.”*
 - Video: <https://www.youtube.com/watch?v=M-3Fs4zGjDU>
 - Length: 3:06

Only if unable to access video:

- Show the **MOSAIC Projector Display: Failures are the Pillars of Success** and read (or have a student read) the video summary.

- NOTE:
 - The video includes captions that students will need to read. It may be necessary for you to read these captions aloud (or have a student read the captions).
 - The video includes three vignettes (Michael Jordan, Walt Disney, Steve Jobs). You can stop after the Michael Jordan portion if you are short on time.

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

- Remind students that, *“This month’s theme is ‘Showing Resilience and Overcoming Obstacles.’”*
- Say, *“When Michael Jordan (Walt Disney/Steve Jobs) was your age, no one knew that they would become as successful as they became. What obstacles did Michael Jordan, Walt Disney, and Steve Jobs overcome to achieve their goals/during their lives?”*
- Take two or three responses. Then facilitate a discussion about overcoming obstacles in students’ own lives.
 - NOTE: Discussion questions can also be used as writing prompts for a free-write.
- *Example Discussion Questions:*
 - *Who do you know in your life who has experienced a lot of obstacles but has not given up? How do they stay motivated?*
 - *Think about a time you had a success—did you experience any obstacles before you finally had that success? How did you deal with them?*
 - *What goes through your head when you experience an obstacle? (What do you think or say to yourself?)*
 - *What feelings do you have when you experience an obstacle? How do you usually handle those feelings?*
 - *What do you usually do if something does not go your way?*

- *Who in your life has talked to you about overcoming obstacles? What have they told you?*
- Wrap up by explaining, *“Success for the individuals in the video came from learning to:*
 - *1) Deal with emotions (MOSAIC Skill: Emotion Regulation),*
 - *2) Be good problem solvers (MOSAIC Skill: Problem Solving), and*
 - *3) Be Responsibly Diligent (MOSAIC Virtue).”*

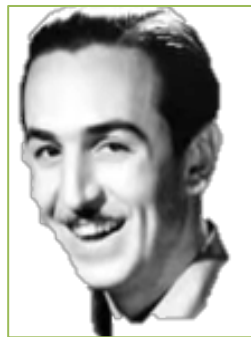
February Activity 1

Failures are the Pillars of Success

A young boy, after being cut from his high school basketball team went home, locked himself in his room, and cried...



He grew up to become one of the greatest basketball players of all time: Michael Jordan.



A young cartoonist, fired from a newspaper for “lacking imagination” and “having no original ideas” became Walt Disney, creator of Mickey Mouse.

An entrepreneur and innovator was devastated and depressed after being removed from the company he started.

But Steve Jobs didn't give up. He became co-founder of Apple, and one of the most important figures in technology.



Day 2: A Soccer Player's Responsible Diligence

STEP 1. Introduce Carli Lloyd's Interview (1-2 min)

- Introduce audio story by telling students, *“We will be listening to 7 minutes of an interview with Carli Lloyd, a graduate of Rutgers University who has won two Olympic gold medals and was recognized as the best female soccer player in the world by FIFA in 2015 and 2016. Despite Carli's success, she was dropped from the national under-21 national team and was very close to quitting soccer early in her career. This is the story of her path to success that was largely due to her Responsible Diligence.”*

STEP 2. Listen to Carli's Interview: “Purpose Driven Work” (8-9 min)

- **Audio link:** <https://findingmastery.net/carli-lloyd/>
 - Listen from minute 21-28:20 (Length: 7 minutes 20 seconds)
- If you cannot access the audio, use **MOSAIC Projector Display: Carli Lloyd's Path to Soccer Stardom** to read (or have a student read) a summary of the interview clip.

STEP 3. Reflection Discussion (3-5 min)

- Lead a reflection discussion about Carli's choices and actions.
- *Example Reflection Questions:*
 - *How did Carli demonstrate Responsible Diligence?*
 - *What strategies and resources did Carli use to overcome her obstacles?*
 - *How can you apply these strategies to your own life and goals?*
 - *Ask for specific examples of goals and strategies for achieving them*

February Activity 1

Carli's Path to Soccer Stardom

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

Carli Lloyd, who is a graduate of Rutgers University, has won two Olympic gold medals and was recognized as the best female soccer player in the world by FIFA.

Despite Carli's success, she was dropped from the national under-21 soccer team and was very close to quitting soccer early in her career.

Before deciding to quit soccer, a sport that was her passion, she found a soccer coach, named James Galanis, who created a plan with Carli to build up her weaknesses. James saw in Carli a player who had a lot of talent, but was lacking in mental toughness and physical fitness, and so James and Carli began to focus on strengthening those areas. Furthermore, James told Carli that she had the potential to be one of the best players in the world and he helped her believe that.

Carli began strengthening her mental toughness and physical fitness. She visualizes her soccer games before they happen so that she is mentally prepared to react to different scenarios. Carli also makes sure that she prepares for her soccer games more than any other player, which gives her the confidence that she has done everything she can to play at her best.

In short, although Carli's soccer career was almost cut short, she exercised her responsible diligence and continued to work as hard as she could to become the best version of herself and ultimately, the best soccer player in the world.

Day 3: *Respectful Debate*

STEP 1. Introduce Respectful Debate Format (1-2 min)

- Explain, *“The class will be divided into two sides. I will give you a position on a debate topic. Then each side of the class will share an opinion. Then, each side of the class will need to respectfully disagree with the other side and support your position with some examples.”*
- Tell students, *“By practicing defending your position—even for opinions you don’t agree with—you will practice disagreeing while still speaking in a friendly manner.”*

STEP 2. State Debate Topic (1-2 min)

- Choose one debate topic from the list below:
 - *Does success comes from good luck or hard work?*
 - *The only way to be successful is to have a lot of failures. (Agree or Disagree?)*
 - *Which is more important to success in life: Being Smart or Responsibly Diligent?*
 - *When you have a lot of failures, you should give up. (Agree or Disagree?)*
 - *Benjamin Franklin said, “Diligence is the mother of good luck.” (Agree or Disagree?)*
 - *Create your own debate topic about Responsible Diligence!*



- Have students write the debate topic in their MOSAIC Journals.

STEP 3. Brainstorm (3-4 min)

- Divide class into two teams and assign teams to one opinion for the debate topic.
- Tell students, *“You have 3 minutes to write down as many examples as you can to support your position.”*
- Circulate and help the teams select a note-taker and a speaker. Help the teams come up with examples to support their position.

STEP 4. Facilitate the Debate (4-6 min)

- Begin debate by explaining, *“Each side will need to give their position and support with one example. Then we will go back and forth so that each side respectfully disagrees and provides another example.”*
- Each side shares positions:
 - Side 1 shares their position, supported by one example.
 - Side 2 shares their position, supported by one example.
- Respectfully disagree:
 - Side 1 respectfully disagrees, supported by another example.
 - Side 2 respectfully disagrees, supported by another example.
- Repeat. Help summarize the positions and examples so that students are able to follow the debate.
- Wrap up and Notice Successes: Congratulate both sides. Describe how you saw your students deal with setbacks and failures during the debate.

Day 4: *Responsible Diligence Definition Web*

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

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

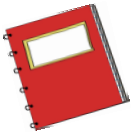
STEP 2. Students Brainstorm in MOSAIC Journals (4-6 min)



- Ask students to use their MOSAIC Journals to draw the 2 by 2 square from the projector on a new page.
- Say to students, *“Even if you have done something like this before, it will be helpful to do it again because as you get older, your ideas may change. You will now have 3 minutes to work individually to fill out the square with your own ideas. Remember, this is just a brainstorm, and no idea is a bad idea!”*

STEP 3. Share Ideas and Create Class Definitions (5-6 min)

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



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

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

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



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

FOLLOW UP

- Throughout the month, provide specific labeled praise for students who show Responsible Diligence (in your MOSAIC class and in your other classes).
- Remind students to think ahead about how they can predict obstacles and plan to overcome them.
- Your class is now familiar with Respectful Debate formats. Whenever time is available, during MOSAIC or other classes, you can select videos or news articles from current events, or use aspects of books you are reading in any subject area and use the Respectful Debate pedagogy to engage students in the topic actively.

February Activity 1

Virtue Definition Web

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

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

1. Showing Resilience
2. Responsible Diligence

February Activity 2

Action Planning

Days 5 to 9

VIRTUE & SKILLS

Responsible
Diligence

&

Emotion Regulation +
Social Problem
Solving

OBJECTIVE

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

MATERIALS

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

TEACHER TIPS

1. *If you have access to something that could be used as blindfolds, that will make the Day 6 “Obstacle Course” activity more fun!*

“Action Planning” Overview

Day 5: Stressful Situations

Day 6: Obstacle Course

Day 7: Notice Successes

Day 8: Class Action Plan

Day 9: SMART Goal Check-in

Day 5: *Stressful Situations*

STEP 1. Identify How Stress Can Impact Group Motivation (2-3 min)

- Explain, *“Sometimes making an Action Plan and staying motivated and positive as a group during a stressful situation can be hard. Even if you are motivated to do good things, stress can get in the way because stress makes things harder to do and keeps you from thinking clearly.”*
- Ask students to picture the Emotion Role Play they did during January MOSAIC. Help students recall that they can actually feel stress in their bodies – clenched fists, tight stomach etc.
- Say to students, *“There are times that whole groups feel stress, when stress can affect a whole community/neighborhood, school, or class.”*
 - Ask some students to share situations in which they experienced group stress.
 - Ask how this experience impacted the students’ motivation (note that sometimes, small amounts of stress can make someone more determined in a positive way to help the group, though often too much stress interferes with motivation).

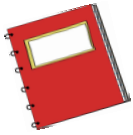
STEP 2. Complete Question 1 (3-4 min)

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



- Say, *“Think about when you have felt that a whole group/school/community you were a part of felt stressed, and write 2 examples of these situations in your MOSAIC Journal.”*
- Encourage students to share with the class some of their situations.

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



- Ask students to brainstorm 3 answers to the question: ***“What can you do when you are part of a group that feels stress to help you and your group get back on a positive path?”***
- Have students write answers in their MOSAIC Journals.
- Ask students, ***“Which ideas that work for you do you think could work for other classmates too?”***
 - *Example Responses:*
 - Think about happy things
 - Go to a quiet place to calm down
 - Think optimistically about your goal and remind yourself why you want to reach it
 - Talk to other people who feel the same way

STEP 4. Facilitate Discussion (2-4 min)

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

Example Discussion Questions:

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

February Activity 2

Combat Stress to Maintain Positive Motivation

When have you felt that an entire group/school/ community that you have been in has felt stressed?

1. _____
2. _____
3. _____

What can you do when you are part of a group that feels stress to help you and your group get back on a positive path?

1. _____

2. _____

3. _____

Day 6: *Obstacle Course*

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

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



STEP 2. Introduce Obstacle Course Activity (2-3 min)

- The Obstacle Course is a teambuilding activity that helps students practice their stress management skills and practice creating an action plan.
- The activity involves one student leading another student across an obstacle course using verbal directions.

Directions:

- Create an obstacle course out of desks and other classroom materials (have students help).
- Break students into pairs.
- Each student will stand with their partner at one end of the classroom.
- One student from each pair will be blindfolded (or close their eyes) and the other student will be their “guide” to help them move about the classroom and make it to the other side.

- It is recommended that objects in the classroom be rearranged and randomly placed in order to create obstacles for the blindfolded student.
- The goal for each pair is for the guide to successfully direct their partner to the other side without touching any of the obstacles. They are to do this using only verbal instruction.
 - NOTE: If you do not have enough space in your classroom to have everyone participate, then you can assign half of the class to be the “Observers” and take notes during the activity of what went well and what did not go well from the perspectives of both the obstacle participant and their guide.

STEP 3. Play “Obstacle Course” Activity (3-5 min)

- Begin obstacle course activity.
- As time permits observers can take a turn or students can switch roles.

STEP 4. Debrief: “Obstacle Course” Activity (4-5 min)

- Lead a discussion reflecting on the “Obstacle Course” Activity.
 - *Example Reflection Questions:*
 - *What seemed to go well during this activity? (Notice Successes)*
 - *What didn’t go as well during this activity?*
 - *What type of directions were the easiest to follow?*
 - *What type of directions were the hardest to follow?*
 - *What was stressful about the activity?*

- *Who was able to try out a way to keep their positive motivation in a time of stress? What was it? How did it work?*

Day 7: Notice Successes

STEP 1. Notice Successes from “Obstacle Course” (2-4 min)

- Show the **MOSAIC Projector Display: Obstacle Course, Notice Successes**.
- Ask students, “*What worked well when directing your partner through the obstacle course?*”

- *Example Responses:*

- Correcting partner’s moves when they were heading in wrong direction
- Providing clear directions for just one step at a time
- Encouraging him/her (keeping positive motivation)

STEP 2. Identify Skill(s) and Virtue(s) Used (3-6 min)

- Ask students, “*Which skill(s) were needed to achieve successes in this activity?*”

- *Examples:*

- Communication was needed to provide clear instructions that the partner was able to follow.
- Emotion Regulation was needed to keep calm under stress.

- Ask students, “*Which virtue(s) were needed to achieve successes in this activity?*”

- *Examples:*

- Responsible Diligence was needed to stay motivated to move forward and to believe that we would achieve success.

STEP 4. Discuss Importance of Group Rewards (2-4 min)

- Ask students, *“When you have worked as a group in the past, how have you rewarded yourselves as a group?”*
 - *Examples:*
 - Group dance party
 - A healthy snack
 - Free time
 - NOTE: Share a personal example of how you reward yourself for a success or how groups you have been a part of have rewarded themselves for success.
 - Consider offering a reward (such as a pat on the back, or 2 minutes of free time) for the successes and positive efforts from the Obstacle Course activity.

February Activity 2

Obstacle Course Notice Successes

1. Stay Positive and Diligent, Notice Successes:

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

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

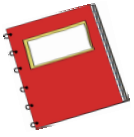
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3. Reward Yourself For Positive Efforts:

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

Day 8: *Class Action Plan*

STEP 1. **Obstacle Course Action Plan** (1-2 min)



- Show the **MOSAIC Projector Display: Obstacle Course Action Plan**
- Ask students to list the Action Plan they used from the Obstacle Course activity in their MOSAIC Journals.
- Say, *“You have 60 seconds to list 4-6 specific steps the guide needed to do to help the blindfold partner get from the beginning of the obstacle course to the end.”*
- Set timer: GO!

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

- After 60 seconds, ask for student volunteers to share their steps, and compile into a class action plan.
 - *Example:*
 1. Keep a calm voice while instructing partner.
 2. Reassure partner and encourage him/her throughout the obstacle course.
 3. Give clear and easy to follow instructions.
 4. Stay committed to your partner and have faith in their completion of the obstacle course, even if they make a mistake.
 5. Stay close to your partner and speak slowly so that they can hear you.
- As students are volunteering their steps, point out obstacles that happened during the activity. Begin listing these obstacles under the “Possible Bumps in the Road” on the board or on chart paper

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

- When all the action steps are listed, ask if there are any other “bumps in the road” that should be added to the form.

- Work as a class to think of what students did during the activity when they ran into a bump in the road.
- List these actions under the “Plan B” section.
- Encourage students to also think of other strategies that they could have used.

February Activity 2

Obstacle Course Action Plan

1. Create Action Steps to get from Point A *(start)* to Point B *(finish)*:

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

2. Plan for Bumps in the Road:

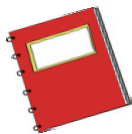
- _____
- _____
- _____

3. Have a Plan B in Mind:

- _____

Day 9: SMART Goal Check-in

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



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

Example Discussion Questions:

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

STEP 2. Reward Yourself (2-4 min)

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

STEP 3. Discuss Action Plans in the Future (5-6 min)



- Ask students to set a new SMART goal to be accomplished by May.
- Have students include an Action Plan for reaching their SMART goal. Remind students that creating an action plan means they should:
 1. Create Action Steps to get from Point A to Point B
 2. Plan for Bumps in the Road
 3. Have a Plan B in Mind

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

FOLLOW UP

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

February Activity 3

Students Taking Action Together

Days 10 to 13

VIRTUE & SKILLS

Responsible
Diligence
&
Emotion Regulation +
Social Problem
Solving

OBJECTIVE

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

MATERIALS

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

February Activity 3 Tips

1. Meet with your Ambassadors before Day 10 to help them coordinate leading the activity.
2. It will be important to have a printed copy of the Ambassador Handouts for your Ambassadors to use.

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

“Students Taking Action Together” STAT Overview

Day 10: Review January Idea and Action Plan

Day 11: Solidify the Action Plan

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

Day 13: Practice Presentations and Suggestion Sheet

DAY 10: Review January Idea and Action Plan

NOTE: Days 10-13 include sections that are led by your student Ambassadors, who may need a lot of support from you! The teacher curriculum below explains both the teacher and the Ambassador's role and provides suggested scripts for the teachers in *blue font*, and the Ambassadors in *underlined green font*. The Ambassador handouts provide direct instructions for the Ambassadors and should be given to them to use during the lessons.

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

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

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

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

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

STEP 3. Review Presenting to Someone Outside of the Class (1-2 min)

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

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

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

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

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

- Students will spend Days 11-13 making their action plan come to life and working on how to present their ideas to the outside person or group (or designated recipient).
- Say, *“This week, we will be forming a plan of how to introduce our topic to _____ (individual or group of your selection). At our next MOSAIC class, we will be continue making our Action Plan come to life and preparing our presenting script.”*

February Activity 3

PLAN

Problem Description

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

List Options

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

Action Plan

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

Notice Successes!

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

(Ambassador Handout)

February Activity 3

STAT: Bringing Action Plan to Life

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

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

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

STEP 4. Bringing Action Plan to life:

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

DAY 11: *Solidify the Action Plan*

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

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

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

- Continue group discussion about how their action plan would come to life until you have reached a solid action plan. Ambassadors remind the class about where they left off last time, and continue by asking the following questions:
 - *What materials would we need?*
 - *When and where would we work on this?*
 - *Who would we need to help us?*
 - *How would we see if it's working (for example, helping to address the problem of new students transitioning to middle school)?*


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

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

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

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

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

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

(Ambassador Handout)

February Activity 3 Day 11

STAT: Action Plan

Our idea is: _____

Thinking about December's STAT, we learned:

What worked:

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

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

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

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

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

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

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

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

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

B *ody language*

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

E *ye contact*

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

S *peak clearly*

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

T *one of Voice*

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

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

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

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

- Review the concept of an elevator pitch.
- Say, *“Now that we learned about BEST presentation skills and worked out the details of our idea, we are ready to make an elevator pitch. Does anyone remember what an ‘elevator pitch’ is?”*
 - If needed, say, *“Imagine that you are in an elevator with an authority figure in our school and you need to explain our idea to them in one minute before you get to the third floor.”*
 - NOTE: It may be helpful to show a video about an elevator pitch to students, or preview yourself. Here are two examples:
 - <http://abcnews.go.com/GMA/video/shark-tank-tips-perfect-elevator-business-pitch-26100482> (2:52 min)
 - <https://www.youtube.com/watch?v=uyxfERV5ttY> (2:10 min)
- Review **Ambassador Handout: STAT: Presentation Script** and help students complete the handout.
- Introduce the concept of feedback: *“In order to get better at something we must practice and give feedback. So we will present our idea to _____ [name of individual/group your class will present to] and get their input.”*

February Activity 3 Day 12

STAT: BEST Selves

Use your BEST Public Speaking skills:

B ody language

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

E ye contact

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

S peak clearly

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

T one of Voice

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

(Ambassador Handout)

February Activity 3

STAT: Presentation Script

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

_____.

Our solution is to _____

_____.

One way we think our project will be successful is _____

_____.

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

Day 13: *Practice Presentations and Suggestion Sheet*

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

- Review how much was learned this week. Say, *“We have learned so much this week about the importance of presentation. We noticed our successes from the December STAT, thought about what we could do better, and learned about presenting our BEST selves. Using our BEST public speaking skills, we are going to practice presenting our idea today.”*
 - NOTE: Teacher or Ambassadors can demonstrate some of the techniques that work.

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

- Split the class into partners and practice presentation using the **Ambassador Handout: STAT: Presentation Script**.
- Have students partner with the person next to them. One partner should go outside the class (or in the corner of the room) and walk up to the other partner. The person in the chair will be an ‘administrator’ and the person in the hall (or corner) will be the student. When the students walk up to the partner in the chair (the ‘administrator’), the administrator says, “You have one minute to tell me your idea.” Time the activity and tell the students when one minute is up.
- Allow the students to reflect with their partner. (During this time, teachers and ambassadors should observe and walk through the classroom to tell what they saw.) Have students think about:
 - *How did it feel to tell the idea?*
 - *What worked?*
 - *How could you have made it better*

- Say, *“Now rotate roles. The student who was the administrator will now have a chance to give their ‘elevator pitch.’”*
- Allow the students to reflect with their partner, thinking about the same questions (see above).
- Be sure students are using their BEST presentation skills!
- Conduct a brief group discussion about how the process went. Say, *“Would anyone like to share something they learned during this activity?”*
- Summarize the purpose of the activity. Say, *“This activity was great practice for what might happen when you speak with someone who might be interested in learning about our STAT idea. It was also practice for when we present our STAT idea to _____ (selected individual or group outside of the class). Let’s discuss our plan for when that will happen.”*

STEP 3. Ambassadors/Understudies Practice Presenting (4-6 min)

- Share with the class who they will be presenting to and when (this will take pre-planning!).
- Explain that the Ambassadors will present on behalf of the class, but that it will be important to have understudies for the Ambassadors to present in the event that one or both of the Ambassadors are not able to (i.e. absence, illness, stage fright). Select one or two students who will present using the script. Students can be selected by volunteering, class vote, or any other method you feel is appropriate.
- Say, *“Now that we’ve practiced in pairs, let’s have our Ambassadors and understudies each practice in front of the class. Let’s be a supportive audience and notice successes!”*

- Allow each Ambassador and understudy an opportunity to present the script, and take one or two student comments, soliciting positive and supportive feedback.

STEP 4. Wrap Up (1 min)

- Say, “*You did great work this week making your action plan come to life, learning presentation skills, and practicing your elevator pitch. Next we will present our idea to _____ [recipient of presentation], and we will reflect on the feedback and take our next steps in March and April.*”
 - NOTE: You may plan to give a presentation to the individual or group from outside of your class during this class or find another time to do it.

FOLLOW UP

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

February Activity 4

Bi-monthly Reflection & Feedback

Day 14

VIRTUE & SKILLS

Responsible
Diligence

&

Emotion Regulation +
Social Problem
Solving

OBJECTIVE

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

MATERIALS

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

February Activity 4 Tips

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

“Bi-Monthly Reflection & Feedback” Overview

Day 14: Reflection & Feedback for January/February

Day 14: Reflection & Feedback for January/February

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

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

STEP 2. Students Give Feedback on Jan. and Feb. (3-5 min)

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

Discussion Questions:

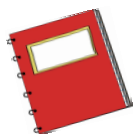
- *What were some things you liked about MOSAIC in January?*
- *How could those January lessons be better?*
- Say, *"In February we focused on the theme of Overcoming Obstacles, and the virtue of Responsible Diligence. We heard a story and watched a video about Responsible Diligence, and practiced giving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

Discussion Questions:

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

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

- Show **MOSAIC Projector Display: MOSAIC Reflection.**
- While students are writing in their MOSAIC Journals, complete the **MOSAIC Teacher Handout: Bi-Monthly Feedback**. Save this feedback and use to plan improvements for MOSAIC for the rest of the year. Additionally, if your school has a MOSAIC instructional



support team, share this information with that team to inform wider MOSAIC improvements at the grade school levels.

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

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

February Activity 4 MOSAIC Reflection

Write your answer in your MOSAIC Journal:

You suspect that one of your friends has started smoking.

How might you use what you learned in MOSAIC to help your friend?

(MOSAIC Teacher Handout)

Bi-Monthly Teacher Feedback

School _____

MOSAIC Year (Grade Level): _____

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

Not very much

Somewhat

Very much

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

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

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

March

*Appreciating Ourselves, Our School, and
the World*



YEAR 2

MARCH THEME

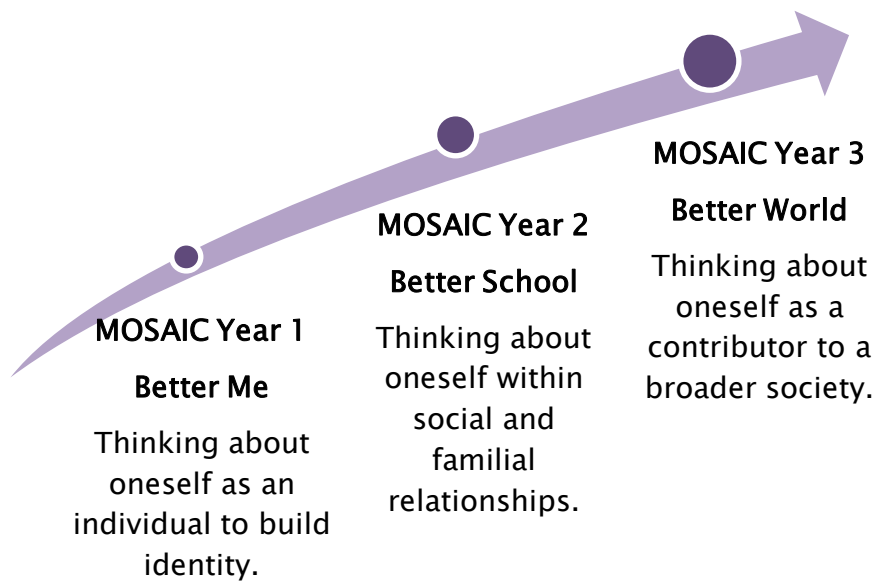
Appreciating Ourselves, Our School, and the World

MARCH VIRTUE & SKILLS

Virtue:
Compassionate Gratitude

Skills:
Communication & Empathy

MOSAIC BY YEAR



MOSAIC MARCH THROUGHLINE

APPRECIATING OUR SELVES, SCHOOL, AND WORLD

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

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



MOSAIC in March

Year 2 Curriculum

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

March Activity 1: Intro to Compassionate Gratitude

Day 1: Purpose Essay Introduction

Day 2: Compassionate Gratitude & Paper Chain

Day 3: The Science of Gratitude

Day 4: Respectful Debate

Day 5: Respectful Debate Continued

Day 6: Throughline, Theme, and Virtue Definition

March Activity 2: Cope with Stress and Show Gratitude

Day 7: Recognizing Stress

Day 8: Communicating When Stressed

Day 9: Appreciating Ourselves

Day 10: Showing Appreciation

Day 11: Reflection

March Activity 3: STAT and Reflection

Day 12: STAT Check-in and Reflection

March Activity 1

Introduction to Compassionate Gratitude

Days 1 to 6

VIRTUE & SKILLS

Compassionate
Gratitude
&
Communication +
Empathy

OBJECTIVE

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

MATERIALS

- ❖ Digital Projector/Computer
- ❖ MOSAIC Journals
- ❖ MOSAIC Projector Display: Theme & Virtue Definition Web

TEACHER TIPS

- 1. The Purpose Essay is an important activity that gives your students an opportunity to reflect on their own, developing, sense of purpose. The essay is intended to take place outside of MOSAIC, but the MOSAIC lesson on Day 1 will help students to connect their MOSAIC skills and virtues to their purpose.*
- 2. Day 2 works best if teachers prep slips of construction paper (e.g., cutting construction paper into approximately 5 pieces) prior to the MOSAIC time. If not, students will need to rip paper from their notebooks and cut them into strips.*
- 3. Encourage students to relate compassionate gratitude to their own life and use personal examples during the activities.*
- 4. Use the "Think - Pair - Share" flexibly. Include free writing or drawing before students pair up to share their examples.*

"Introduction to Compassionate Gratitude" Overview

Day 1: Purpose Essay Introduction

Day 2: Compassionate Gratitude & Paper Chain

Day 3: The Science of Gratitude

Day 4: Respectful Debate

Day 5: Respectful Debate Continued

Day 6: Throughline, Theme, and Virtue Definition

Day 1: Purpose Essay Introduction

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

- Say, *“Many of you will remember thinking a lot about your Positive Purpose in MOSAIC last year. This year, as seventh graders, we get the opportunity to deepen your understanding. In September, we talked again about the concept of a Positive Purpose. Who can remember what a positive purpose is?”*

- Highlight the following points about Positive Purpose:
 - *“Positive purpose answers the ‘Why’ questions about your life: ‘Why are we here?’ and ‘Why am I here?’”*

 - *“Positive Purpose also...”*
 - *“Describes what matters to you and what kind of person you want to be*
 - *“Is a goal that is bigger than yourself—it is what you do that makes those around you and the world a better place*
 - *“Gives you something to work toward*
 - *“Is something we share with others because we can’t reach our Positive Purpose by ourselves.”*

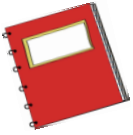
 - *“Positive Purpose is important because it...”*
 - *“Gives your life meaning*
 - *“Keeps you focused on what is important to you and to others*
 - *“Keeps you positively connected to others*
 - *“Helps you become the person you want to be.”*

- Review the definition your class came up with following this format:
 - *“Our MOSAIC class defines Positive Purpose as _____ . We think Positive Purpose is important because _____ .”*

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

- Say, *“As many of you may remember from last year, in one of your academic classes, you will be asked to write an essay about your positive purpose.”*
- Say, *“Since MOSAIC is a place where we learn the skills and virtues that can help us pursue our positive purpose, we will use our time this MOSAIC lesson to help you think about what you might write in your essay.”*
- NOTES:
 - To provide students with the best context in which to write their essays, the Purpose Essay should be presented to the students as an academic assignment, not as a "MOSAIC assignment." Ideally, it would be part of Language Arts and take the place of another writing assignment, so as not to be an “add on.” It also could be presented in the students' Social Studies classes.
 - A recommended format for a Purpose Essay for Year 2 (planning for students to also do Purpose Essays in Year 3) follows. It should be adjusted to align with essay writing standards within your Language Arts curriculum for your grade level:
 - (1) “Write about a personal experience where you feel that something you did made a difference” (e.g. family, friends, school, community, or natural environment).
 - (2) “Describe how these experiences helped give you a sense of purpose.”
 - (3) “How will you continue working toward this purpose?”
 - Once your school has established its method for the Purpose Essay (for example, a homework assignment with two rounds of drafts; use of peer feedback during the writing process), it's helpful if this method stays the same in subsequent years so that you can track students' growth over time.

- Use **MOSAIC Projector Display: MOSAIC Virtues and Skills** and say to the class, *“We can’t disconnect our Positive Purpose from who we are and how we act. So as you think about your Positive Purpose, think about which MOSAIC virtues and skills are most connected to your purpose and why. Take a few minutes and write in your MOSAIC notebook about your Positive Purpose and which virtues and skills are most important to your purpose. Even though all are important, pick the few that are MOST important to you.”*



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

(MOSAIC Projector Display)

March Activity 1

MOSAIC Virtues and Skills

Positive Purpose

Supporting Virtues

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

Supporting Skills

1. Emotional Regulation
2. Communication
3. Empathy
4. Social Problem Solving

Day 2: *Compassionate Gratitude & Paper Chain*



NOTE: Day 2 works best if teachers prep slips of construction paper (e.g., cutting construction paper into approximately 5 pieces) prior to the MOSAIC time. If not, students will need to rip paper from their notebooks and cut them into strips.

STEP 1. Review Compassionate Gratitude (2-3 min)

- Say, *“As you may remember from last year, the month of March we will be discussing compassionate gratitude. Gratitude is expressing appreciation for what one has, rather than what one desires. Compassion is sympathy for someone’s misfortune.”*
- Ask, *“Who can combine those two definitions and remind us what Compassionate Gratitude is?”*
 - Possible answer:
 - “One way of describing compassionate gratitude is, being thankful for what we have with an understanding and a concern that there are other people who have less.”

STEP 2. Compassionate Gratitude Paper Chain (5-7 min)

- Say, *“Today we are going to work on creating a chain of gratitude. Using your slip of paper, write one thing that you are most grateful for in your life. This may be your education, your favorite food or someone in your life. Take a few minutes to decorate this slip of paper, as well.”*
- Say, *“Now we are going to have one student combine our slips of paper to create a chain.”*
 - Have one student staple each of the papers into a chain while reflecting, or having students pass the growing chain around the room, adding their own strip when it gets to them.
 - NOTE: If unsure of how to make a paper chain, review the instructional video found here:
<http://www.wikihow.com/Make-a-Paper-Chain>

- Continue conversation while the student(s) creates the paper chain saying, *“Now that most of you are finished with your paper, I want to hear about how that experience felt for you.”*
 - Possible discussion questions:
 - *Was it hard to come up with something you are grateful for?*
 - *As you look at our chain being created, are you surprised by how many items we have gratitude for?*
 - *Would anyone like to share what he/she wrote on their paper?*

STEP 3. Reflect on Paper Chain (2-3 min)

- Say, *“Who can tell me why we are putting the gratitude papers together?”*
 - Possible answer:
 - “This demonstrates the power of showing gratitude. When we are all showing compassionate gratitude we create a stronger chain that is harder to break.”
- Conclude by saying, *“We are all unique individuals. It is easy for us to take things for granted, which is why it is so important to take the time to express gratitude.”*
 - If possible, display the gratitude chain in your classroom and remind students to reflect when necessary.



Day 3: The Science of Gratitude

Day 3: *The Science of Gratitude*

STEP 1. Introduce The Science of Gratitude (2-3 min)

- Say, *“To continue examining gratitude, we are going to listen to a clip about how practicing gratitude can change a student’s experience in school. As you watch, think about how the people in the clip seemed to feel.”*
- *Examples include: showing gratitude improves a person’s happiness. The people felt grateful, embarrassed, nervous, happy.*
 - **Audio Clip:** The Science of Gratitude (ONLY PLAY FROM 41:55-43:25): <http://www.wnyc.org/story/science-gratitude/>
 - **Length:** 1:30 minutes (ONLY PLAY FROM 41:55-43:25)

*******Only if unable to access audio*******

- Read description of audio, asking students to picture what you are describing:

“In this clip, students from Metwest Highschool in Oakland, CA are interviewed. An 11th grader explains that after going to 4 different high schools, he finally feels at home because of the gratitude practiced at this school. At Metwest, students do an activity called ‘appreciations’ throughout the week. The clip records several students sharing their appreciations. One student expresses appreciation to all of her teachers who have helped her learn. Another student shares an appreciation back to the first student, telling her, ‘you have grown a lot as a person and as a student too... I’m really proud of everything you have achieved. Keep going with your goals. I know you can stick to it, and you know I’m going to be here to help you.’”

STEP 2. Reflect on Video (8-10 min)

- Remind students, *“This month’s theme is Appreciating Ourselves, Our School, and the World.”*

- Ask, *“What did the Science of Gratitude audio clip reveal?”*
- Facilitate a discussion about people in students’ lives that they are grateful for.
 - NOTE: Discussion questions can also be used as writing prompts for a free-write.
- *Example Discussion Questions:*
 - *Who has positively influenced your life by doing something really amazing or important for you? What did they do?*
 - *Who are you grateful for in your lives? Why?*
 - *Could you write a letter about how important someone is to you and then read it to them? How would that make you feel? How do you think it would make them feel?*
- Wrap up by saying, *“We use our empathy skills to feel gratitude and then use our communication skills to express our appreciation to those to whom we are grateful.”*

Day 4: *Respectful Debate*

STEP 1. Introduce Respectful Debate Format (1-2 min)

- Explain, *“The class will be divided into two sides. I will give you a position on a debate topic. Then each side of the class will share an opinion. Then, each side of the class will need to respectfully disagree with the other side and support your position with some examples.”*
- Tell students, *“By practicing defending your position—even for opinions you don’t agree with—you will practice disagreeing while still speaking in a friendly manner.”*

STEP 2. State Debate Topic (1-2 min)

- Choose one debate topic from the list below:
 - *Debate topics (Sides are Agree or Disagree):*
 - *You can only be grateful if everything in your life is going well.*
 - *I just had a big argument with a friend, but I can still be grateful for him/her.*
 - *You can only be grateful for people who help you.*
 - *I can't be grateful when there are so many things others have that I don't have.*
 - *You can only be grateful if you have a lot of money.*
 - *You can have little education, no money, and poor health, and still be grateful.*
 - *Create your own debate topic about Compassionate Gratitude!*
- Have students write the debate topic in their MOSAIC journals.



STEP 3. Divide Class into Two Teams and Prepare (8-10 min)

- Divide class into two teams and assign teams to one opinion for the debate topic.
- Have the teams select two note-takers and a speaker.
- Tell students, *“You have the next 5 minutes to write down as many arguments and examples as you can to support your position.”* Students should generate ideas and the note takers will both try to get them all down. Having two note takers makes it more likely all ideas will get captured.
- Circulate and help the teams come up with examples to support their position and get them written down.
- Give the note takers time before the next lesson to create a combined list.
 - NOTE: If your class has student ambassadors, you can put one on each team and suggest they be the note takers or speakers.


Day 5: *Respectful Debate Continued*

STEP 1. Facilitate the Debate (10-12 min)

- Remind the students of the debate teams and preparation which they worked on at the end of Day 3.
- Begin debate by explaining, *“Each team will need to give their position and support with one example. Then we will go back and forth so that each team respectfully disagrees and provides another example.”*
- The speaker for each team shares positions based on the list generated in Day 3. If the speaker is absent, the team should select an alternate to present:
 - Team 1 shares their position, supported by one example.
 - Team 2 shares their position, supported by one example.
- Respectfully disagree:
 - Team 1 respectfully disagrees, supported by another example.
 - Team 2 respectfully disagrees, supported by another example.
- Repeat the process for about ten minutes. Then, help summarize the positions and examples so that students are able to follow the debate.
- Wrap up and Notice Successes: Congratulate both sides. Describe how students dealt with setbacks and failures during the debate.

Day 6: Throughline, Theme, and Virtue Definition

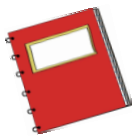
STEP 1. Introduce the Throughline Sheet (2-3 min)

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

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

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

STEP 3. Students Brainstorm in MOSAIC Journals (2-3 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 2 minutes to work individually to fill out the square with your own ideas. Remember, this is just a brainstorm, and no idea is a bad idea!”*

STEP 4. Share Ideas and Create Class Definitions (7-9 min)

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

FOLLOW UP

- Your class is now familiar with the MOSAIC Circle and Debate formats. Whenever time is available, during MOSAIC or other classes, you can select videos or news articles from current events, or use aspects of books you are reading in any subject area and use a MOSAIC Circle or “Debate” pedagogy to actively engage students in the topic.

MOSAIC MARCH THROUGHLINE

APPRECIATING OUR SELVES, SCHOOL, AND WORLD

How can we incorporate MOSAIC into our class today?

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



(MOSAIC Projector Display)

March Activity 1

Theme & Virtue Definition Web

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

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

Compassionate Gratitude

March Activity 2

Cope with Stress and Show Gratitude

Days 7 to 11

VIRTUE & SKILLS

Compassionate
Gratitude
&
Communication +
Empathy

OBJECTIVE

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

MATERIALS

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

TEACHER TIPS

1. Find the full USA Today article here about teen stress and concerns about teens managing stress:
<http://www.usatoday.com/story/news/nation/2014/02/11/stress-teens-psychological/5266739/>
2. The skills taught during Activity 2 are especially relevant during this time of year when many students suffer from test anxiety. Encourage your students to use these techniques in the context of preparing for upcoming exams, both in terms of stress management and also communicating clearly when under stress.
3. Refer students who are displaying extreme stress to the appropriate individuals in your school (counselor, social worker, etc.).

“Cope with Stress and Show Gratitude” Overview

Day 7: Recognizing Stress

Day 8: Communicating When Stressed

Day 9: Appreciating Ourselves

Day 10: Showing Appreciation

Day 11: Reflection

Day 7: Recognizing Stress

STEP 1. Introduce News Article (4-5 min)

- Say, *“Today we will be talking about stress, what causes stress, and how people communicate when stressed. We will start with this short news article about Teen Stress.”*
 - Show **MOSAIC Projector Display: Teen Stress**, which is an adapted and brief version of the article found at this link: <http://www.usatoday.com/story/news/nation/2014/02/11/stress-teens-psychological/5266739/>

STEP 2. Reflect on News Article (2-4 min)

- Facilitate discussion about stress in oneself and others.
- *Discussion Questions (Select one or two):*
 - *Do you agree that teens (or middle school students) have a lot of stress today?*
 - *Do you think teens know how to deal with stress?*
 - *How can you tell if you are stressed?*
 - *How can you tell if someone else is stressed?*

STEP 3. Recognizing Stress (2-4 min)

- Say to students, *“We all have things causing us stress day to day, and this is normal. What matters is how we deal and cope with our stress. During this month and next month, we are going to learn ways to notice, communicate, and manage our stress.”*
 - Display **MOSAIC Projector Display: Stress Thermometer**
 - Say, *“Take out your MOSAIC Journal. Write “ME” on the left side of a piece of paper. Write “THE CLASS” on the right side.”*



- *“Now, look at the stress thermometer on the board. The “0” means no stress at all, and “10” means so much stress you can’t stand it. First, write down the number that shows how much stress YOU feel right now.”*
- *“Then, look around the room and try to guess how stressed you think the rest of THE CLASS is right now. Write down that number.”*

STEP 4. Reflect on Stress in the Class (2-4 min)

- Facilitate reflection discussion about group stress.
- *Discussion Questions (Select one or two):*
 - *How many of you wrote down a higher stress number for the whole class than for yourself? How many wrote a lower number? What about the same number?*
 - *Where did you get your information about how stressed you feel?*
 - *How did you figure out how stressed others feel?*
- Emphasize the point we all feel and show stress, whether we realize it or not, and that it is possible to reduce one’s stress by taking action or by thinking differently about what causes us stress. That’s why MOSAIC will spend some time focusing on how to cope with stressful situations and thoughts so that we can lower our stress ratings and be more focused on the important things we want to do.
 - NOTE: If students are stressed at end of class period, take a moment to guide them through some deep breathing or other brief relaxation strategy.

March Activity 2 Teen Stress

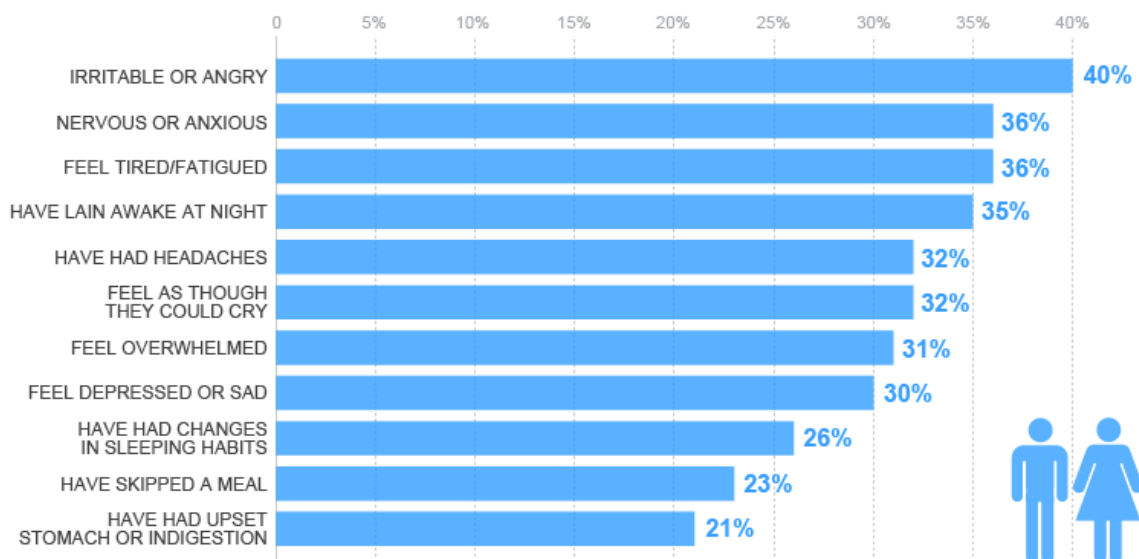
How Stressed are Today's Teens?

Teens today are very stressed. An online survey of teens from August 2013 found that only 18% of teens said they had “low stress” over the past school year. The rest of the teens surveyed had either moderate (55%) or high (27%) stress over the past school year.

What Happens When Teens Are Stressed?

Many teens feel irritable or angry when they are stressed (40%). Some have headaches (32%) or upset stomach (21%). The chart below shows the different effects of stress in teens.

Teens cite these effects from stress in the past month:



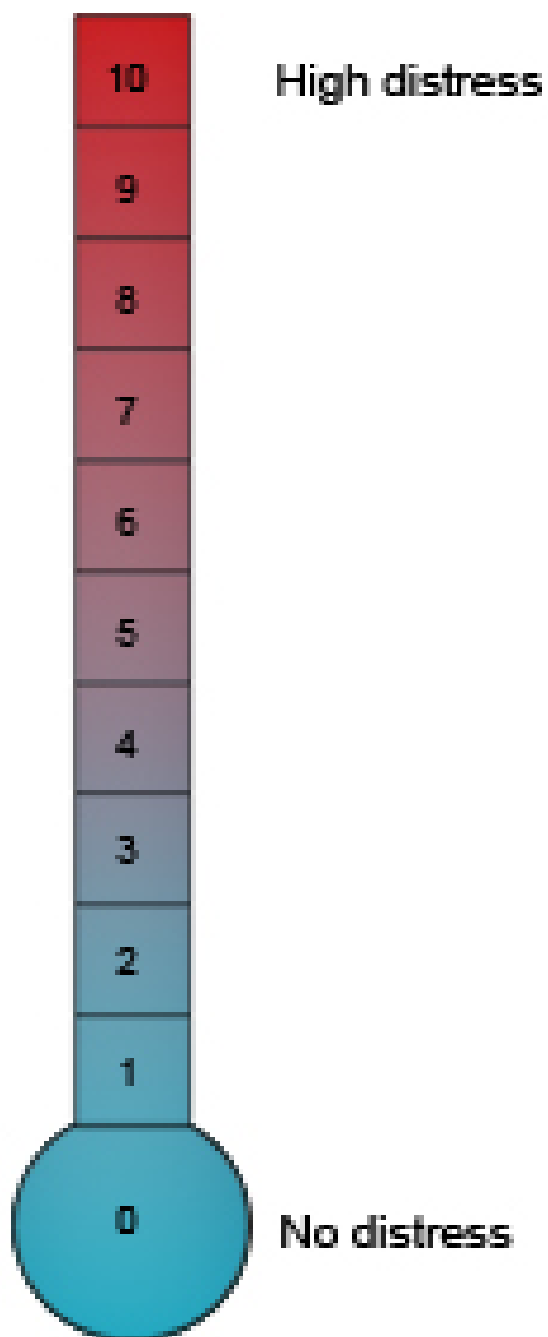
What Can Teens Do about Stress?

Teens might not always know how to deal with stress. But teens can learn to get better at handling stress.

Adapted from: <http://www.usatoday.com/story/news/nation/2014/02/11/stress-teens-psychological/5266739/>

March Activity 2

Stress Thermometer



Day 8: *Communicating When Stressed*

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

- Tell students, *“Stress can sometimes make it hard for us to be problem solvers. It might make us less stressed if we can ask someone to give us help. But sometimes it is hard to ask for help.”*
- Ask one or two students to share a time they felt stress had trouble asking for help.
- Ask one or two more students, *“Why is it hard to ask for help when you are stressed?”*
 - NOTE: It may be helpful to share an example from your own life, perhaps where stress led you to be forgetful and leave something important at home, but you felt too embarrassed to ask a colleague to help you.
- Say to students, *“Stress happens to everyone. And it’s not something we have to handle all on our own! Even though it is hard to ask for help, we can practice and get better at it.”*

STEP 2. Review the B.E.S.T. Skill (4-6 min)

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

skill in their Ambassador training. You could look to them to help guide other students in learning this skill.

- Say to students: *“Let’s review how B.E.S.T. works best when you are speaking to groups.”*
 - *“B” is for Body: Body language has a huge effect on how people see you, one key component to effective body language when speaking to a crowd is to stand up tall. Let’s all practice standing up tall! Good!*
 - *“E” is for Eye Contact: when you are talking to a group, it is important to look at the audience. Notice how I am looking around at all of you as I am speaking right now!*
 - *“S” is for Speak Clearly: It is important to make sure that everyone can understand you, so you need to pay attention to pronouncing your words clearly.*
 - *“T” is for Tone of Voice: What you are saying is important, and you want to make sure that everyone in the room hears it! To do this, you must use a loud and confident tone of voice.*
- Have students stand up and act out each part of the acronym (in both a “Stressed” and “Relaxed” way) as you go over it.
- Students can read the sentence on the projector display: *“I feel stressed about _____. Could you help me by _____?”*
 - NOTE: You can fill in the blank with something silly, like, “I feel stressed about the weather. Can you help me by telling me the forecast?” Or the students can fill in the blank themselves. It’s not what they say that’s important, but how they use B.E.S.T. to say it.

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

- Put students into pairs and say to students, *“The partner with the birthday coming up next will be the speaker first and the other partner will be the listener. You will have 1 minute for the first round, and then you will switch roles- the speaker becomes the listener and the listener becomes the speaker. When you are the speaker, you will practice using your B.E.S.T. skills while telling your partner about a time when you were stressed. When you*

are the listener, you are showing your partner that you are listening by facing your body toward them and having eye contact.”

○NOTE: Use a timer with a buzzer to help stay on track!

STEP 4. Reflect on using B.E.S.T. Throughout the Day (2 min)

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

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

**“I feel stressed about _____.
Could you help me by _____?”**

Body posture

Eye contact

Speak clearly

Tone of voice

Day 9: *Appreciating Ourselves*

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

- Tell students, *“Stress makes it hard for us to Notice Successes in ourselves and in others because feeling stressed makes us pay more attention to things that are going wrong or things we don’t like.”*
- Ask one or two students to share how they have felt stress impact their ability to notice good things in themselves or others.
 - NOTE: It may be helpful to share your own example of how stress makes it hard to notice successes! A common example is how anxiety about test scores and student goals leads us to focus more on what students get wrong than on what they ARE able to do correctly.
- Tell students, *“Even though it is hard to do when we are stressed, we can practice noticing our own strengths. This will help us feel Compassionate Gratitude for ourselves and others.”*

STEP 2. Students Identify Classroom Strengths For Making School a More Beautiful Place (5-7 min)

- Remind students, *“Every MOSAIC classroom in our school has a different set of strengths. We are going to think about how our strengths can be used to make our school a more beautiful place to be in. This doesn’t always have to mean physical beauty, like painting or decoration, a school can also become more beautiful through people expressing gratitude and empathy toward one another.”*
- Highlight the example strengths on the **MOSAIC Projector Display: Using Strengths for Making a More Beautiful School.**
- Instruct students, *“Look at the first column on the Projector Display. Pick at least one of our strengths from the list. You do not need to share the strength aloud. Write that strength in your MOSAIC journal.”*
 - NOTE: If students are having difficulty identifying a personal strength, ask students to practice Helpful Generosity by providing assistance to each other.

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

- Point out the second column on the **MOSAIC Projector Display: Using Strengths for Making a More Beautiful School.**
- Tell students: *“There are many different ways you can use your strengths to make our school look and feel like a better place. This does not always have to mean doing something big. If we all do really small actions, they will add up to making a large difference in our school. The Projector Display lists ideas for how your strengths can help make our school more beautiful.”*
- Ask students to write down a choice in their MOSAIC journals.
 - OPTIONAL: Students can work on the project at home and bring it in to finish during Day 10.
- NOTE: Students will be carrying out this project in a 15-minute lesson (Day 10), so it is important that this project is small and manageable in that time frame! The goal is for students to find small ways to show appreciation and compassionate gratitude.

Day 10: *Showing Appreciation*

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

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

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

- Help students monitor time so that they are able to finish their projects.
 - OPTIONAL: Students can complete at home!
- Be sure to allow time for reflection on this activity by helping students keep these projects simple.
- Make sure students are able to deliver or carry out their projects

NOTE: If this activity takes longer than one lesson, you could: (1) suggest the students finish their school beautification project at home, (2) allow students to finish their projects for the first half of the next day’s MOSAIC class, and shorten the Day 11 Reflection discussion

Day 11: Reflection

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

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

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

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

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

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

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

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

FOLLOW UP

- If your class was excited about School Beautification ideas or the topic of Stress, suggest that they use these ideas for an upcoming Students Taking Action Together (STAT) activity.
- In your non-MOSAIC classes, you can also talk about stress. See some additional videos here:
 - Video about stress impact on the body:
<https://www.youtube.com/watch?v=s93ywqFa6CM> (4:40)
 - Video about stress management ideas:
<https://www.youtube.com/watch?v=0fL-pn80s-c> (5:05)

March Activity 2

Using Strengths for Making a More Beautiful School

Strength	Suggested Action
Our MOSAIC class is good at noticing positive things in our school.	Write a classroom <i>Thank You Card or Letter</i> to someone in the school who has helped your whole class.
Our MOSAIC class is good at listening to everyone's opinions.	Write a survey to ask students at lunch about their opinions on an important topic in the school. Give the results to an Ambassador or Student Council.
Our class has a lot of energy and enthusiasm.	Write an announcement for the whole school to get students to think about something important in the school or wider community (<i>examples: bullying, keeping school clean, coming to an after-school sporting event</i>)
Our class is good at including others in activities.	Start an information campaign : Make posters about an important topic that other students need to learn about.

March Activity 3

STAT and Reflection

Day 12

VIRTUE & SKILLS

Compassionate
Gratitude
&
Communication +
Empathy

OBJECTIVE

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

MATERIALS

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

March Activity 3 Tips

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

“STAT and Reflection” Overview

Day 12: STAT Check-in and Reflection

Day 12: *STAT Check-in and Reflection*

STEP 1. Notice Successes (1-3 min)

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

STEP 2. Summarize Feedback Received After Presentation (2-4 min)

******NOTE: If your class did not receive any feedback from someone outside your class:**

- Ask your students to identify something they are proud of about their idea.
- Identify at least one reason why they may not have received feedback.
- Move to on to STEP 3
- Have your Ambassadors (or understudies, if applicable) present the response from the person(s) who provided feedback.
 - NOTE: Ambassadors/understudies should have feedback recorded on their Presentation Script from February
- Discuss classroom reactions to the feedback received. Be sure to share your own reactions and have Ambassadors share their reactions.

Example Discussion Questions:

- *What feelings do you have about this response from _____ (the person receiving your class's presentation)?*
- *Are you surprised by the response we received?*

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

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

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

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

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

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

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

March Activity 3

PLAN

Problem Description

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

List Options

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

Action Plan

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

Notice Successes!

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

April

*Appreciating Ourselves, Our School,
and the World*



YEAR 2

APRIL THEME

Connecting with Others and Being a Leader

APRIL VIRTUE & SKILLS

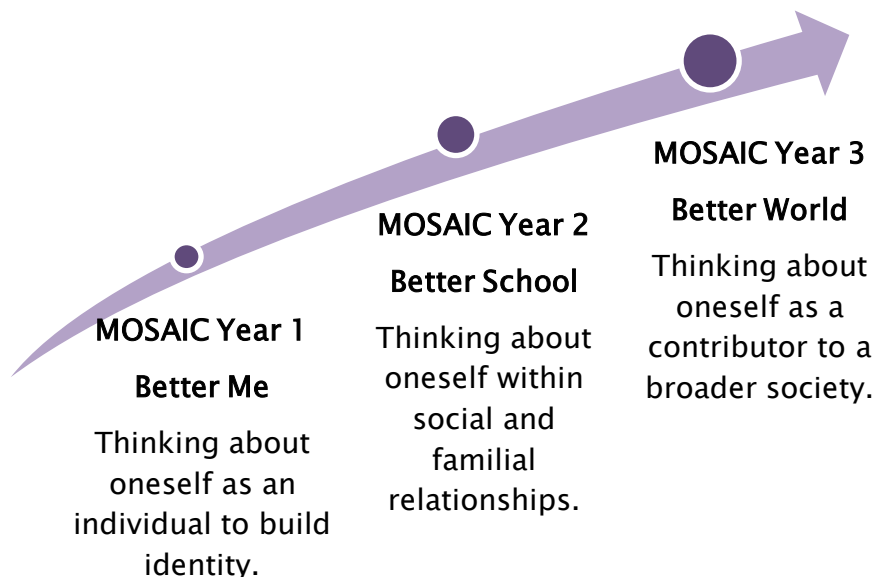
Virtue:

Compassionate Forgiveness

Skills:

Emotion Regulation & Empathy

MOSAIC BY YEAR



MOSAIC Virtues & Skills

Positive Purpose

Supporting Virtues

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

Supporting Skills

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

MOSAIC VIRTUES & SKILLS BY MONTH

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

MOSAIC APRIL THROUGHLINE

CONNECTING WITH OTHERS AND BEING A LEADER

How can we incorporate MOSAIC into our class today?

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



MOSAIC in April

Year 2 Curriculum

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

April Activity 1: Intro to Compassionate Forgiveness

Day 1: Introduce Theme and Oprah's Story

Day 2: Apply Compassionate Forgiveness to Life

Day 3: Respectful Debate

Day 4: Gratitude/Forgiveness Venn Diagram and Throughline

April Activity 2: Combat Stress and Leadership Project

Day 5: Power Posing and Self-Talk

Day 6: Oprah's Compassionate Forgiveness

Day 7 & 8: Compassionate Forgiveness and Leadership Project

April Activity 3: Students Taking Action Together

Day 9: STAT Check-in

April Activity 4: Bi-monthly Reflection & Feedback

Day 10: Reflection & Feedback for March/April

April Activity 1

Intro to Compassionate Forgiveness

Days 1 to 4

VIRTUE & SKILLS

Compassionate
Forgiveness
&
Emotion
Regulation +
Empathy

OBJECTIVE

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

MATERIALS

- ❖ MOSAIC Journals
- ❖ April Throughline
- ❖ MOSAIC Projector Displays:
 - The Story of Oprah
 - Gratitude and Forgiveness Venn Diagram

April Activity 1 Tips:

1. Encourage students to relate theme to their own life and use personal examples during the activities.
-

“Introduction to Forgiveness” Overview

Day 1: Introduce Theme and Oprah’s Story

Day 2: Apply Compassionate Forgiveness to Life

Day 3: Respectful Debate

Day 4: Gratitude/Forgiveness Venn Diagram and Throughline

DAY 1: *Introduce Theme and Oprah’s Story*

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

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



STEP 2. Introduce Vignette of Forgiveness (6-8 min)

- Say, *“We can feel stressed by small things, like being late for school or big things like losing a loved one or being separated from people you love. When we are stressed by small things, self-talk and power posing can be very helpful. But how do we deal with big, unfair things that happen that really should not have happened?”*
- *“For the next few lessons, we are going to talk about someone who was harmed by another person, group, or country.”*

- *“This person found a way to move on after they were harmed. We are going to spend some time trying to understand how they were able to do this.”*
- Say to students, *“Today, we will learn about the story of Oprah Winfrey. Raise your hand if you have heard of Oprah.”*
- Ask for a few student volunteers to share what they know about Oprah.
- Next, show the **MOSAIC Projector Display: The Story of Oprah**, and ask for several student volunteers to read the story aloud

STEP 3. Discuss Oprah’s Vignette (2-3 min)



- Ask students to write in their MOSAIC Journals. Say, *“Write in your Journal one emotion you felt when reading Oprah’s story.”*
- Ask students, *“Which strategy did Oprah use to calm herself down and gain a more rational perspective?”*
- Say to students, *“Continue to think of other ways Oprah was able to move on and contribute. We will revisit this conversation in a future lesson.”*

April Activity 1

The Story of Oprah

Oprah Winfrey was born in Kosciusko, Mississippi and spent the first five years of her life on her grandmother's farm, while her mother looked for work up North. At age six, Oprah was sent to live with her mother in Milwaukee, Wisconsin. In Milwaukee, her mother worked long hours as a housemaid and left Oprah either alone or with male relatives. During this time, Oprah was repeatedly abused by these relatives. She even tried to run away. At age 14, Oprah left her mother's house and was on her own.

Soon after, Oprah went to Nashville, Tennessee to live with her father, who was a strict disciplinarian. Her father insisted that Oprah meet curfew, and that she read a book and write a book report every week. Although it was hard, with this structure, Oprah did really well and became an honors student. Oprah went on to win a full scholarship to Tennessee State University. During college, Oprah also worked as a local TV news anchor.

Oprah pursued a very successful career hosting the most popular daytime talk show in history, and receiving many awards and honors for her acting in movies such as *The Color Purple* and *Beloved*. Oprah also started her own broadcasting company, called Harpo Productions. With this company, and Oprah's popularity, she has been able to have a lot of influence, and has used this power for good.

Oprah uses her talk show to promote social justice, health, and self-help. She uses her broadcasting company to produce programs about important issues such as poverty, racism, and abuse. She uses her social power to lobby for important policy changes. For example, in 1993, Oprah testified in front of the US Senate about the National Child Protection Act. That same year, President Clinton signed the "Oprah Bill," which created a national database of convicted child abusers to help many adults and organizations better help and protect children in difficult situations. Oprah continues to work on important projects, and it is exciting to wonder what she will do next!

DAY 2: *Apply Compassionate Forgiveness to Life*

STEP 1. Review Compassionate Forgiveness (1 min)

- Ask, *“After our discussion about Oprah yesterday, can anyone tell me what Compassionate Forgiveness is?”*
- If not addressed, remind students that Compassionate Forgiveness is a process through which the victim lets go of anger or resentment or a desire for revenge for someone that they feel did something wrong to them or someone they care about.
- Compassionate Forgiveness enables people to move on with their own lives.

STEP 2. Introduce Emotion Regulation (2-3 min)

- Say, *“Today we are going to learn about regulating our emotions. In order to regulate our emotions, we need to be aware of how our emotions work and the skills we need to manage our emotions rather than being managed by our feelings. The way we act is related to what we think and how we feel.”*
- Examples:
 - If a driver thinks “That car should not have cut me off”, he/she may feel angry and yell out the window.
 - If an athlete thinks “Yes!! I scored a goal”, he/she may feel proud and smile.
 - If your friend thinks “I can’t believe I fell in the hallway”, he/she may feel embarrassed and want to go home.
- Say, *“Now that we understand the basics of emotion regulation, let’s keep this in mind while learning about forgiveness.”*

STEP 3. Relate Compassionate Forgiveness to a Short Story (5-6 min)

- Say, *“Listen to this short story...”*

- *A teacher once told each of her students to bring a clear plastic bag and a sack of potatoes to school. For every person they refuse to forgive in their life's experience, they chose a potato, wrote on it the name and date, and put it in the plastic bag. Some of their bags were quite heavy.*

They were then told to carry this bag with them everywhere for one week, putting it beside their bed at night, on the car seat when driving, next to their desk at work.

The hassle of lugging this around with them made it clear what a weight they were carrying spiritually, and how they had to pay attention to it all the time to not forget and keep leaving it in embarrassing places. Naturally, the condition of the potatoes deteriorated to a nasty smelly slime. This was a great metaphor for the price we pay for keeping our pain and heavy negativity! Too often we think of forgiveness as a gift to the other person, as letting someone get away with something, yet it clearly is for ourselves!”

- Facilitate a group discussion about the story.

Example Discussion Questions:

- *What do you think about this story?*
- *Why did she make them carry potatoes around?*
- *What did the students learn from this activity?*

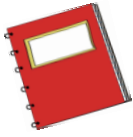
STEP 4. Apply Emotion Regulation to the Activity (5-6 min)

- Say, *“Now we are going to think about emotion regulation. What did you do during that activity to help you pay attention? Think about your thoughts, feelings and behaviors.”*
- Have students write their MOSAIC Journals. Say, *“Write down in your MOSAIC Journal what you did to regulate your emotions during that activity. What did you do well? What could you do better next time?”*

- Have one or two students share their experiences.

OPTIONAL Activity for Applying Compassionate Forgiveness to Students' Lives

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



- Say, *“Now we are going to practice. Think of someone in your life who you are not happy with right now. Write down in your MOSAIC Journal why you are upset with that person. Also write about how it makes you feel to be upset with them. Once you are done, look up at me.”*
- Have students practice Compassionate Forgiveness by saying, *“Now write in your MOSAIC Journal what it would feel like to forgive this person. Remember, they do not need to apologize first or admit how much they hurt us, but we are forgiving them so that we feel better.”*
- Facilitate sharing in pairs. Say, *“Turn to the person next to you and tell each other about how it felt to do this activity. You do not need to tell them details about who you were upset with or what you are forgiving that person for doing, just talk about the experience of forgiveness.”*

DAY 3: *Respectful Debate*

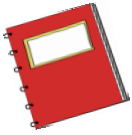
STEP 1. Introduce Respectful Debate Format (1-2 min)

- Explain, *“The class will be divided into two sides. I will give you a position on a debate topic. Then each side of the class will share an opinion. Then, each side of the class will need to respectfully disagree with the other side and support your position with some examples.”*
- Tell students, *“By practicing defending your position—even for opinions you don’t agree with—you will practice disagreeing while still speaking in a friendly manner.”*
- Say, *“Now we are going to set norms for the discussion. What is important to remember when debating with others?”*
 - Examples: acknowledge other opinions, no interrupting, etc.

STEP 2. State Debate Topic (1-2 min)

- Choose one debate topic from the list below:
 - *It is important to be forgiving in order to connect with others.*
 - *I feel that I am able to understand the needs of others and the feelings they experience.*
 - *If someone is truly sorry and asks for forgiveness, I will forgive them no matter what they have done.*
 - *It is impossible to have a good relationship with others without forgiving them for everything they have done wrong.*
 - *How I feel about someone depends more on their past actions than their present actions.*
 - *Compassionate Forgiveness is an important part of showing leadership.*

- *Create your own debate topic!*



- Have students write the debate topic in their MOSAIC Journals.

STEP 3. Brainstorm (3-4 min)

- Divide class into two teams and assign teams to one opinion for the debate topic.
- Tell students, *“You have 3 minutes to write down as many examples as you can to support your position.”*
- Circulate and help the teams select a note-taker and a speaker. Help the teams come up with examples to support their position.

STEP 4. Facilitate the Debate (4-6 min)

- Begin debate by explaining, *“Each side will need to give their position and support with one example. Then we will go back and forth so that each side respectfully disagrees and provides another example.”*
- Each side shares positions:
 - Side 1 shares their position, supported by one example.
 - Side 2 shares their position, supported by one example.
- Respectfully disagree:
 - Side 1 respectfully disagrees, supported by another example.
 - Side 2 respectfully disagrees, supported by another example.
- Repeat. Help summarize the positions and examples so that students are able to follow the debate.
- Wrap up and Notice Successes: Congratulate both sides. Describe how you saw your students deal with setbacks and failures during the debate.

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

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

- Show MOSAIC Projector Display: Gratitude and Forgiveness Venn Diagram



- Introduce the activity by saying to students, *“Now we are going to complete a Venn Diagram. A Venn Diagram consists of ideas presented as circles, and they are arranged in ways that show how related they may be. It’s a useful way to show and understand how ideas can be similar and also different. In one circle write “Compassionate Gratitude” and the other write “Compassionate Forgiveness”, and write how they are different. In the overlapping part of the circles, write how Compassionate Gratitude and Compassionate Forgiveness are the same.”*
- Circulate and help students as needed.

STEP 2. Review Structure of MOSAIC Circle (1-2 min)

- Review the structure of a MOSAIC Circle:
 - Gather students in a circle around the classroom (or some other configuration that allows students to see one-another), either standing or sitting.
 - Explain to students, *“We will now be using a MOSAIC Circle. In a MOSAIC Circle, we will respond to a specific question, and everyone in our class will get a turn to share their thoughts and feelings.”*
 - Ask students to, *“Recall the norms of a MOSAIC Circle:*
 - *What is said in the MOSAIC circle stays in the MOSAIC Circle*
 - *One person talks at a time*

- *Right to pass- you do not need to answer the question if you do not want to.*
- *No dialogue- MOSAIC Circle is not a time for discussion; it is a time to share your own thoughts and feelings.”*
- Suggestions:
 - Incorporate non-verbal communication tools into your MOSAIC Circle rules, such as snapping when you agree with something.
 - It may be helpful to incorporate “Speaker Power” tools, such as a talking stick

STEP 3. Conduct MOSAIC Circle (4-5 min)

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

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

- Say to students, *“During the rest of this month, we will be using tools to plan for your positive future. This month’s Throughline Sheet reminds us to:*

1) Use self-calming skills to deal with stress.

2) Practice empathy when others have upset us.

3) Be understanding when you are in a leadership role.

4) Reach out to others and be forgiving so you can move on

• *We will learn to use these tools in more detail in the coming weeks.”*



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

FOLLOW UP

- Throughout the month, provide specific, labeled praise for acts of leadership, forgiveness and gratitude in your MOSAIC class and in your other classes.
- Your class is now familiar with the MOSAIC Circle and Respectful Debate formats. Whenever time is available, during MOSAIC or other classes, you can select videos or news articles from current events, or use aspects of books you are reading in any subject area and use a MOSAIC Circle or Respectful Debate pedagogy to actively engage students in the topic.

(MOSAIC Projector Display)

April Activity 1

Gratitude and Forgiveness Venn Diagram

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

**COMPASSIONATE
GRATITUDE**

What does it mean in your own words?

**COMPASSIONATE
FORGIVENESS**

What does it mean in your own words?

BOTH

How are they
the same?

April Activity 2

Combat Stress and Leadership Project

Days 5 to 8

VIRTUE & SKILLS

Compassionate
Forgiveness
&
Emotion
Regulation +
Empathy

OBJECTIVE

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

MATERIALS

- ❖ Digital Projector/Computer
- ❖ MOSAIC Journals
- ❖ MOSAIC Projector Displays:
 - Stress Thermometer
 - Lebron's Story

April Activity 2 Tips

1. Encourage students to practice their relaxation skills throughout the day, and especially during testing situations!
-

“Combat Stress and Leadership Project” Overview

Day 5: Power Posing and Self-Talk

Day 6: Oprah's Compassionate Forgiveness

Day 7 & 8: Compassionate Forgiveness and Leadership Project

DAY 5: *Power Posing and Self-Talk*

STEP 1. Provide a rationale for power posing and self-talk (1 min)

- Say to students, *“Last month, we talked about what causes stress and how we can communicate when we are stressed. This month, we are going to learn a new way to calm down when we are stressed that works for students your age.”*
- Introduce the following video, saying, *“Talking to yourself in the third person and sitting with an upright and confident posture can seem a bit silly at first-- it’s common to laugh when trying it for the first time. However, even famous athletes talk to themselves in the third person and maintain good posture, to help them perform in high-stakes games.”*

STEP 2. LeBron’s Self-Talk (2-3 min)

- Show this video, and instruct students to *“listen to how LeBron James talks in the third person as a way to make a more rational and less emotional decision.”*
 - <https://www.youtube.com/watch?v=0vrpwk1MSIA>
 - Length: 1 minute
- If the video is not available, show the attached **MOSAIC Projector Display: LeBron’s Story**. Allow one student to read aloud.
- Tell students, *“You can talk to yourselves in the third person, just like LeBron does! For example, if your friends are pressuring you to do something that could get you in trouble, you could pause and say [Pick a student’s name to use here] has got to do what’s best for [STUDENT’S NAME]. What are [STUDENT’S NAME]’S goals and virtues, and what decision should [STUDENT’S NAME] make right now to reflect these?”*
 - Share an example of speaking to yourself in the third person from your own life, or make one up that could apply!
- *“Let’s try it out!”*

STEP 3. Practice Self-Talk and Power Posing (8-10 min)

- Show **MOSAIC Projector Display: Stress Thermometer**
- Say to students, *“You may remember the stress thermometer from our MOSAIC lessons in March. We are going to use this thermometer to measure our stress levels again in this activity. I would like you to imagine a time you were stressed, upset, or frightened about something. Sometimes, just imagining a stressful event can make us feel a bit stressed. Don’t say what the event is, but please write down in your MOSAIC Journal the level of stress you feel right now, when imagining this event, from 0-10, with 0 being no stress at all and 10 being such high stress you can hardly stand it.”*
- Ask students, *“Do you ever find that you are calm when giving your friends and family advice, but have a more difficult time calming yourself down when feeling stressed? Times you might feel stress could be before a test, a class presentation, or a big game or performance. By talking to yourself in the third person, it’s like you become your own coach, just like you are for your family and friends.”*
- *“It can also be helpful to practice self-talk in what we call a ‘power pose.’ This is a position in which you feel comfortable and confident. For many people, standing up with your hands at your hips or sitting down with both feet firmly on the floor and your upper body in a straight and sturdy posture are good power poses.”*
- Ask students to try the two power poses in the previous bullet, and then to come up with their own power pose, holding each for about 10 seconds.
- Say, *“Sit in your chair with a comfortable and upright posture and recall that stressful situation you were previously thinking about. Write down several encouraging sentences in which you address yourself by name. Then get into a power pose, and say what you wrote either quietly to yourself or in your head.”*
- Tell students, *“On the same stress thermometer scale of 0-10, write down the level of stress you feel now.”*



- Ask students to raise their hands for each of the following: if their stress number 1) went down, 2) went up, or 3) stayed the same.
 - As time permits, ask why students think this exercise did or did not change their stress levels.
- Tell students, *“You will be practicing your upright posture and self-talk every day this week so that you can get used to this way of calming yourself down. To be able to use this way of calming yourself during a stressful moment, you need to practice. This is just like how you need to practice dribbling a basketball before a big game so that you can perform well during the game.”*
- NOTE: When practicing positive self-talk and power posing every day this week, ask students to lead the activities, share their experiences, and ask for examples of positive self-talk.

April Activity 2

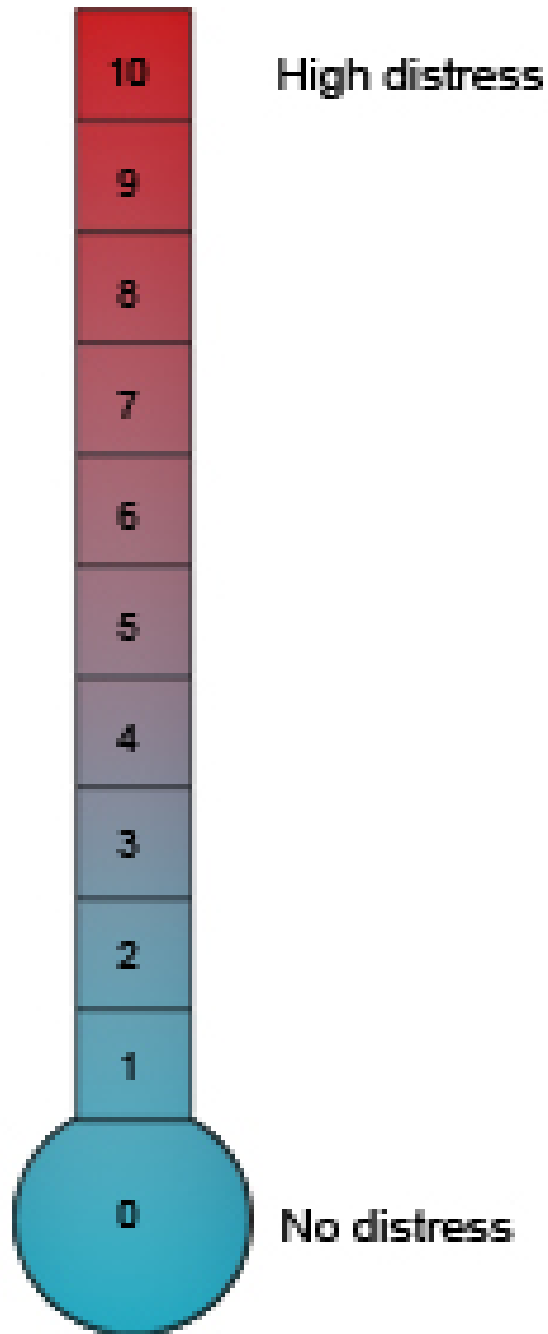
Lebron's Story

After being traded to a new basketball team, Lebron is being interviewed on television. The reporter says, "I am being told now that in Cleveland, they were burning your jersey. We have some video footage of it right here. Are you surprised by this? As you look now, how do you feel about it?" As he watches his old team's jersey burn he says, "I can't get involved in that. I wanted to do what was best for Lebron James, and what Lebron James is going to do to make him happy." Lebron further explains that he had seven great years on his old team and he hopes fans of Cleveland can be happy with his decision.

(MOSAIC Projector Display)

April Activity 2

Stress Thermometer



DAY 6: Oprah's Compassionate Forgiveness

STEP 1. Practice Self-Talk or Power Pose (5-7 min)

- Say, *“Staying upset about things that happened in the past can hold you back from becoming your best self.”*
- Ask, *“Have you ever held a grudge or held onto resentment or anger towards someone who hurt you?”*
- Have 2 or 3 students share whether holding onto the anger or resentment was helpful or harmful.
- Say to students, *“In difficult situations, when something hurtful happens, it is normal to feel stressed. And, in these moments, regulating our stress can help us to move on. This is not easy, and so we need to practice regulating our stress, like working out at the gym. That’s why we have been practicing regulating our stress this week. Every day this week, you will get to choose one of the two calming skills we have learned so far in MOSAIC. These choices are: 1) power pose or 2) positive self-talk.”*



- *“First, think of something stressful in your life, and write down your Stress Thermometer number, from 0-10, in your MOSAIC Journal for how stressed you are feeling right now.”*
- *“Next, choose which type of relaxation skill you want to use, and write down your choice in your MOSAIC Journal.”*
- *“If you chose to practice self-talk, you will speak to yourself in third person say encouraging statements to yourself. If you chose to practice a power pose, you may stand up or sit in that position to feel stronger.”*
- *“For the next 2 minutes, follow the procedure to practice the skill you chose.”*



- (After 2 minutes) *“Now, write down in your MOSAIC Journal your stress thermometer (show handout) number for how you feel right now.”*

STEP 2. Review Oprah’s Story (1 min)

- Ask, *“Who can briefly summarize (in 2-3 sentences) the story of Oprah?”*
- Fill in any gaps, as necessary.

STEP 3. Identify Oprah’s Compassionate Forgiveness (3-4 min)

- *“We are going to think about who Oprah needed to forgive in order to move forward and become a leader.”*
- Ask students to
 - 1) Identify people Oprah may have needed to forgive from the list of options.
 - 2) Identify possible obstacles Oprah faced when trying to move on from difficult parts of her life.
 - 3) Determine how forgiveness may have helped Oprah become a leader later in life

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

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



thoughts you experience when you encounter Oprah’s story. Take two minutes and write your idea down in your MOSAIC Journal.”

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

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

STEP 1. Students Work on Project (10-12 min)

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

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

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



FOLLOW UP

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

April Activity 3

Students Taking Action Together Day 9

VIRTUE & SKILLS

Compassionate
Forgiveness
&
Emotion
Regulation +
Empathy

OBJECTIVE

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

MATERIALS

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

April Activity 4 Tips

1. Meet with your Ambassadors before Day 9 to help them coordinate leading the activity.
2. In this activity, the instructor directions will be utilized by your student Ambassadors. Ambassador script is in underlined green font.

“Students Taking Action Together” Overview

Day 9: *STAT Check-in*

Day 9: *STAT Check-in*

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

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

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

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

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

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

April Activity 3

PLAN

Problem Description

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

List Options

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

Action Plan

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

Notice Successes!

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

April Activity 4

Bi-monthly Reflection & Feedback

Day 10

VIRTUE & SKILLS

Compassionate
Forgiveness
&
Emotion
Regulation +
Empathy

OBJECTIVE

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

MATERIALS

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

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 10: Reflection & Feedback for March/April

Day 10: Reflection & Feedback for March/April

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

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

STEP 2. Students Give Feedback on March and April (3-5 min)

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

Discussion Questions:

- *What were some things you liked about MOSAIC in March?*
- *How could those March lessons be better?*
- Say, *"In April we focused on the theme of Connecting with Others and Being a Leader, and the virtue of Compassionate Forgiveness. We heard Oprah's story and learned how to apply Compassionate Forgiveness to our lives, and practiced self-talk and power posing to deal with stress. We also checked-in on our progress on our STAT action plan."*

Discussion Questions:

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

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

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



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

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

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

(MOSAIC Projector Display)

April Activity 4 MOSAIC Reflection

Write your answer in your MOSAIC Journal:

You got an “A” on a report you worked very hard on. Your friend makes a joke that you copied it from the Internet. You are hurt and feel betrayed by your friend.

How can you use what you learned in MOSAIC to stand up for yourself and keep the friendship?

Bi-Monthly Teacher Feedback

School_____

MOSAIC Year (Grade Level): _____

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

Not very much

Somewhat

Very much

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

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

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

May

Looking Forward: Next Steps on the Journey



YEAR 2

MAY THEME

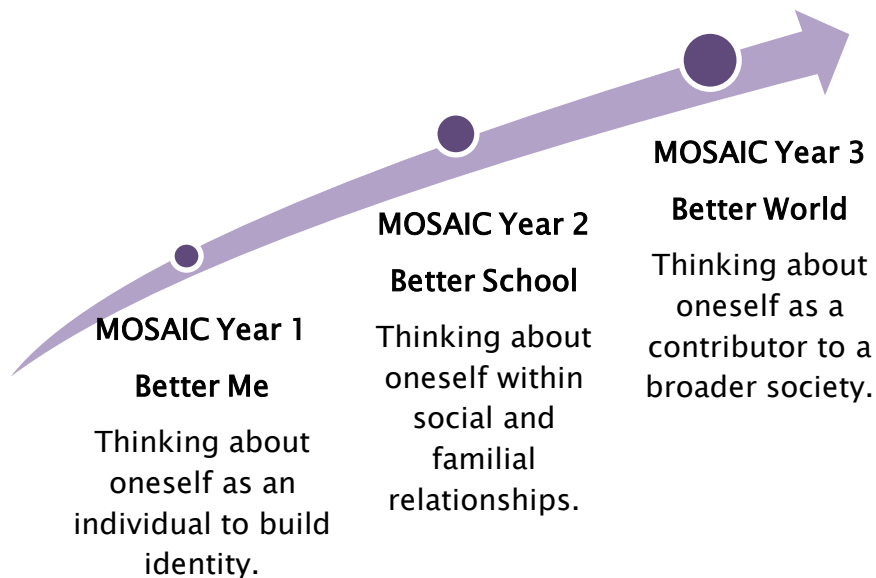
Looking Forward: Next Steps on the Journey

MAY VIRTUE & SKILLS

Virtue:
Positive Purpose

Skills:
Communication and Problem Solving

MOSAIC BY YEAR



MOSAIC Virtues & Skills

Positive Purpose

Supporting Virtues

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

Supporting Skills

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

MOSAIC VIRTUES & SKILLS BY MONTH

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

MOSAIC MAY THROUGHLINE

LOOKING FORWARD: NEXT STEPS ON THE JOURNEY

How can we incorporate MOSAIC into our class today?

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



MOSAIC in May

Year 2

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

May Activity 1: Preparation for STAT Showcase

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

May Activity 2: Positive Purpose Continued

Day 2: Positive Purpose and Principal Kafele

Day 3: MOSAIC Circle

Day 4: Respectful Debate and Throughline

May Activity 3: Demonstration Project

Day 5: Plan Demonstration

Day 6: Create Take-Away Demonstration

Day 7: Create Demonstration (continued)

Day 8: Practice Take-Away Demonstration

Day 9: Practice Demonstration (continued)

Day 10: Share Take-Away Demonstration

Day 11: Notice Successes and Wrap Up

May Activity 4: STAT and Connection to Greater Service

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

May Activity 1

Preparation for STAT Showcase

Day 1

VIRTUE & SKILLS

Positive Purpose
&
Communication +
Social Problem
Solving

OBJECTIVE

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

MATERIALS

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

TEACHER TIPS

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

“Preparation For STAT Showcase” Overview

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

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

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

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

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

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

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

- Say to students, *“First let’s work as a class to create a script for our presentation. We can use the outline on the MOSAIC Projector Display, but we can also use our Constructive Creativity to make the presentation our own.”*
- Show **MOSAIC Projector Display: STAT Showcase Presentation Script** and work as a class to fill in the blanks. You may want to have an ambassador or student volunteer take notes on the board.

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

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

STEP 5. Wrap-Up

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

(MOSAIC Projector Display)

May Activity 1

STAT Showcase Presentation Script

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

Introduction

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

Problem Description

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

Project Description/Plan

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

ANSWER:

Where and when did the project take place?

Who participated in OR saw the project?

What was the project about?

Noticing Success

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

May Activity 2

VIRTUE & SKILLS

Positive Purpose
&
Communication +
Social Problem
Solving

Positive Purpose Continued

Days 2 to 4

OBJECTIVE

Students will discuss what purpose means to them, what they think their purpose might be, and how to pursue that purpose in their future.

MATERIALS

- ❖ MOSAIC Journals
- ❖ May Throughline
- ❖ MOSAIC Projector Display: Principal Kafele

TEACHER TIPS

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

"Positive Purpose Continued" Overview

Day 2: Positive Purpose and Principal Kafele

Day 3: MOSAIC Circle

Day 4: Respectful Debate and Throughline

Day 2: Positive Purpose and Principal Kafele

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



- Introduce the activity by saying to students, *“This month we will be focusing on the theme of ‘Looking Forward: Next Steps on Your Journey,’ along with the virtue of Positive Purpose. We will begin by watching a video. Last year, some of you may have watched a video with Principal Kafele, and this is another video he made. Please take out your MOSAIC journals. As you are watching the video, please write down your reaction to the video, something important that was said, or something new that you learned.”*
- Play the video
 - Title: “What is your purpose?”:
 - LINK:
<https://www.youtube.com/watch?v=oPYmLMECH24&feature=youtu.be>
 - Length: 3:19.
- NOTE: This video is also available on our website, www.secdlab.org, password: Mosaic2017

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

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

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

- Facilitate discussion about positive purpose
- *Example Discussion Questions:*
 - *Why do you think it’s important to think about your uniqueness?*
 - *Why do you think having a sense of purpose is important?*
 - *Do you think it is always easy to know your purpose?*

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

- Say to students, *“Now look back in our MOSAIC Journals to your entries from September of this year.”*



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

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

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

May Activity 2, Day 2

Principal Kafele: What is Your Purpose?

Greetings. This is principal Kafele. Got a question for you: What is your purpose? Real simple question. Once again, what is your purpose? Why do you exist? Why are you in this world? What is it that you're meant to do with your life? I'm saying to you that so many people, who do not realize their potential, who do not achieve that level of success that they have the potential of achieving, it's because they have never identified their purpose for their lives. They don't know why they're here.

See, I live my purpose. My purpose is to educate, motivate and empower. What is your purpose? Why are you here? I'm suggesting to you that you take the time, sit down, could be for hours, could be for days, could be for weeks, could be for months—but identify what it is you're supposed to be doing. What is it that's so different about you? What's so unique about you? What is it that you should be doing? What is your purpose? As you identify your purpose, begin to live your purpose. Take your purpose and merge it into what it is you can do with your life, in terms of how you earn your living.

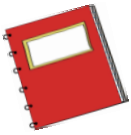
See, my purpose is to **educate** so I earn my living educating. My purpose is to **inspire** so I earn my living inspiring. My purpose is to **empower** so I earn my living empowering. What is your purpose? And how can you take your purpose and make it your life? So that you are sustained based on your purpose, what it is you want to do. You've got to ask yourself: What is it that I want to wake up to every morning? What kind of job? What kind of profession? What kind of career do I want to wake up to and go to? Do I want to wake up and go to some job that I can't stand the work itself. I can't stand my coworkers. I can't stand my managers, my supervisor. I feel underpaid. Who wants to live that kind of life? I lived it for a little while. But, I made a decision at some point that this was not the kind of life I wanted to live. I don't want to live a life of misery. I don't want to live a life of being around people that I can't stand. I didn't want to live a life reporting to some supervisor that I didn't respect. I didn't want to live a life of earning a salary that I felt I was underpaid.

I decided that I'm going to live my purpose. I am going to live life on my terms. I am going to do that which I want to do and I'm going to work for myself. So, when I look into the mirror every day, I am looking at my boss looking back at me. I am the boss. I am the owner of this company. So, I am saying to you that just as I had a dream of one day becoming an entrepreneur and being in control of my destiny and living life on my terms, as rooted in my purpose, based on my purpose, I am saying the same for you. Make the same thing happen for your life. Identify your purpose and strive to live your purpose by devising a place of action that you live, that you refer to, that you've written down and it becomes your life each and every day. Again, what is your purpose? Live your purpose. Make your purpose and yourself one. This is principal Kafele. Peace.

Day 3: MOSAIC Circle

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

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



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

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

- *Right to pass—students do not need to answer the question if they do not want to.*
- *No dialogue—MOSAIC Circle is not a time for discussion; it is a time to share your own thoughts and feelings.”*

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

- Say to students, *“Today in our MOSAIC Circle, we will each share: what you believe your positive purpose is, why it is important to you, and how you hope to pursue it. Although this is something some of you have thought about and shared before, it’s possible that your answer has changed or evolved. Before we take turns sharing in the circle, take a few moments to reflect on all three parts of your answer and write it down in your MOSAIC Journal.”*
- Example response:
 - I believe one purpose in life that matters is to help others through medicine. This is important to me because I love science and helping others in need so I hope to use my strengths to pursue my purpose in the medical field by studying hard in school and being a doctor will allow me to help many other people.
- NOTE: If it is difficult finish your discussion in the time allotted, ask students to write their thoughts down on a piece of paper (they can rip one out from their MOSAIC Journal) and hand it in to you for your review. You can then share common themes you saw in their responses with students in a future MOSAIC Class.

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

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

Day 4: *Respectful Debate and Throughline*

STEP 1. Introduce Respectful Debate (2 min)

- Tell students, *“Today we are going to have a respectful debate. Who can tell us what a debate is?”* Take one or two responses; and be sure students note that this is a respectful debate.
- Say, *“Now we are going to set norms for the discussion. What is important to remember when debating with others?”*
 - Examples: acknowledge other opinions, no interrupting, etc.
- Part of what we want students to learn is about respectful disagreement.

STEP 2. Conduct Respectful Debate (8-10 min)

- Break the class in half to create Team A and Team B. If possible, rearrange seating so that students can be sitting with their groups.
- Choose ONE of the statements below, or create your own, that you feel is most relatable to your class:
 - *I think modeling my MOSAIC virtues for my younger sibling, cousin or friend is a way of showing my Positive Purpose.*
 - *Using PLAN to solve difficult problems is a way to get better at pursuing my Positive Purpose.*
 - *Giving up when something is difficult or boring, like a challenging class in school, doesn't affect my Positive Purpose.*
 - *There are some situations when using BEST to communicate openly and honestly with others is not a good idea.*
 - *Following my Positive Purpose means doing whatever I want to do when I want to do it.*
- Say, *“Discuss with your team (for two minutes) why you agree/disagree with the statement. Next, Team A will get a chance to argue their opinion. Then, Team B, will get a chance to respond to the comments. Next, Team B will argue their opinion and Team A will*

get to respond. Keep in mind that this is a respectful debate, and we want to follow our norms.”

STEP 3. Reflect on Similarities and Differences (4-5 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?”*
- Ask students, *“What strategies for getting better at pursuing purpose came up most often in the activity?”*
- Point out that, *“There were many different thoughts, and there was not a single right answer.”*
- Emphasize, *“Sometimes in order to pursue your positive purpose you must learn to problem solve in difficult situations and learn to openly communicate with others. That’s why it’s so important to use PLAN and BEST. This allows for strong connections with those around you so you can get the help that you need to become the person you want to be!”*

STEP 4. Introduce the Throughline Sheet

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



FOLLOW UP

- Your class is now familiar with the MOSAIC Circle, Yes-No-Maybe, and Respectful Debate formats. Whenever time is available, during MOSAIC or other classes, you can select videos or news articles from current events, or use aspects of books you are reading in any subject area, and use a MOSAIC Circle, “Yes-No-Maybe,” or Respectful Debate pedagogy to actively engage students in the topic.

May Activity 3

Demonstration Project

Days 5 to 11

VIRTUE & SKILLS

Positive Purpose
&
Communication +
Social Problem
Solving

OBJECTIVE

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

MATERIALS

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

TEACHER TIPS

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

“Demonstration Project” Overview

Day 5: Plan Demonstration

Day 6: Create Take-Away Demonstration

Day 7: Create Demonstration (continued)

Day 8: Practice Take-Away Demonstration

Day 9: Practice Demonstration (continued)

Day 10: Share Take-Away Demonstration

Day 11: Notice Successes and Wrap Up

Day 5: *Plan Demonstration*

STEP 1. Introduce Demonstration (1-2 min)

- Explain to students, *“As the school year comes to an end, we will wrap up our time in MOSAIC by working on final take-away projects. These projects will be a way for you to creatively communicate something you have learned in MOSAIC—about yourself or about your school—that you think would be helpful for the next year’s class of 7th graders. If you did MOSAIC last year, you may have done this before. What is different now, is that you are being asked to reflect on this past year in MOSAIC and you are working with a group of students with different experiences in MOSAIC over the past two years.”*
- Tell students, *“You have the option to work in pairs or in small groups, depending on what type of project you chose to do.”*
 - NOTE: This may not be true for all classrooms (see Tips).
- Say to students, *“When we have completed these take-away projects, you will have the opportunity to submit a photo or video of your project to the MOSAIC team. This submission may be selected to be put on the MOSAIC website and shared other students and teachers!”*

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

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

OR

- *A MOSAIC Virtue*

- *Positive Purpose*
- *Constructive Creativity*
- *Helpful Generosity*
- *Optimistic Future-Mindedness*
- *Responsible Diligence*
- *Compassionate Gratitude and Forgiveness*

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

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

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



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

May Activity 3

MOSAIC Virtues and Skills

Positive Purpose

Supporting Virtues

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

Supporting Skills

1. Emotional Regulation
2. Communication
3. Empathy
4. Social Problem Solving

May Activity 2

Ways to Express Myself

Students Can Express Themselves By:

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

Day 6: *Create Take-Away Demonstration*

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

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

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



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

SHARE: Say, *“Each pair (or group) must confirm their project with me. So you need to share and decide what you will do and how you will show what you know, what mode of expression you will use. I will sign your journal to indicate that this project is appropriate and feasible to work on during the next week or so.”*

○Examples:

- Write song lyrics or rap lyrics that summarize what you learned about responsible diligence or how you can be a

source of help to your school, community, or the world, through MOSAIC.

- Possible titles:
 - *How X Skill (or Virtue, or Helping Experience) Helps Me Be Who I Am*
 - *How X Skill/Virtue/Helping Experience Helps Me to Become What I Want to Become*
 - *How X Skill/Virtue/Helping Experience Made a Positive Difference in My Middle School Story*
- Draw a picture that shows how your school community changed this year because of a MOSAIC virtue or STAT-related helping experience.
 - A Before/After picture about your school in September and in June.
- Bring in a song to share with the class that describes why you think a virtue you learned/helping experience you had during MOSAIC is important to you and other students your age and explain the song's connection and/or change the song to better fit your ideas and experiences.
 - Bring in a song that matches the mood you have when you look back on the year.
 - Bring in a song that shows how you have changed this year because of the virtue you learned/STAT-related helping experience you had in MOSAIC.
- Write a short play or commercial that shows the importance of the virtue you learned in MOSAIC this year.
 - Example topics:
 - Compassionate Forgiveness with peers/adults
 - Positive Purpose
 - Being a Calmer, More Confident, and Focused Person

(MOSAIC Projector Display)

May Activity 2 Planning Our Project

To show what we have learned about: _____

We will: _____

Brief description of what we plan to do:

Day 7: Create Demonstration (continued)

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

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

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

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

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

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

Day 8: *Practice Take-Away Demonstration*

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

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

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

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

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

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

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

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

Day 9: Practice Demonstration (continued)

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

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

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

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

STEP 3. Summarize Progress and Explain Next Steps

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

Day 10: *Share Take-Away Demonstration*

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

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

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

- Following the structure you determined in Day 8, allow student groups the opportunity to present the take-away project to the class.
- Allow time for congratulations and positive compliments:
 - Depending on the size of your class and time constraints you are under, you may choose to have a final applause and compliment circle at the end of the class, or to allow for a 1-2 positive comments after each individual or group presentation.

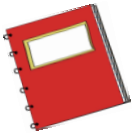
STEP 3. Submit Photos and Videos to MOSAIC Team (1-2 min)

- Praise students’ work and label specific Virtues and Skills you saw during the take-away demonstration.
- You can also put all projects on your school’s web sites and share the link with other students, parents, and the wider community

Day 11: Notice Successes and Wrap Up

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

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



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

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

May Activity 4

STAT and Connection to Greater Service Day 12

VIRTUE & SKILLS

Positive Purpose
&
Communication +
Social Problem
Solving

OBJECTIVE

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

MATERIALS

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

TEACHER TIPS

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

“STAT and Connection to Greater Service” Overview

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

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

STEP 1. Notice Successes and Wrap-Up (2-3 min)

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

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

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

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

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

- TIP: Have students volunteer to take turns reading the instructions.

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

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

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

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

FOLLOW UP

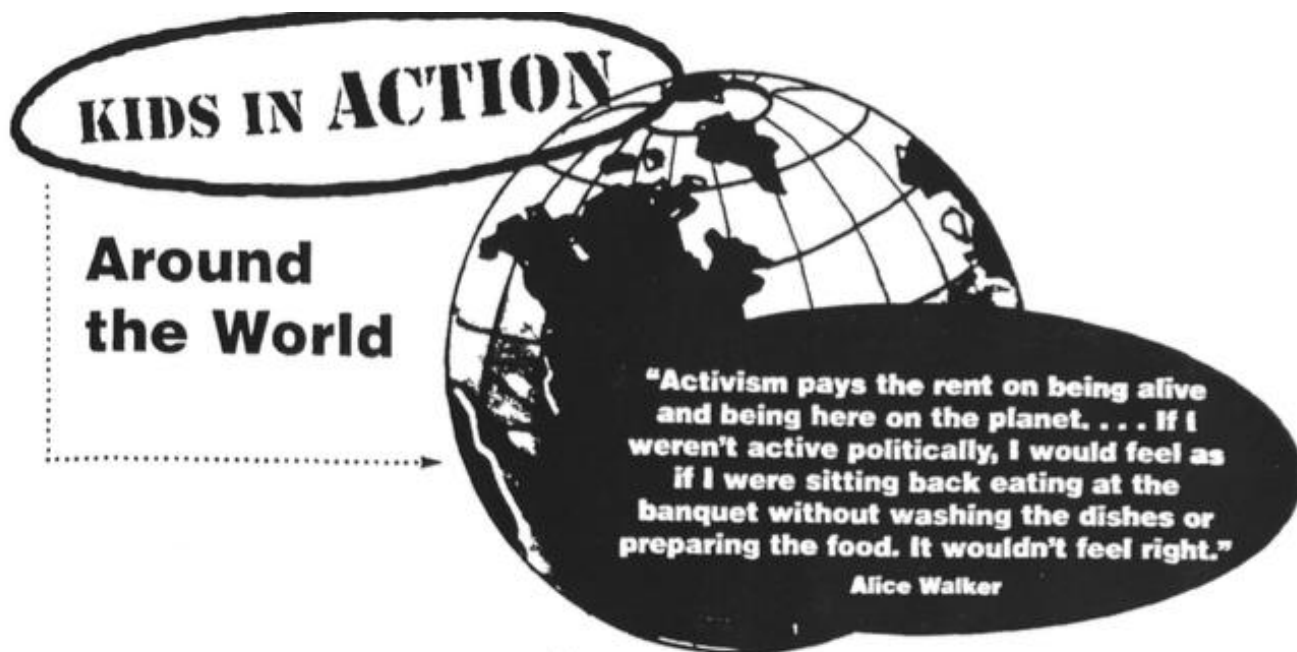
Notice Successes

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

May Activity 3, Day 12

Youth Service in Other Schools

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



You can start taking social action in your own backyard or neighborhood, but you don't have to stop there. Many kids are literally changing the world. Around the world, young people are participating in international meetings to improve the environment, to promote peace, and to improve rights and conditions for all children.

Scout groups everywhere have been busy tackling community problems. In Fiji, scouts turned a piece of neglected coastal land into a beautiful green space for local people and tourists to enjoy. Others in Indonesia re-greened an area serving over 25,000 villagers after it was devastated by a fire. In Central Java, scouts constructed a pipeline to bring fresh water for drinking and for watering rice fields to more than 11,000 people in four different villages. And in the Netherlands, scouts and local politicians joined to organize 25,000 scouts for a tree-planting project in 500 European cities.

Scout troops aren't the only young people who are making a difference worldwide. A group of Swedish school children began an international effort to save the Costa Rican rain forest. In Zambia, one young volunteer organized a troupe of actors to perform anti-poaching plays in different villages. He wanted to discourage the wasteful killing of animals for their skins and for fun.

Kids in the Marshall Islands are applying for grants to get better playground equipment. Youth in Argentina, Uruguay, and Paraguay have helped to plant trees, paint a school and hospital, and clean up parks, streets, riverbeds, and orphanages. A young girl in South Africa planted 150 trees along the streets of Atteridgeville. In the Galápagos Islands, a boy raised funds to improve his neighborhood by designing badges and selling them.

A Toronto student, Craig Kielburger, was inspired by a 12-year-old Pakistani youth who toured North America to make people aware of the millions of children enslaved in his country and others. Young Craig traveled to Pakistan to investigate the conditions in person and then organized an international campaign to free children from forced labor.

Students at Sunnyside Elementary in Marysville, Washington, have adopted a stream, helped save salmon, and formed a partnership with a sister school, Ligura Elementary, in Tokyo, Japan.

Does it make you tired just reading about the things these kids are doing? Or does it light a fire under you? If you're one of the fireballs, you can join with the thousands of kids who are working for a better future.

May Activity 3

Researching Youth Service In Other Schools

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

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

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

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

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

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

STEP 4. Briefly present your findings to the class.

TEACHERS: There is no Feedback activity here because May Feedback will be Activity

June

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



YEAR 2

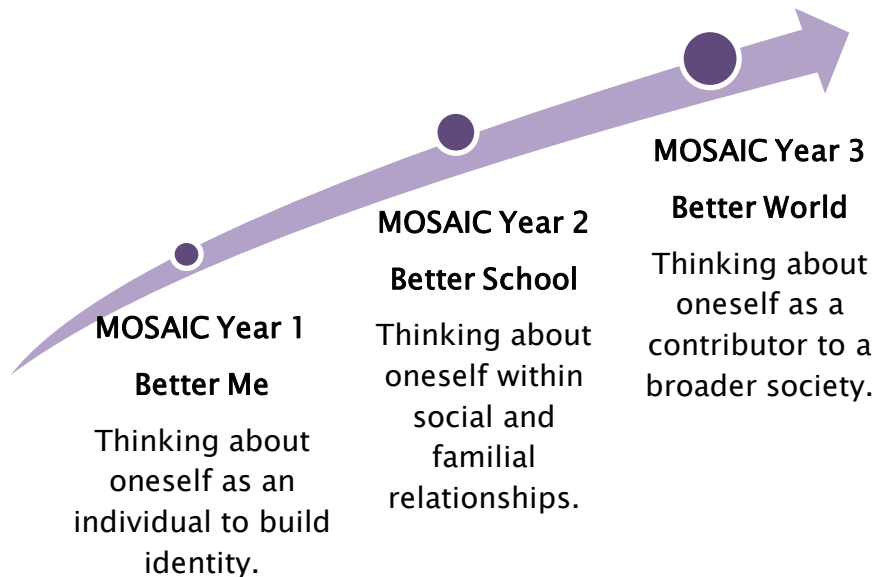
JUNE THEME

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

JUNE VIRTUE & SKILLS

Virtue & Skill Integration

MOSAIC BY YEAR



MOSAIC Virtues & Skills

Positive Purpose

Supporting Virtues

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

Supporting Skills

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

MOSAIC VIRTUES & SKILLS BY MONTH

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

MOSAIC JUNE THROUGHLINE

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

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

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



MOSAIC in June

Year 2

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

June Activity 1: End-of-Year Reflection

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

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

Days 3-4: Career Path Role Models

June Activity 2: Conversation Series

Day 5: Looking Back

Day 6: Generosity Debate

Day 7: Leadership Roles

Day 8: Gratitude and Appreciation

Day 9: Looking Ahead

Day 10: Final MOSAIC Lesson

June Activity 1

End-of-Year Reflection

Days 1 to 4

VIRTUE & SKILLS

Virtue and Skill
Integration

OBJECTIVE

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

MATERIALS

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

June Activity 1 Tips

1. *Make a copy of the **MOSAIC Student Handout: End-of-Year Feedback** for each student in your class.*
 2. *To help students feel confident in the anonymity of their responses, you could have a student collect feedback forms and place them into an envelope before returning them to you.*
 3. *Completing the **MOSAIC Teacher Handout: End-of-Year Feedback** and sharing with your school’s MOSAIC instructional support team will help you and your school continue to make MOSAIC better and better. Additionally, saving a copy of this feedback for your own reference will help you to continuously improve MOSAIC in your classroom.*
-

“End-of-Year Reflection” Overview

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

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

Day 3-4: Career Path Role Models

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

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

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

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

- To get students thinking, play a quick round of “Yes-No-Maybe” with the students.
- Assign “yes,” “no,” and “maybe” to three different sections of the room.
 - *Tip: Create Yes-No-Maybe signs, or have students make, and tape them to sections of the room*

- Tell students, *“I will ask you some questions about the whole year of MOSAIC. For each question, you can answer yes, no, or maybe. You should stand in the section of the room that represents your response. There are no right or wrong answers to these questions.”*
 - Try to get to at least two questions.
- For a quicker version of “Yes-No-Maybe” students do not need to discuss responses with their group.

STEP 3. Play “Yes-No-Maybe” (3-5 min)

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

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

- Show **MOSAIC Projector Display: MOSAIC Group Reflection and Feedback**, solicit open-ended positive and constructive feedback about each of the questions.
- Either take notes on student comments yourself, or designate a student note-taker.
- Help students be as specific as possible in their suggestions.

- Do not press students if they are reluctant to share their opinions.
- Summarize the positive and constructive comments you hear from the students.

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

MOSAIC JUNE THROUGHLINE

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

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

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



June Activity 1

Group MOSAIC Reflection & Feedback

Classroom (Group) End-of-Year Feedback:

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

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

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

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

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

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

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

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

- To help students feel confident in the anonymity of their responses, you could have a student collect feedback forms and place them into an envelope before returning them to you.

FOLLOW UP

- Reflection and feedback is integral to the MOSAIC process. Continuous input from you and your students will help your school make MOSAIC into the best program it can be. Use this, along with feedback you have gathered throughout the year, to plan improvements for MOSAIC next year. Additionally, if your school has a MOSAIC instructional support team,

share this information with that team to inform wider MOSAIC improvements at the grade school level.

June Activity 2

End-of-Year Student Feedback

Dear MOSAIC students,

*Your voice matters to making MOSAIC better and better!
Your name will not be included in your answers. Please
answer honestly.*

School_____

MOSAIC Teacher Name: _____

MOSAIC Year (Grade Level): _____

June Activity 2

End-of-Year Teacher Feedback

MOSAIC Teachers,

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

School_____

MOSAIC Year (Grade Level): _____

Days 3-4: *Career Path Role Models*

STEP 1. Introduce Role Models (1-2 min)

- Say to students, *“We have talked a lot about your Positive Purpose and what goals you have for your life. Sometimes it can be hard to figure out how to reach your goals. The way to reach our goals, especially for jobs, is called a “career path.” Having a role model whose career path you can see and follow can be extremely helpful.”*
- Facilitate a discussion about the meaning of “role model.”
- *“A role model can be someone you know, like an older sibling or a family member or a leader in your community. A role model can also be someone you don’t know.”*

STEP 2. Students Create Role Model Trading Cards (10-15 min)



- Students should write down at least one role model in their MOSAIC Journals. Role models should be good examples of career paths.
- Give students half of an 8.5 by 11 piece of paper.
- Show the instructions on the **MOSAIC Projector Display: Role Model Trading Card**
- If you wish, you can give them more than one MOSAIC lesson, especially if they need to get additional information.
 - NOTE: It may help to have a list of role models available for your students to choose from, if they are having difficulty identifying someone with a career path to follow.

STEP 3. Students Exchange Cards and Share (5-10 min)

- After students have completed cards, have students circulate among their classmates and review each other’s cards and ask questions about their leadership choices.
- Tell students, *“You should exchange cards with someone whose leader is also a great leader.”*
- After students have exchanged (they can exchange several times), give them a chance to discuss with the class why they made the exchange.

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

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

Example Discussion Questions:

- *How did you decide on your role model?*
- *What can you learn from your role model?*
- *Did you find any other role models when you traded with your classmates?*

June Activity 1

Role Model Trading Cards

When thinking about a career path, who is a good role model?

1. Write on the front of the card:

- Name of the Role Model
- The Role Model's job or career
- Job/Special Role/Relationship to you
- She/He is a role model because.....
- I can follow in his/her footsteps by.....

3. Write on the back of the card:

- What you know about where the person was born and lives/lived
- When was the person born
- What steps did this person take on their career path?

June Activity 2

Conversation Series

Days 5 to 10

VIRTUE & SKILLS

Virtue and Skill
Integration

OBJECTIVE

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

MATERIALS

- ❖ Paper/MOSAIC Journals
- ❖ Pens/pencils

June Activity 2 Tips

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

“Conversation Series” Overview

Day 5: Looking Back

Day 6: Generosity Debate

Day 7: Leadership Roles

Day 8: Gratitude and Appreciation

Day 9: Looking Ahead

Day 10: Final MOSAIC Lesson

Day 5: Looking Back

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

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

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

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

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

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

STEP 4. Reflection (2 min)

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

DAY 6: *Generosity Debate*

STEP 1. Review Conversation Series Format (1 min)

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

STEP 2. Debate: Generosity (10 min)

- Ask one student to recite the class’ definition of “generosity” written in their MOSAIC notebooks.
- If no one has the definition written, ask, *“Who can tell me what generosity means?”*
- Arrange students into two groups for a debate. One group represents “Yes” and the other group represents “No.”
- Position students to face each other on opposing teams and instruct them to pick a speaker to present their group position.
- Students in each respective group should come up with 1-2 reason(s) to support their position.
- The speaker for each group will present their position.
- After each speaker has presented, each group will come up with one rebuttal for the opposing team and have a speaker present the rebuttal.
- Question for debate:
 - *“I feel better when I am generous and helpful to others.”*
 - Yes: Being generous and helpful makes me feel good.

- No: When I am generous I do not feel better. I feel like I am missing out on something.

STEP 3. Reflection (3-4 min)

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

DAY 7: Leadership Roles

STEP 1. Introduce another “Conversation Series”

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

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

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

Example Discussion Questions:

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

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

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

Example Discussion Questions:

- *What would be the best thing about being a governor?*
- *What would be the hardest thing about being a governor?*
- *If you were governor, how would you learn about what the people in your state wanted?*
- *If you were the governor and you had the power to fix one thing about the state, what would it be?*

STEP 4. Reflection (3 min)

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

DAY 8: *Gratitude and Appreciation*

STEP 1. Introduce today's "Conversation Series"

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

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

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

STEP 3. Reflection (3 min)

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

(MOSAIC Projector Display)

June Activity 2

Thinking About My Classmates

Think about all the students in your MOSAIC classroom.

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

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

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

In your MOSAIC class, who communicates well with others?

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

In your MOSAIC class, who is creative?

In your MOSAIC class, who is generous?

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

DAY 9: *Looking Ahead*

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

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

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

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

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

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

STEP 4. Reflection (2 min)

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

DAY 10: *Final MOSAIC Lesson*

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

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

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

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

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

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

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